

## THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST (TIP)

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*Author and Publisher*

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Fellow, Division 14 APA

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## **A Message From Your President**

**VICTOR H. VROOM**

It has been a busy summer preparing to take over the reins from **Mary Tenopyr** and setting up the committee organization that does the work. I am grateful to **Frank Smith**, the Chair of the Committee on Committees for his work in identifying a set of fine candidates for the various standing and ad hoc committees and to the outgoing committee chairs for their nominations. However, I am most appreciative of the response of those of you whom I called over the summer and who expressed a willingness to serve the division in a variety of ways. I am proud of the organization that we have set up and believe that it is well suited to carrying on the tradition of competence and enthusiasm that has come to characterize our division. Elsewhere in this issue of *TIP* you will find the names of the new committee chairs.

Those of you who attended the meeting in Montreal will undoubtedly share my view that we had an excellent program and that the charms of Montreal (my old home town) added to the enjoyment of the convention. We were also provided with the election results (**Art MacKinney**, as President-elect, **Irv Goldstein**, as Member-at-Large and **Lyman Porter** on Council) and with the good news that two Division 14 members had been honored by APA Awards, **Doug Bray** received the "Distinguished Contributions to Applied Psychology as a Professional Practice" and **Ed Fleishman** received the "Distinguished Scientific Award for the Applications of Psychology."

Due largely to dramatic and continuing increases in airplane fares and hotel expenses and increases in the costs of publishing *TIP*, the Division operated at a deficit last year. At the business meeting we voted a dues increase which will temporarily deal with the situation. However, the executive committee is seeking to cut costs in other ways. In the last issue **Mary Tenopyr** reported our intention, pending ratification of the necessary by-laws changes by the membership, to merge the Ad Hoc Continuing Education and Workshop Committees. In a similar vein, I have phased out the Ad Hoc Legal Issues Committee and asked its former Chair, **Jack Bartlett** and the Chairs of Public Relations, Public Policy and Social Issues and Ad Hoc State Relations to prepare for consideration at our January meeting a plan for a simpler organization that can meet Division 14's responsibilities to its various publics with less possibility of duplication of effort. Also in the interests of economy and efficiency, I have introduced a practice of inviting committee chairs to only one of the two mid-year meetings. For example, the Workshop and Continuing Education Committees will make their reports at the January Executive Committee Meetings and the Membership and Fellowship Committees at the meeting at the end of May.

Perhaps the biggest issue facing the division in the year ahead is incorporation as a Society of Industrial and Organizational Psychology. Recommended by the Long Planning Committee, the Open Forum at Montreal was devoted largely to an exploration of pros and cons of this move. The sentiment of those present was reflected in a straw vote and was overwhelmingly positive. I urge each of you to examine the draft by-laws for the new society (presented elsewhere in this issue) and to send any suggested modification to **Art MacKinney**, Chair of the Long Range Planning Committee. Later in the year you will receive a revised set of by-laws and will be asked to vote by mail ballot on the proposed new Society.

## Profile: Arthur C. MacKinney

Your new President-Elect was born in Kansas City, Missouri in the same year that Clark Hull's book on aptitude testing was published. He took his BA degree from William Jewell College (Liberty, Missouri) and his master's and doctoral degrees from the University of Minnesota. Art has had considerable experience in administrative activities and should adapt quite easily into his role as President-Elect (and then President) of Division 14. Art has been Head of the Psychology Department at Iowa State University (1967-70) and Chair of its Industrial Relations Program (1966-67). He has also been a Dean of Graduate Studies and Research at Wright State University in Dayton, Ohio (1971-76). Currently, he is Vice Chancellor of Academic Affairs at the University of Missouri-St. Louis.



Art has also been active in the Division's administrative functions. He has served as Chair of the Education Committee (1962-63; 1967-70), the Doctoral Guidelines Subcommittee (1964-65), the Master's Guidelines Subcommittee (1966-67), Professional Affairs Committee (1979-80); this year he will chair the Long Range Planning Committee. But, we won't stop here. Art has also chaired the Commission on Accreditation (1969-70), served as Secretary-Treasurer, Council of Chairmen of Graduate Departments of Psychology (1969-71); and been elected President (1966-67), Member-at-Large of Executive Council (1964-68), and Member of the Board of Examiners (1968-70) of the Iowa Psychological Association. When there were no more offices in Iowa, Art moved to Ohio and became a Member of the Executive Board (1971-73) and Chair of the Public Information Committee (1971-73) of the Ohio Psychological Association.

With all of the above administrative experience, we have great expectations for Art's term as President of Division 14. In spite of his devotion to administrative activities, Art is also active in research. He is an APA Fellow and recipient of the Cattell Research Design Award (with A. J. Reilly, E. B. Hutchins, and T. F. Lyons). He has published and conducted research in the areas of training and managerial performance assessment. When Art is not immersed in his administrative duties, he enjoys water sports such as boating and fishing. Last, but not least, we need to mention that Art was Editor (1972-76) and Associate Editor (1971-72) of *TIP*. His climb to the Presidency is encouraging to the *TIP* staff and we welcome his inputs and future columns. Given his experience, we are confident that he will meet the deadlines and guidelines of the current *TIP* staff.

## 14 TIPBITS

SHELDON ZEDECK

This issue may represent the "end" of the 1980 issues yet the items contained within represent the "beginnings" for many Division 14 members. Throughout this issue you will read about new members, new officers, new appointments, new goals, and new orientations. One particularly new endeavor for your review is the proposed incorporation of the Division as the Society for Industrial and Organizational Psychology. The issues were discussed at the APA Convention Open Forum and Business Meetings and it appears that there is overwhelming support for the change. Now you have another opportunity to partake in the decision processes. *TIP* urges you to study **Frank Schmidt's** report in this issue and the proposed bylaws and to send your comments to **Art MacKinney**. Some background material may be found in the August 1980 issue of *TIP*.

One ending note is that **Jim Thurber** is leaving the editorial board of *TIP*. We want to thank Jim for his contributions and are especially proud that one of his columns was reproduced in the *APA Monitor*. We welcome suggestions for a new editor to cover OD.

### NEWS AND NOTES...

*TIP* thanks **Clay Moore**, **Harry Ammerman**, and **Carl Kujawski** for filling its void. Each sent in the missing *TIP*, volume 11, no. 2...Several 14ers have been elected to offices within APA or APA coalitions. **Mildred "Kitty" Katzell** is now on the APA Board of Directors; **Milton Hakel** is on the Executive Board of the Research/Academic Coalition, and **Milton Blood** is the Chair of the Scientist/Practitioner Coalition...Others have been appointed to "high" places. **Richard Hackman** and **John Hinrichs** have joined the Board of Governors of the Center of Creative Leadership. Also moving up at CCL is **David P. Campbell** who has been promoted to Executive Vice-President...Then there are the winners of awards. The Division's Cattell Award was shared by **Sandra Kirmeyer** ("Employees' Reactions to Job Demands in Service Settings") and the trio of **Frank Landy**, **James Farr**, and **Rick Jacobs** ("Utility Concepts in Performance Measurement"). The latter three will submit a proposal next year regarding the equitable distribution of a single award certificate. Funds for the Cattell Award are almost depleted. Watch future *TIPs* for details on contributions for a new award, the **Edwin E. Ghiselli Award for Research Design**...**Hal Kaufman** received the 1979 Outstanding Paper Award for significant contributions to the literature of continuing education from the Continuing Professional Development Division of the American Society for Engineering Education..."Early Warning Signals—Growing Discontent Among Managers," an article authored by **Michael Cooper** and **Peter A. Gelfond**, has been selected for inclusion in the "Best of Business." The article first appeared in the January/February 1980 issue of *Business* magazine. "Best of Business" monitors over 500 business magazines, then selects the 15-20 articles it believes to be the "most important and useful articles relating to business"...**Ed Fleishman** and **Doug Bray** have won APA awards. Ed's is for "Distinguished Scientific Award for the Application of Psychology" and Doug's is for "Distinguished Contributions to Applied Psychology as a Professional Practice." Their

citations are printed elsewhere in *TIP*...Then there are those who are honored by having buildings named for them. **Lawrence G. Lindahl** was honored on July 12 by the Chadron State College, Chadron, Nebraska with the dedication of a portion of a new Technology Complex building to him. Lindahl served as professor and head of the Department of Industrial Education and Pre-engineering during the period 1930-1942. During that time he established the department as one of the major departments of the college. He was also awarded the commission of Admiral in the Great Navy of the State of Nebraska by Governor Charles Thone...Division 14 members who became Fellows of APA are **Mike Beer, Tom Bouchard, John Hinrichs, Dan Ilgen, Ned Rosen, Harold Rothe, and Rick Steers**...**Irv Goldstein** (one of *TIP*'s editors) has been appointed associate editor of the *Journal of Applied Psychology*. Also, we apologize to **Donald Brush**. *TIP* omitted his name in the August issue when we noted the Division 5 newsletter editorial board. Brush is co-editor of the "Score."

Those who weren't appointed or elected appear to have moved, permanently or temporarily. **Wayne Cascio** is spending Fall and Winter quarters at the University of California at Berkeley in both the Psychology Department and the School of Business Administration. His August issue of *TIP* was so late that he decided to be where he can pick it up personally...**David Schoorman**, who will be receiving his PhD with **Paul Goodman** at Carnegie-Mellon University, has joined the I/O faculty in the Department of Psychology, University of Maryland...**Phil Benson** has recently joined **Wiley Boyles, Junior Feild, Sam Green, Phil Lewis, Sherwood McIntyre, and Bill Sauser** at Auburn University, where he will be an Assistant Professor of I/O Psychology. Phil will soon be receiving his PhD in I/O from Colorado State University...**Pat Pinto** is spending one year as a Visiting Associate Professor of Industrial Relations at the Faculty of Commerce and Business Administration, University of British Columbia, in Vancouver...CONOCO, Inc. has made **John Newman** an offer he couldn't refuse. He is now their Director of Human Resource Planning. If you can't beat the oil companies, you may as well join them.

Others are staying put and working.

**Thomas W. Harrell**, Emeritus Professor Applied Psychology, Stanford University, Graduate School of Business, is continuing his research, with **Margaret S. Harrell**, on careers of Stanford MBAs. After following up at 5, 10, and 15 years the careers of men in three classes, they are planning a 20 year follow-up of the classes of 1961-63. Currently Tom and Margaret are analyzing returns from the first classes containing substantial numbers of women and minorities, those graduating in 1973-75. This phase is being supported by a grant from the General Electric Foundation. Unlike the earlier classes there are no psychological tests available. Also, under a grant from the Hoover Institution, Tom is writing a paper on "Costs and Benefits of Affirmative Action: Hiring and Promotion of Business Managers." Finally, Tom is teaching part time in the Schools of Business at San Francisco State University and at the University of Santa Clara...**Clyde J. Lindley** and **Thelma Hunt** conducted a two-day professional development seminar on "Personnel Interviewing," August 25-26, 1980 for the University of Delaware. A basic reference used in the seminar, **Henry Morgan's** text, "**The Inter-**

**viewer's Manual: Fair and Effective Interviewing**"...**Irv Goldstein, Jack Bartlett** and **Phil Bobko** have received a three year contract from the Air Force Office of Scientific Research to study the effects of summer university instructional programs in orienting minorities concerning careers in engineering.

Finally, there are those who are writing *TIP* about our mistakes. Steve Cohen's correct phone no. is 305-898-9219. Write to him if you want information about the *Journal of Assessment Center Technology*. Also, *TIP* (the publisher of the Divisions "Principles") apologizes to Jerome Doppelt. His correct affiliation is The Psychological Corporation. Please note this on page iv of your copy of the "Principles." We're sorry about these errors; perhaps if we followed the advice in *Newsweek* (September 8, 1980, pp. 57-58) we may have been more efficient. Consider the following excerpt:

"Handwringing over the failing work ethic is probably overdone. Many experts maintain that the real solution to the nation's productivity problems lies in the individual office or factory. 'If you change all the government policies that affect productivity,' says C. Jackson Grayson, Jr., 'you're still not going to get the burst of efficiency some are talking about.' Tom Anyos of SRI International tends to agree: 'There are in fact, some simple solutions. It's the little incentives that can give workers that added boost—a picture of an employee shaking the company president's hand or a picture of Bo Derek hanging on the wall.'"

**Mary Tenopyr's** comment: Anyone for Robert Redford?

THE DEADLINE FOR RECEIPT OF ITEMS  
FOR THE FEBRUARY ISSUE OF *TIP* IS  
DECEMBER 15, 1980



## TERMS USEFUL IN PERFORMANCE EVALUATION AND THEIR MEANINGS

Term	Meaning
Average Employee	Not too bright
Exceptionally well qualified	Has committed no major blunders to date
Active socially	Drinks heavily
Wife is active socially	She drinks too
Character and integrity above reproach	Still one step ahead of the law
Zealous attitude	Opinionated
Quick thinking	Offers plausible excuses for errors
Takes pride in his work	Conceited
Takes advantage of every opportunity to progress	Buys drinks for the boss
Forceful and aggressive	Argumentative
Outstanding	Frequently in the rain
Indifferent to instruction	Knows more than his seniors
Stern disciplinarian	A bastard
Tactful in dealing with superiors	Knows when to keep mouth shut
Approaches difficult problems with logic	Finds someone else to do the job
A keen analyst	Thoroughly confused
Definitely not the "desk" type	Did not go to college
Expresses himself well	Speaks English fluently
Often spends extra hours on the job	Miserable home life
Conscientious and careful	Scared
Meticulous in attention to detail	A nit picker
Demonstrates qualities of leadership	Has a loud voice
Shows exceptionally good judgment	Lucky
Maintains professional attitude	A snob
Keen sense of humor	Has vast repertoire of dirty jokes
Strong adherence to principles	Stubborn
Career minded	Back-stabber
Gets along extremely well with superiors and subordinates alike	A coward
Slightly below average	Stupid
A very fine employee of great value to the organization	Gets to work on time

## A TRIBUTE TO EDWIN E. GHISELLI

SHELDON ZEDECK and JOHN P. CAMPBELL

Edwin E. Ghiselli died on June 26, 1980 while touring Italy with his 12 year old granddaughter. In tributes, it is customary to cite one's accomplishments. We will not dwell on these. Most I/O psychologists know that Ghiselli published over 100 articles and several books, and that several books, including Dunnette's *Handbook of Industrial and Organizational Psychology* have been dedicated to him. The very large sum of his scientific contributions is perhaps best summarized in the following excerpt from his citation for the APA Distinguished Scientific Contribution Award (1972):

"A remarkably multifaceted set of distinguished contributions spanning a 40-year career. He began his scientific life as a neurophysiological psychologist and, in the absence of an established literature or technology to guide him, pioneered in the study of subcortical mechanisms. He has provided the same definitive guidance in applied psychology. Ghiselli and industrial psychology are virtually synonymous. Few issues concerning the behavior of people's work, from the conceptualization of performance to the measurement of values, have not been touched by his influence. Psychometric theory has also felt his impact. No one can approach a problem in psychological prediction without taking into account his work on prediction models. In sum, Ghiselli is one of the few who have productively spanned the two disciplines of scientific psychology."

We would like to share with you the type of person he was so that those of you who didn't know him personally will understand our loss. Ed Ghiselli was a warm, sincere, and kind human being who truly enjoyed life and people. He thoroughly enjoyed talking with people about psychology, trains, Italy, cartoons, your ideas, your children, and even you. His pleasure was to listen and learn. He would often say after you were finished talking, while his arm was around your shoulder—"Isn't that interesting"—and he meant it! He was this way when he discussed research. You could describe your project and its results. If he was skeptical (others would say "critical") of the work, he would say something like—"That's interesting, but what about this" and "do you think we can do another experiment this way?" This academic non-arrogance was especially appreciated by his younger colleagues. While certainly no one is perfect, Ed Ghiselli was one of our field's outstanding examples of how colleagues should interact, support each other, and constructively evaluate one another's work. It is fitting that Division 14's award for recognition of research will soon be named the Edwin E. Ghiselli Award for Research Design.

Ghiselli's last public presentation was the Robert Tryon Memorial Lecture in October 1979 at Berkeley. His lecture concerned the usefulness of *imperfect* models for understanding and predicting behavior. Eddie lived life that way; he understood that people care for each other and people help each other, and that our theories, data, and values are always imperfect. His most fitting marker is "Così È Se Vi Pare" ("So it is if it seems that way to you").

## GOVERNMENT RESEARCH ACTIVITIES

LAUREL W. OLIVER

A longitudinal study called Command Climate has recently been completed under the leadership of **Frank O'Mara** of the Leadership and Management Technical Area at the U.S. Army Research Institute for the Behavioral and Social Sciences. The purpose of this research was to delineate the causal relationships between organizational climate and organizational performance. A subsidiary objective was to empirically examine the ways in which organizational effectiveness is defined and measured in the Army. The climate measures developed for this project were designed to evaluate four areas: leadership and management practices, unit member satisfaction, characteristics of the job, and organizational processes. Organizational performance measures included mission readiness, behavioral indicators of overall morale, and both internal and external ratings of overall organizational effectiveness.

The longitudinal Command Climate study covered a two-year period from May 1978 through November 1979. Data were collected four times at six month intervals (May 1978, November 1978, May 1979, and November 1979). Sixty battalion-size units participated in each wave of data collection. The same units were utilized throughout the study. From each unit, a representative sample was drawn of service members, noncommissioned officers, and commissioned officers.

Two methods were used to gather data. Climate measures were obtained by means of a survey questionnaire which was administered to large groups by teams of researchers. Unit records were used as a source of behavioral and performance data. These data were provided by the battalion units using information from official Army records.

Results of the Command Climate study can provide organizational diagnostic techniques and tools which assess organizational effectiveness. Facets of organizational climate and performance of organizations in general, and specifically those pertaining to the Army, can be identified using Command Climate information. Additionally, the relationship between goal-specific performance and behavior and organizational satisfaction can be defined and explored. Data analysis is currently underway.

For information concerning the Command Climate project, contact **Frank O'Mara** at the **Army Research Institute, 5001 Eisenhower Ave., Alexandria, VA 22333, 202-274-8293**. (**Nehama Babin**, who worked on the Command Climate project, provided us with this description of that research effort.)

Still wanted: Information about Government research activities. Contact **Laurel Oliver, Army Research Institute, 5001 Eisenhower Ave., Alexandria, VA 22333, 202-274-8293**.

## APA Award Winners

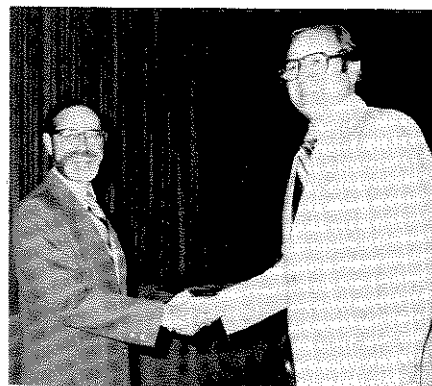
**Doug Bray** and **Ed Fleishman** each were presented with awards at the recent APA Convention in Montreal. The following is Doug's citation for the "Distinguished Contributions to Applied Psychology as a Professional Practice" award:

"This award acknowledges the remarkable achievements of Dr. Douglas W. Bray in developing and implementing the assessment center method. From the introduction of the method in industry for a comprehensive longitudinal study of managers, to the application and international dissemination of assessment centers for personnel selection and development, to the extension of the method to professional accreditation, his work illustrates a unique and highly commendable blend of basic scientific research and impactful implementation of a practice. In his dedication to a sound research beginning, creative application of psychological knowledge to professional practice, careful research on the consequences of an applied practice, attention to its social and professional ramifications, and in his leadership as teacher, spokesperson, and change agent, Dr. Douglas W. Bray has demonstrated truly outstanding professional performance."

Ed's citation for "Distinguished Scientific Award for the Applications of Psychology" is as follows:

"For the outstanding creativity and soundness of his programmatic research and applications over the past quarter century in two major areas—leadership behavior and human performance. In the leadership area, he developed attitude and behavioral measures of fundamental leadership dimensions and related them to criteria of group effectiveness and social climate. In the area of human performance, he developed taxonomies of physical-performance, kinesthetic, and perceptual-motor abilities through multivariate-experimental studies that linked individual differences with experimental psychology—the two disciplines of scientific psychology. For example, he traced the contributions of specific abilities through different stages of training and learning. His research has addressed pervasive societal problems, provided concepts and methods for enhanced generalizations from laboratory to field settings, and bridged theoretical and applied psychology."

Below are photos of Bray receiving his award from Jack Bardon and Ed receiving his award from Robert Zajonc.



## The Division That Roared: Report of Council

**VIRGINIA E. SCHEIN**

Senior Council Representative, Division 14

Power and influence is the name of the game in APA's Council of Representatives, and Division 14 is beginning to reap the benefits of its concerted effort to increase its influence. Despite our size, we now have one of the largest delegations on Council—5 seats. Thanks to all of you who continue to allocate 10 point votes to Division 14 on the Apportionment Ballot. Keep those votes coming—in numbers there is strength.

One person can also make a difference. Congratulations to **Mildred Katzell** on her election to the Board of Directors of APA. Kitty worked diligently as a member of Council, and was active not only on the Council floor but in the informal coalitions, many of which backed her nomination.

Informal coalitions meet prior to the formal Council meeting and allow divisions with similar interests to discuss agenda items and coalign on important voting items. The Scientist-Practitioner Coalition, formed by Division 14 and currently chaired by **Milton Blood**, is rapidly gaining in size and influence. Another strong coalition, Research—Academic, elected **Milton Hakel** to its Executive Committee. Our voices are getting stronger; our needs and concerns are being heard.

Victory was the outcome at the second session of the Council meeting in Montreal. The Council passed a motion to limit the initial work of the Task Force on Education and Credentialing to health service providers. Their initial charge was to design and evaluate a system for the designation of all programs that prepare individuals for the practice of psychology. At the council meeting, **Paul Thayer** introduced a motion, co-sponsored by Divisions 3 and 19, instructing the Task Force to concentrate its activities on those areas of psychology for which there are currently APA accreditation procedures and that the Force be enjoined from developing education and credentialing procedures for other areas of psychology, such as Industrial/Organizational. The final compromise motion, recommended by the Board of Directors stated that "...the Task Force...should take as its initial task that of developing criteria for the designation of programs which train psychological health service providers." Hooray!

On other Council matters, Council passed the petition for a new Division of Psychology and Law, which should be of interest to many Division 14 members. Council defeated a petition for a Division of the Independent Practice of Psychology thanks to **Milton Hakel's** strong speech opposing the new division. Council also passed a ten dollar service charge for long term members who become dues-exempt and voted to experiment with less complicated parliamentary rules at the January meeting.

Influence gained can easily be eroded. Your Council members will continue to work hard to further the needs and interests of your Division. Division 14 representatives are: **Virginia E. Schein, Richard J. Campbell, Milton R. Blood, Paul W. Thayer, and Milton D. Hakel.**

## NEW DIVISION 14 MEMBERS, ASSOCIATES, STUDENTS and AFFILIATES—1981

The following were accepted into Division 14 at the business meeting in Montreal. *TIP* welcomes you and looks forward to hearing from and about you.

### MEMBERS

Hugh J. Arnold	Wesley E. Harper	Marilee S. Niehoff
Jan C. Aul	Nina Hatvany	Aaron J. Nurick
Michael Jay Badger	John C. Haymaker	Lawrence H. O'Brien
Richard M. Baird	Edwin P. Hollander	Thomas H. Olson
William K. Barnard	Nancy Hutchens	Ann Marie O'Roark
Rene Bergermaier	Robert B. Inskeep	Larry A. Pace
Leslie J. Berkes	Gail Ironson	Walter J. Palmer
Robert Bloom	Rick Jacobs	Lawrence M. Paul
Steven H. Brown	Douglas Johnson	Stuart Pivnick
Ricki Buckley	Jennifer A. Jolly	James C. Quick
Louis Buffardi	Linda Cassell Jones	John M. Rauschenberger
Raymond G. Carey	Frank Kazystofiak	Anthony J. Rucci
Douglas Cederblom	Moses N. Kiggundu	Michael C. Rush
Andrew Cooke Crosby	Larry M. King	Paul R. Sackett
John V. Crosby	Gary A. Klein	Alice G. Sargent
Walter F. Daves	Kenneth L. Klein	William T. Sauser, Jr.
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## Annual Review CALL FOR PAPERS

Mary Tenopyr and Paul Oeltjen are writing the chapter on personnel selection for the *Annual Review of Psychology*. Authors are urged to send pre-publication copies of any pertinent manuscripts and copies of relevant unpublished manuscripts prepared since January 1, 1979 to **Mary L. Tenopyr, American Telephone and Telegraph Company, Room 4B48, 1776 On The Green, Morristown, New Jersey 07960.**

## ANNOUNCEMENT

Having trouble receiving *TIP*? If so, write the APA Circulation Office, 1200 Seventeenth St., N. W., Washington, D.C., 20036, *TIP* uses mailing labels purchased from APA; **all address changes are handled through the Circulation Office.**

## News Conference

(Editor's Note: The following are the remarks presented by **Jack Bartlett** at a news conference, "Society and the Role of Psychological Testing," Monday, September 1, 1980; 11:30 AM, Montreal.)

I am an Industrial-Organizational Psychologist and my particular interest is the use of psychological testing as an aid to making personnel decisions. Although tests are used in making many kinds of personnel decisions, including promotion, counseling and placement of employees, the most common use of tests by organizations is in the selection of entry level personnel.

When many people think of tests as they are used in personnel selection, they think of the typical multiple-choice test of cognitive ability. However, a much broader definition is required by the 1978 *Uniform Guidelines on Employee Selection Procedures*, which has been adopted by four U.S. Government agencies (Equal Employment Opportunity Commission, Department of Justice, Department of Labor, and Office of Personnel Management). These guidelines make it quite clear "tests" which are used for selections are not restricted to tests of cognitive ability, but also include such measures as performance tests, interviews, information on application forms, and physical, educational and experience requirements. In other words any information that is used to make a personnel decision is considered a *test*. Professional industrial-organizational psychologists choose measures (i.e. tests) to aid them in advising organizations about selection decisions on the basis of how the test improves the quality of the decisions, i.e., how the test enables them to make predictions about job success.

It would not be appropriate to choose a test just because it is (or is not) a paper and pencil test. Thus, the issues of alternatives to paper and pencil testing are often false issues related to a narrow definition of testing. When the broad definition of testing (as defined by Federal guidelines and law) is applied it can be seen that when one discusses elimination of testing or alternatives to testing in making selection decisions, one is really talking about the elimination of the selection decision by the organization. The only real alternatives to testing become self-selection or random selection—a lottery. Self-selection is practiced only when the number of job openings is equal to the number of applicants, which is rarely if ever the case. Random selection would require some kind of lottery to be set up, such as the military draft. Furthermore, random job lotteries would have to be set up for all jobs; medical doctors, airline pilots, Federal judges, etc. Even educational requirements are considered to be tests and thus, could not be imposed. It is obvious that it could never work and would never be accepted.

The above discussion is important because some persons have suggested that we should find alternatives to employment testing. It is necessary to understand that there is really no viable alternative to employment testing when the broad definition of a test is considered.

Actually, employment testing has many positive benefits. Those benefits to the organization are generally obvious. Valid selection decisions should lead to a higher quality of work force, lower attrition and greater productivity. Increased productivity and improved efficiency benefits society as well. Testing can benefit the individual worker as well as the organization by



systematically matching individuals to appropriate jobs. Multiple aptitude testing is widely used in vocational counseling where the primary goal is matching individuals to appropriate jobs in the hope of increasing individual adjustment and satisfaction with work and careers.

Unfortunately, testing for employment selection decisions is not always satisfying to everyone. Some persons get selected while others do not. Tests used for these decisions may be the messenger that delivers the bad news. Furthermore, tests may be related to such variables as race, sex, income or socioeconomic status. Thus, tests may be viewed as instruments of discrimination. Industrial-organizational psychologists are working to develop tests that can help to eliminate negative impact against minority groups, but many times these attempts are unsuccessful because the same factors that lead to low test scores may lead to low performance on the job as well. For example, the job of stevedore requires a great deal of strength for lifting and moving heavy objects. A test of physical strength might select more men than women, yet would be considered a fair test because it screens the applicants on a job relevant aptitude. One of the most critical tasks of the industrial-organizational psychologist in developing a fair selection procedure is to make sure that the attributes required to successfully perform the jobs are measured by the selection tests. According to the 1978 *Uniform Guidelines on Selection Procedures*, "...unfairness is demonstrated through a showing that members of a particular group perform better or poorer on the job than their scores on the selection procedures would indicate...". A great deal of research has been accumulated, demonstrating that selection tests developed according to accepted procedures of industrial-organizational psychologists, are rarely found to be unfair (as defined by these guidelines) to minority groups.

In summary I have tried to communicate the following points:

(1) Tests, as they are used by industrial-organizational psychologists to aid in employment decisions, include not only paper and pencil tests of cognitive ability, but also all information that might be used in making that decision.

(2) When tests are considered in this broad context, there is really no viable alternative to some kind of employment testing.

(3) Although tests may be the bearer of bad news for those who are not selected, when tests are properly used according to standards of industrial-organizational psychology, they can provide an accurate and fair measure of persons' ability to perform the job.

### APA ELECTION RESULTS

Over 120 Division 14 members responded to **Milt Hakel's** "Scientist/Practitioner Alert" in which he called for the election of **William Bevan** or **Charles Kiesler** for President of APA. The campaign was successful. **William Bevan** has been elected the 90th President of APA and his term of office begins January, 1982. Hakel is now planning an "alert" for the U.S. Presidential election.

## WORK, AGING, AND RETIREMENT: I/O PSYCHOLOGY AND THE WHITE HOUSE CONFERENCE

ANN HOWARD

The 1981 White House Conference on Aging represents an opportunity for I/O psychologists to influence a general body of research on aging and perhaps play a role in national policy as well. Late last year APA appointed a Task Force for the conference representing various APA divisions (**Jim Fozard**—Chair, **Byron Campbell**, **Carl Eisdorfer**, **Margaret Gatz**, **Clifford Swenson**, and myself). One of our activities is to generate input from our respective divisions in the form of papers, symposia, or other programs that can be staged at the 1981 APA convention. Papers prepared for these efforts will be directed to the Technical Committees of the White House Conference and become part of the national pool of information by the conference to direct national policy.

Particularly sought from Division 14 members are convention programs relating to aging workers and retirement. Some issues relevant to older workers may be declining abilities and assessment of functional disabilities; age discrimination in promotions, forced retirements, benefits, training, etc.; and obsolescence and selection and training for second careers. Retirement issues may include predictions of retirement age, retirement as an avenue to a second career, happiness and adjustment in retirement as related to earlier career success and satisfaction, and employers' obligations to retirees or pre-retirees. Is anybody doing research, developing theory, or designing programs in these or related areas? Would you be able to put together an APA program on any of these subjects?

There are several notable advantages to contributing to the 1981 APA convention in this way. First, our division can get contributions of program time from others in APA; Division 20 (Adult Development and Aging) has already made a generous commitment and other Divisions will be involved also. Second, there will be publicity attached to programs connected with the White House Conference that may attract others outside our division. Perhaps most important, the voice of I/O psychology probably hasn't been heard too much relative to aging, and this represents a chance to broaden our research horizons and connect with some related fields.

Send all program ideas to me at **AT&T, 1776 On The Green, Room 2B47, Morristown, New Jersey 07960**. I plan to prepare some coordinated submissions for this year's Program Committee (**Randy Dunham**, Chair), which is calling for new ideas.

### DIVISION 14 ELECTION RESULTS!!!!

Arthur C. MacKinney—*President-Elect*  
Irwin L. Goldstein—*Member-at-Large*  
Lyman W. Porter—*Council Representative*

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*Ad Hoc State Affairs:* **William C. Howell**

*Committee on Committees:* **C. J. Bartlett**

**SPECIAL REQUEST**

**Division 14 needs your ten votes.** Please consider giving all of your ten votes to Division 14 when the APA Council Apportionment Ballot reaches you in November. APA Council will be considering issues of reorganization, licensing, standards, and other issues relevant to Division 14 members. We currently have five effective voices in Council (**Virginia Schein, Paul Thayer, Richard J. Campbell, Milton Blood, and Milton Hakel**; **Lyman Porter** will replace Schein in January 1981). Influence in APA affairs is, in part, determined by how many votes a group has. **Division 14 needs five Council members and five votes.** Don't put your apportionment ballot in the "in-basket" or the "round basket." Encourage your friends to support Division 14.

**Meetings: Past and Future**

(1) **1980 Academy of Management Meetings:** The Academy of Management Meetings were held in the Detroit Plaza Hotel and Renaissance Center in Detroit, August 9-13, 1980. The program included a large number of Division 14 members as organizers, presenters, and discussants. Included were **John Anderson, Dick Beatty, John Bernardin, Jeanne Brett, Wayne Cascio, Larry Cummings, Tim Hall, Fran Hall, Tove Hammer, Dan Ilgen, Mickey Kavanagh, George Milkovich, Bill Mobley, Rick Mowday, Paul Muchinsky, Pat Pinto, Lyman Porter, Denise Rousseau, Randy Schuler, Rick Steers**, and numerous others. **John Wanous** and **Allen Kraut** were also observed wandering the halls.

Three divisions of the Academy appear to be most central to the interests of Division 14 members; Personnel and Human Resources (PH/R), Organizational Behavior (OB), and Organizational Development (OD). Other divisions also attracting some interest were Organization Theory, International Management, and the Career Interest Group. Also of relevance were several pre-convention doctoral consortia held for invited doctoral students two days prior to the formal meetings. For instance, the PHR consortium included sessions by **Wayne Cascio, Rick Steers, and Rick Mowday. Denise Rousseau** was one of the participants in the OB consortium.

A substantial number of symposia and papers were delivered which were likely to be of interest to Division 14 members. Sessions in the PHR area were held on: 1) Employee Performance: Measurement and Applications, 2) External Staffing: Attraction and Recruiting, 3) The Late Career Stage, 4) Compensation Administration, 5) Employee Absence and Turnover, and 6) The Effects of Stress on Behavior Within Organizations.

Sessions in the OB/OD Divisions included: 1) Motivation, 2) Career Roles and Stages, 3) Organizational Climate, Control, and Coordination, 4) Role Conflict and Role Stress, 5) Job Characteristics, Job Satisfaction, and Life Satisfaction, 6) Employee Withdrawal: Issues, Problems, and Perspectives, 7) Current Issues in Organizational Change, and 8) The Early Employment Period in Organizations.

Each year the Academy Meetings seem to grow in size and diversity. A substantial proportion of the growth appears to be occurring in the PHR Division, with a current membership of 1300 members. Each year there also seems to be an increased effort to link research interests of members across divisions through the use of joint symposia. An unobtrusive measure of the success of these efforts was evident in the density and traffic flows in the numerous bars within the hotel. The things we do for science.

(Editor's Note: This review was written by **Charles O'Reilly**.)

(2) **APA Convention** (For those of you who missed the meetings in Montreal, and for those who were there but spent time sightseeing, going to French restaurants, or eating smoked meat, the following should provide a "flavor and summary of the activities):

Les communications du Congrès concernaient les thèmes tels que: (1) la sélection des handicapés, des petits employés de bureau, et des "cols blancs," (2) les occasions pour trouver un job, pour mener des recherches, et pour avoir des bourses, (3) les organisations et les bureaux administratifs—

leur efficacité et leur bien-être, (4) les carrières—leur planning, leur développement, et “burnout,” et, comme d’habitude, (5) the Uniform Guidelines on Employee Selection Procedures. Le plus haut point d’intérêt de l’Open Forum était le “oui” massif au vote informel en faveur d’un statut de Société Anonyme, même après avoir su que H & R Block était peut-être capable de déclarer les recettes de la Division 14. Le Business Meeting avançait rapidement sans la moindre opposition à l’augmentation de la cotisation (\$14 pour 14) mais seulement quelques rires sous cape ça et là pendant que le Secrétaire-Trésorier M. Albright présentait le budget de *TIP*. Enfin le discours présidentiel de Mme. Mary Tenopyr plaidait en faveur de la productivité, de la compétence et de l’éclectisme. L’année prochaine le Congrès se tiendra à Los Angeles (Août 24 à 28) et au lieu d’entendre “où est l’Outrement?”, on entendra “surf’s up.”

(3) **A Conference on The History of Applied Psychology**, sponsored by Old Dominion University, will be held on November 21, 1980, at Virginia Beach, Virginia. Topics will include the history of industrial, military, and clinical psychology. The speakers include **B. von Haller Gilmer**, **Leonard W. Ferguson**, **Michael M. Sokal**, **Earl A. Alluisi**, **Brendan A. Maher**, **Winifred B. Maher**, and **Stanley B. Williams**. For further information, contact **C. J. Adkins**, **Performance Assessment Laboratory**, Old Dominion University, Norfolk, VA 23508. (804) 440-4227.

(4) **Metropolitan New York Association for Applied Psychology**: METRO’s officers for 1980-1981 are President **Adela Oliver** of Lee-Hecht and Associates; Vice President **Richard G. Buchanan** of the Buchanan Group; Treasurer **R. Ronald Shepps** of Metropolitan Life; Secretary **Martin M. Greller** of Rohrer, Hibler & Replogle; and Placement Coordinator **Mark A. Mishken** of the New York State Office of Court Administration.

The program for 1980 is **Richard Reilly** speaking on “The Survey of Alternative Selection Procedures” October 16; **Harold Russell** on “Removing Barriers to Employment Against the Handicapped” November 20; **William Byham** on “Court Cases Involving Assessment Centers” December 17; **Robert Lee** and **David Switkin** on “Psychology of Outplacement” January 21, 1981; Co-sponsored conference on “Job Evaluation, Equal Work and Comparable Work” March 1981 (tentative); **Neal Schmitt** on “Industrial Psychologists with Unions as Clients” April 22; and **William Roskind** on “Managing Industry-wide Consortia Projects” May 28.

For further program or membership information contact **Martin Greller**, **METRO Secretary**, **Rohrer, Hibler & Replogle**, 610 Fifth Avenue, New York, NY 10020.

(5) The second annual **National I/O Psychology and Organizational Behavior Graduate Student Convention** will be held at Michigan State University on April 24, 25th and 26th, 1981.

The purpose of the convention is to provide the opportunity for graduate students in I/O and OB programs to share ideas, and research, compare programs and establish contacts that will be kept throughout our careers.

A 150 word abstract or colloquia presentation should be submitted by January 31, 1981.

Send abstracts and/or contact for further information: **I/O-OB Convention Steering Committee**, **Michigan State University**, East Lansing, Michigan 48824, (517) 353-9174.

## EVENTS IN THE TRAINING WORLD

IRWIN L. GOLDSTEIN

Hear Ye! Hear Ye! Hear Ye! Here it comes. The newest technique to save the organization. It’s called stress reduction training and a bewildering number of offerings are available. The programs offer a number of techniques including: biofeedback; meditation; progressive relaxation (use of imagery); Yoga or Zen; self hypnosis; and physical exercise. Unfortunately, few of the programs have been evaluated and there is relatively little known about which type of programs work for which type of persons in what kinds of situations. Indeed, the emergence of stress reduction programs follows the faddish development of training programs described so well by **John Campbell** in his 1971 **Annual Review** article. Of course, it is likely that some number of these programs are effective but there is precious little information to permit a sensible choice. Instead, the organization is faced with fancy PR brochures extolling the virtues of the program. From a systems perspectives it might also be noted that most of these programs are designed to teach the individual how to handle stress but few consider the issue of what causes stress and how the organization might reduce stress in the work place.

The serious nature of the problems concerning stress and hypertension are such that careful development and evaluation of all programs should be demanded. For persons interested in becoming familiar with background literature in the area of stress there have been several excellent articles published in the last few years. **Sheldon Cohen** (1980) has published a review article describing the aftereffects of stress on human performance and social behavior. He notes that performance is affected by a wide range of unpredictable and uncontrollable stimuli as well as increased task demand. Another fine background review is contained in an article on psychological factors and hypertension by **Jules Harrell** (1980). A third article by **Adams, Feuerstein & Fowler** (1980) describes the literature related to parameters, etiology and intervention concerning vascular headaches in which psychological factors may play a critical role. Unfortunately, one of their conclusions regarding intervention techniques can be generalized to most stress reduction training programs. They note “that although a number of psychological treatment approaches have been reported in the literature, there are few well-controlled evaluations, and definitive conclusions regarding differential effectiveness of the various techniques are difficult (pg. 217).” Considering the health implications of stress in the work place, it is time for us to give some of our attention to research on this topic.

I am looking for topics, information, ideas, etc. for this column. Hopefully, the next column will discuss the use of training data in fair employment practices cases. Any information would sincerely be appreciated. Please write **Irv Goldstein**, **Department of Psychology**, **University of Maryland**, **College Park, Maryland 20742** or call (301) 454-6103.

### References

- Adams, H. E., Feuerstein, M. & Fowler, J. L. Migraine headache: Review of parameters, etiology, and intervention. *Psychology Bulletin*, 1980, 87, 217-237.
- Cohen, S. Aftereffects of stress on human performance and social behavior: A review of research and theory. *Psychological Bulletin*, 1980, 88, 82-108.
- Harrell, J. P. Psychological factors and hypertension: A status report. *Psychological Bulletin*, 1980, 87, 452-501.

## INCORPORATION: OPINIONS AND COMMENTS OF MEMBERS SOLICITED

FRANK SCHMIDT

As most of you are aware by now, the Executive Committee of Division 14 has been studying the question of incorporation of the Division for over a year. The Long-Range Planning Committee (LRP) has studied the matter in detail and has summarized these deliberations for the membership in the August (1980) issue of *TIP*. In that report—which also lists advantages and disadvantages of incorporation—LRP recommend that Division 14 incorporate as the Society for Industrial and Organizational Psychology.

What is incorporation? Incorporation is a change in the legal standing of the Division that gives the Division a legal status and existence independent of APA. After incorporation, The Society for Industrial and Organizational Psychology would remain a division of APA but would also exist as a separate and independent incorporated Society. Such a separate legal existence has a number of advantages, as outlined in the August LRP report in *TIP*. Additional advantages beyond those listed in that report include:

1. Possible increases in membership commitment, identification and morale. This development is reported to have occurred in Division 8 (Social) after incorporation, primarily because of a perceived increased independence and "breathing space" within APA.
2. If it ever became necessary to withdraw from APA—we do not believe it is necessary or desirable at present—we could do so expeditiously and without the delays the process of incorporation entails. We would already be incorporated. Only minor changes in our Bylaws would be required.
3. APA Divisions which are also incorporated societies (there are several) are not subject to many of the new regulations that APA boards and committees might attempt to impose in the future. We would be free to reject many new regulations not in our interest (while accepting those that are).

LRP proposes that the Division decide the issue of incorporation as follows:

1. Determine the advantage and disadvantages of incorporation, including paperwork, insurance, etc., requirements. This has been done (see the August *TIP* article).
2. Poll the Executive Committee. This has been done, and the vote was unanimous in favor of incorporation.
3. Discuss the matter with the membership at The Open Forum in Montreal. This has been done. A straw vote was taken, and there was a heavy majority in favor of incorporation.
4. Rewrite the Bylaws as appropriate for incorporation. This has been done, and copies were made available at The Open Forum in Montreal.
5. Obtain membership reactions and comments on both the question of incorporation and the draft of the proposed Bylaws through *TIP*. This we are doing in this issue of *TIP*.

Immediately following this introduction the current Division 14 Bylaws are printed with the proposed changes indicated in brackets. We would like to have your reactions, comments, and suggestions on both the proposed Bylaws and the question of incorporation by **December 31, 1980**. This deadline will allow us to present your comments to the Executive Committee when it meets in January. Send your comments to the LRP Chair, **Art MacKinney, University of Missouri-St. Louis, 8001 Natural Bridge Road, St. Louis, Missouri 63121**.

6. Revise proposed Bylaws based on member comments and conduct mail ballot in Spring 1981. Members will be asked to vote on two separate questions: (1) Should we incorporate? (2) Should we adopt the Bylaws as proposed?
7. If both votes are favorable, proceed with incorporation. By the 1981 APA Convention in Los Angeles, we could be incorporated as the Society for Industrial and Organizational Psychology.

(Members of LRP are **Art MacKinney**, Chair, **Irv Goldstein**, **Frank Schmidt**, and **Ken Wexley**. This report was written by **Frank Schmidt**.)

### BYLAWS OF THE DIVISION OF [SOCIETY FOR] INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY [A DIVISION OF THE] AMERICAN PSYCHOLOGICAL ASSOCIATION

#### ARTICLE I—NAME AND PURPOSE

1. The name of this organization shall be the Division of Industrial and Organizational Psychology of the American Psychological Association [Society of Industrial and Organizational Psychology, Inc., (herein afterwards referred to as the Society)].
2. Its purpose shall be to promote human welfare through the various applications of psychology to all types of organizations providing goods or services, such as manufacturing concerns, commercial enterprises, and public agencies. In order to attain this objective the [Society] Division shall:
  - a. improve the qualifications and usefulness of industrial and organizational psychologists through high standards of ethics, conduct, education, and achievement;
  - b. advance the scientific status of the field, by such means as the encouragement and stimulation of sound research, the publication and communication of research findings, and the improvement of research methods and conditions;
  - c. facilitate the exchange of information and experience among the members;
  - d. improve opportunities and standards for training and development;
  - e. facilitate the growth and development of the field;
  - f. foster cooperative relations with allied groups and professions;
  - g. strive to eliminate malpractices of untrained and unethical practitioners;
  - h. contribute to the broad advancement of psychology.

[The purposes for which this corporation is formed are purely scientific and educational and not for financial gain, and no financial gain shall ever accrue to any member of this Corporation, nor any other person or institution, in the conduct of same.]

## ARTICLE II—MEMBERSHIP<sup>1</sup>

1. Membership in this Division shall be open to Fellows, Members, and Associates of the APA provided that applicants shall also satisfy the additional conditions stated herewith. An applicant for membership may be (a) Associate or Member of APA applying for membership in this Division, or (b) Associate of this Division applying for Member status, or (c) Member of this Division and/or APA applying for Fellow status in this Division and APA, or (d) Fellow in APA applying for Fellow status in this Division.
2. Fellows of the Division shall have met the standards set forth for Fellow status in the APA Bylaws, with the additional stipulations as stated below:
  - a. Fellows of this Division shall at the time of their election to Fellowship have been Members of this Division for no less than two years.
  - b. As evidence of having made an unusual and outstanding contribution or performance in industrial and organizational psychology, a candidate for Fellow status must have done work which is widely recognized and accepted by other members of the Division as having advanced their own thinking and practices. In order for this impact to have occurred, it is generally expected that he shall have generated new knowledge or formulations or programs that contribute to theory, methods, or practices relevant to industrial and organizational psychology, and that these contributions will have been set forth in publications generally available to the profession or otherwise widely communicated such as through participation of the programs and meetings of professional groups or associations.Fellows shall be entitled to the rights and privileges of the Division without restriction.
3. Members of this Division shall have met the standards set forth for the Members of the APA Bylaws, with the additional stipulation that their professional activities, as demonstrated by research, teaching, and/or practice, shall be related to the purpose of the Division as stated in Article I, Section 2. Such activities may be performed in a variety of settings, such as private business or industry, educational institution, consulting firm, government agency, public service, foundation, or self-employment and shall represent the equivalent of at least one year of full time service in these activities. Such members shall be entitled to the rights and privileges of the Division without restriction. The designation Member as used in these Bylaws shall be deemed to include Fellows, except where there is an express provision to the contrary.
4. Associates of this Division shall have met the standards set forth for Associates in the APA Bylaws, with the additional stipulation that they shall be presently engaged primarily in professional or graduate work related to the purpose of the Division as stated in Article I, Section 2. Associates may not vote or hold office in the Division, but are entitled to all rights and privileges of the Division not specifically denied them by these Bylaws.
5. The Membership Committee of this Division will receive applications for Member and Associate.
6. Foreign Affiliates of APA or Students in Psychology affiliated with APA may become Foreign Affiliates or Students in Psychology of this Division by application to the Membership Committee.
7. The Membership Committee will submit its recommendations to the Executive

Committee prior to the next annual meeting; the Executive Committee will act upon the recommendations of the Membership Committee and will nominate candidates for election as Member and Associate at the annual meeting. If an applicant is rejected by the Membership Committee, he can submit his application directly to the Executive Committee or to the Members at an annual meeting provided such special action is requested in writing by five members of the Division. A majority of members present and voting at the annual meeting is necessary for election to the Division.

8. When an Associate of this Division applies for Member status, his application may be approved by the Executive Committee upon the recommendation of the Membership Committee.
9. The Fellowship Committee of this Division will review the qualifications of all persons nominated for Fellow status in this Division, or in this Division and APA. A Member may be nominated for Fellowship by either a Member or Fellow of the Division. He must be sponsored by three Fellows of the APA, at least two of whom must be Fellows of this Division. The nominator may be one of the sponsors if he is a Fellow of the Division. Candidates for Fellow status in APA through this Division must also comply with the procedures prescribed by the APA for new Fellows.
10. The Fellowship Committee will submit its recommendations to the Executive Committee prior to the next annual meeting; the Executive Committee will act upon the recommendations of the Fellowship Committee and will approve candidates for election as Fellow at the annual meeting.
11. Approved candidates who are not already Fellows of APA, receiving a majority vote of the members present and voting at the annual meeting, are recommended by the Division to the Council of Representatives of the APA for final approval.
  - a. The APA is responsible for notifying such recommended persons of their election or rejection.
  - b. When a nominee for Fellowship does not receive approval by the Executive Committee of the Division (or the Membership), the Secretary-Treasurer of this Division will notify the nominator.
12. Nominees who are Fellows of the APA and who have been approved by the Executive Committee of this Division, become Fellows of this Division by a majority vote of the Members present and voting. Such nominees are notified of election or rejection by the Secretary-Treasurer of the Division.
13. All elections to membership are validated by payment of dues upon presentation of the dues bill by the APA, and by satisfying any other regulations established by the membership of the Division.
14. Fellows of this Division shall be designated as Fellows, Members of this Division shall be designated as Members, and Associates of this Division shall be designated as Associates in Industrial and Organizational Psychology.
15. A Fellow, Member, or Associate may be dropped from membership for conduct which tends to injure the Division, or to affect adversely its reputation, or which is contrary to or destructive of its purpose. Action requires a two-thirds vote, taken by secret ballot, of the membership present and voting at an annual meeting. Such vote shall be taken only upon recommendation of the Committee on Professional Affairs or a special committee of three to be appointed by the President with the advice and consent of the Executive Committee to investigate the particular case. The Committee's recommendation shall be submitted only (a) after it has accumulated the relevant facts and has given the accused member an opportunity to answer the charges against him both in writing and by appearing in person before the Committee, and (b) after the committee recommendations have been reviewed and approved by a majority vote, taken by secret ballot, of the Division Executive Committee.

<sup>1</sup>The organization of Article II in the proposed Society Bylaws differs from the organization in the current Bylaws. Therefore, for the sake of clarity, the complete wording of the current Article II is presented first, followed by the full text of Article II in the proposed Bylaws.



[ARTICLE II—MEMBERSHIP]

- [1. The Society shall have two bases for membership: Those who are members of the American Psychological Association, and members-at-large. In these Bylaws, the term member shall include both categories of membership. Members elected on these two bases shall be equal in rights except for the following provisions: (a) Divisional Representatives of the Society to the Council of Representatives of the American Psychological Association, who also serve on the Executive Committee of the Society, shall be members of the American Psychological Association and shall be chosen by, and only by, the members of the Society who are also members of the American Psychological Association; (b) a Representative to the Executive Committee of the Society shall be chosen by, and only by, the members-at-large of the Society if they constitute more than 100 persons.]
- [2. *Members affiliated with the American Psychological Association* shall be designated as follows, in accordance with the Bylaws of the American Psychological Association:
  - 2a. Fellows shall be members of the American Psychological Association elected as Fellows of the Society in accordance with the provisions of Section 3 of Article II of the Bylaws of the American Psychological Association.

Fellows of the Society shall have met the standards set forth for Fellow status in the APA Bylaws, with the additional stipulations as stated below:

    1. Fellows shall at the time of their election to Fellowship have been Members of the Society for no less than two years.
    2. As evidence of having made an unusual and outstanding contribution or performance in industrial and organizational psychology, a candidate for Fellow status must have done work which is widely recognized and accepted by other members of the Society as having advanced their own thinking and practices. In order for this impact to have occurred, it is generally expected that he or she shall have generated new knowledge or formulations or programs that contribute to theory, methods, or practices relevant to industrial and organizational psychology, and that these contributions will have been set forth in publications generally available to the profession or otherwise widely communicated such as through participation in the programs and meetings of professional groups or associations.
  - 2b. Members of the Society shall have met the standards set forth for Members in the APA Bylaws, with the additional stipulation that their professional activities, as demonstrated by research, teaching, and/or practice, shall be related to the purpose of the Society as stated in Article I, Section 2. Such activities may be performed in a variety of settings, such as private business or industry, educational institution, consulting firm, government agency, public service, foundation, or self-employment and shall represent the equivalent of at least one year of full time service in these activities. In these Bylaws, Members, as defined in this paragraph, will be referred to as *APA Members*. The designation APA Member as used in these Bylaws shall be deemed to include Fellows, except where there is an express provision to the contrary.
  - 2c. Associates of this Division shall have met the standards set forth for Associates in the APA Bylaws, with the additional stipulation that they shall be presently engaged primarily in professional or graduate work related to the purpose of the Society as stated in Article I, Section 2. Associates may not vote or hold office in the Society, but are entitled to all rights and privileges of the Division not specifically denied them by these Bylaws.]
- [3. *Members-at-large* shall be persons, who, by reason of their competence in fields bearing upon the central interests of the Society, wish to join the Society in order

to aid the Society in the attainment of its objectives, but who do not hold membership in the American Psychological Association.

- 3a. Ordinarily, eligibility for membership-at-large shall require a post-graduate degree (usually a doctorate) from a recognized institution in a field related to the interests of the Society.
- 3b. An application for membership-at-large must be submitted to the *Membership Committee*. The application must contain such information concerning the nominee's academic and professional history as shall be prescribed by the Executive Committee.
- 3c. Members-at-large shall be elected by a majority vote of the Executive Committee of the Society.]
- [4. The Membership Committee of the Society will receive applications for APA Member, Associate, and Member-at-Large.]
- [5. Foreign Affiliates of APA or Students in Psychology affiliated with APA may become Foreign Affiliates or Students in Psychology of the Society by application to the Membership Committee.
  - 5a. Student Affiliates shall not have voting privileges accorded to members of the Society, but they are invited to participate in the Society's program of activities.
  - 5b. Dues, if any, to be paid by Student Affiliates are to be determined by vote of the Executive Committee.
  - 5c. If dues are required of Student Affiliates, non-payment of dues shall be considered equivalent to resignation from Student Affiliate status.]
- [6. The Membership Committee will submit its recommendations to the Executive Committee prior to the next annual meeting; the Executive Committee will act upon the recommendations of the Membership Committee and will nominate candidates for election as Member and Associate at the annual meeting. If an applicant is rejected by the Membership Committee, he can submit his application directly to the Executive Committee or to the Members at an annual meeting provided such special action is requested in writing by five members of the Society. A majority of members present and voting at the annual meeting is necessary for election to the Society.]
- [7. When an Associate of the Society applies for Member status, his application may be approved by the Executive Committee upon the recommendation of the Membership Committee.]
- [8. The Fellowship Committee of the Society will review the qualifications of all persons nominated for Fellow status in the Society, or in the Society and APA. A Member may be nominated for Fellowship by either a Member or Fellow of the Society. He or she must be sponsored by three Fellows of the APA, at least two of whom must be Fellows of the Society. The nominator may be one of the sponsors if he or she is a Fellow of the Society. Candidates for Fellow status in APA through this Society must also comply with the procedures prescribed by the APA for new Fellows.]
- [9. The Fellowship Committee will submit its recommendations to the Executive Committee prior to the next annual meeting; the Executive Committee will act upon the recommendations of the Fellowship Committee and will approve candidates for election as Fellow at the annual meeting.]
- [10. Approved candidates who are not already Fellows of APA, receiving a majority vote of the members present and voting at the annual meeting, are recommended by the Society to the Council of Representatives of the APA for final approval.
  - 10a. The APA is responsible for notifying such recommended persons of their election or rejection.

- 10b. When a nominee for Fellowship does not receive approval by the Executive Committee of the Society (or the Membership) the Secretary-Treasurer of the Society will notify the nominator.]
- [11. Nominees who are Fellows of the APA and who have been approved by the Executive Committee of the Society, become Fellows of the Society by a majority vote of the Members present and voting. Such nominees are notified of election or rejection by the Secretary-Treasurer of the Society.]
  - [12. All elections to membership are validated by payment of dues upon presentation of the dues bill by the APA, and by satisfying any other regulations established by the membership of the Society.]
  - [13. Fellows of the Society shall be designated as Fellows, Members of the Society shall be designated as Members, and Associates of the Society shall be designated as Associates in Industrial and Organizational Psychology.]
  - [14. A Fellow, APA Member, Associate or Member-at-Large may be dropped from membership for conduct which tends to injure the Society, or to affect adversely its reputation, or which is contrary to or destructive of its purpose. Action requires a two-thirds vote, taken by secret ballot, of the membership present and voting at an annual meeting. Such vote shall be taken only upon recommendation of the Committee on Professional Affairs or a special committee of three to be appointed by the President with the advice and consent of the Executive Committee to investigate the particular case. The Committee's recommendation shall be submitted only (a) after it has accumulated the relevant facts and has given the accused member an opportunity to answer the charges against him or her both in writing and by appearing in person before the Committee, and (b) after the committee recommendations have been review and approved by a majority vote, taken by secret ballot, of the Executive Committee of the Society.]

### ARTICLE III—OFFICERS

1. The officers of this organization shall be: a President, a President-elect, and a Secretary-Treasurer, together with the Division Representatives provided by the APA Bylaws.
2. The Division<sup>2</sup> Representatives to the APA Council of Representatives shall be elected according to the Bylaws and regulations of the APA. [These representatives shall be members of the American Psychological Association (APA Members) and shall be chosen by, and only by, the members of the Society who are also members of the American Psychological Association.]
3. It shall be the duty of the President to preside at all meetings of the Division [Society], to act as chairman of the Executive Committee, to exercise general supervision over the affairs of the Division [Society], and to be an ex-officio member of all committees.
4. It shall be the duty of the President-elect to serve on the Executive Committee, to preside in the absence of the President, to act as chairman of the Election Committee, and to carry out such other duties as may be delegated to him or her by the President.
5. [The Secretary-Treasurer shall be a member of the Society affiliated with the American Psychological Association (APA Member) who is elected by all the members of the Society.] It shall be the duty of the Secretary-Treasurer to issue calls and notices of meetings, of nominations, and of other necessary business, to maintain records of all members of the Division [Society], to have custody of all

<sup>2</sup>The term "Division" has been retained when referring to Representatives to APA council. APA Representatives represent us as an APA Division, not as an incorporated society.

- Division [Society] funds and authorize disbursements, and to maintain liaison with the Executive Secretary of the APA. He or she shall serve as a member of the Executive Committee and as an ex-officio member of all standing committees.
6. The Division Representatives shall fulfill the duties outlined in the Bylaws of the APA. They shall also serve as members of the Executive Committee.
  7. If there is an absence of one or more Division Representatives at any annual meeting of the APA, the President is authorized to appoint such alternates as may be permitted by the APA.
  8. In case of the death, disability, or resignation of any Division [Society] officer, the Executive Committee shall make a pro-tem appointment to serve until a duly elected successor takes office to complete the unfinished term. Elections for unexpired terms shall take place at the next annual election.
  9. Terms of office are specified in Article V.

### ARTICLE IV—EXECUTIVE COMMITTEE

1. There shall be an Executive Committee of the Division [Society], consisting of the President, the President-Elect, the Secretary-Treasurer, the Division Representatives, three Members-at-Large [General Executive Committee Members], and the immediate Past-President. [In addition, if the number of members who are members-at-large exceeds 100, the Executive Committee shall have as additional members one or more Executive Committee Representatives elected by and only by the members-at-large, in order to provide members-at-large, who cannot vote for Divisional Representatives, representation on the Executive Committee. Members-at-large shall be represented by as many Executive Committee Representatives as is necessary for members-at-large to achieve representation that is equal, in proportion to their numbers, to that achieved by members affiliated with the American Psychological Association.]
2. The Executive Committee shall have general supervision over the affairs of the Division [Society]. They shall use mail ballots whenever it is deemed appropriate in matters affecting Division [Society] policy. They shall meet at least once each year, before the time of the annual Division [Society] business meeting, and shall make a full report to the membership at the time of the annual business meeting.
3. During time intervals between Executive Committee meetings, an Emergency Action Subcommittee of the Executive Committee shall be empowered to take action on behalf of the Executive Committee when, in the President's judgment, time does not permit contacting all members of the Executive Committee before an action is needed. This Emergency Action Subcommittee shall consist of the following four members of the Executive Committee: President, Immediate Past-President, President-Elect, and Secretary Treasurer. Actions of this group require an unanimous vote. Any actions taken by this Emergency Action Subcommittee will be reported in full by the President at the next scheduled meeting of the full Executive Committee.
4. Wherever in these Bylaws the term "Executive Committee" is used, it shall be construed to mean and be equivalent to "Board of Directors" and wherever the terms "Executive Committee Member" or "Member of the Executive Committee" or the like are used, they shall be construed to mean and be equivalent to "Director."]

### ARTICLE V—NOMINATIONS AND ELECTIONS

1. The Election Committee (see Article VII, Sections 1, 2) shall conduct and supervise all elections of the Division [Society]. [With the exception of APA Associates, the officers and members of the Executive Committee shall be elected by all members of the Society eligible to vote for each office.]

2. The Election Committee, using the facilities of the Secretary-Treasurer, shall mail a call for nominations each year. The nomination ballot shall provide spaces for at least three names for each office to be filled. The following will govern the call for nominations:

- 2a. Schedule of terms of office:

President-Elect to serve a term of one year and as President for the subsequent year.

Secretary-Treasurer—to serve a term of three years.

Division Representatives—to serve staggered terms of three years, or in accord with any rules set forth by the Bylaws of the APA governing their term of office.

Members-at-Large—to serve staggered terms of three years. [General Executive Committee Members and Representatives to the Executive Committee of Members-at-Large—to serve staggered terms of three years.]

- 2b. Eligibility for office—any Fellow or Member of the Division except:

President and President-Elect during their terms of office.

Secretary-Treasurer during his first two years in office.

Past Presidents for office of President.

- [2b. Eligibility for office of President—any Member of the Division except the President and President-Elect during their terms of office, the Secretary-Treasurer during his first two years in office, and Past Presidents.]

- [2c. Eligibility for offices of Secretary-Treasurer and Division Representative—any Society Member who is also a Member or Fellow of APA (APA Member).]

- 3a. The Election Committee of the Division [Society] shall count the nominating ballots and shall certify to the Secretary-Treasurer a list of names of persons, in rank order, who are nominated for each office, plus any persons nominated under Section 3, paragraph b, below. The Secretary-Treasurer shall prepare a ballot for all offices for which terms expire that year; the ballot shall include at least three and no more than five member-nominated nominees for the office of Division [Society] President-Elect and Secretary-Treasurer, and at least two and no more than four member-nominated nominees for each vacancy in the office of Member-at-Large [General Member]. (See Section 4, below, for regulations regarding Division Representatives.) Before placing a nominee on the ballot the Secretary-Treasurer shall secure in writing a statement that the nominee is willing to be a candidate for the office. The Executive Committee may turn over the preparation of the ballot and the securing of consent to the APA office.

- 3b. At its direction, in order to promote better representation as to geographic location, sex, institutional affiliation, age, etc., of the officers of the Division [Society], the Election Committee may place one additional name on the ballot for each office for which election is being held, without reference to the results of the nominating balloting.

4. Since Division Representatives are officials of the APA, the Election Committee shall send its list of ranked nominees to the Executive Secretary of the APA before the date specified by the APA. This list shall include at least three times the number of nominees as there are offices of Division Representative to be filled. The APA Election Committee is responsible for the election, but shall include at least two and not more than three nominees on the final ballot for each office of Division Representatives to be filled.
5. The Division [Society] can conduct its nomination and election of officers, other than Division Representatives (see Section 4), either through its own facilities or

through the facilities of the APA. The Election Committee shall use the method decided upon by the Executive Committee.

6. All elections are by a preferential voting system, according to the procedure accepted by APA at the time of the election.
7. The Election Committee shall file a report with the Executive Committee, and shall report the names of elected officials to the Members at the next annual meeting.
8. Officers shall assume office on the first day following the close of the annual business meeting at which their election was reported, except in the case of Division Representatives who will assume office on the first day following the close of the APA annual meeting at which their election was reported.
9. In the event that the number of Division Representatives is reduced in accordance with APA Bylaws, the recall of Division Representatives will be accomplished by employing the following rules in sequence:
  - 9a. Failure to nominate to fill expiring term(s).
  - 9b. Equalization of representation by length of term remaining; i.e., if two or more representatives have the same terms remaining, the appropriate number of representatives would be recalled by lot conducted by the Election Committee Chairman.
  - 9c. By lot conducted by the Election Committee Chairman.

## ARTICLE VI—MEETINGS

1. The annual meeting of the Division [Society] shall take place during the annual convention of the APA, and in the same locality. The program shall consist of Division [Society] Business, and the presentation of scientific papers, and the discussion of professional matters in the field of industrial and organizational psychology. The Division [Society] shall coordinate its program with, and participate in, the program of other divisions of the APA.
2. A quorum for the transaction of business shall consist of not less than one tenth of the voting Members of the Division [Society].
3. On all matters calling for action by the membership of the Division [Society], each Member shall have one vote, and no voting by proxy shall be allowed. Associate Members may not vote, as provided by Article II, Section 2c.

## ARTICLE VII—COMMITTEES

1. The committees of the Division [Society] shall consist of the following standing committees: Fellowship, Membership, Election, Program, Public Relations, Public Policy and Social Issues, Scientific Affairs, Professional Affairs, Education and Training, Newsletter [Continuing Education and] Workshop, Committee on Committees, and such special committees as may be established by vote of the members or by the Executive Committee.
2. Members of standing committees shall consist of three or more persons appointed by the President, with the advice and consent of the Executive Committee. The President will appoint the Chairman. The Election Committee shall consist of the immediate Past President, the President and the President-Elect, who will serve as Chairman. Members of the Fellowship Committee must be Fellows of the Division [Society].
3. The Fellowship Committee shall carry out the functions described in Article II relating to Fellows.
4. The Membership Committee shall carry out the functions described in Article II relating to Members and Associates.

5. The Election Committee shall carry out the functions described in Article V.
6. The Program Committee shall prepare the program of the annual meeting in coordinating with the Program Committee of the APA, and shall seek the advice of standing committees and of the Membership in planning the program.
7. The Committee on Public Relations shall promote the interests of the Division [Society] and its members by the development of contacts with business and industry, with other professional groups, and with the public in general. Specifically, the Committee on Public Relations shall: (a) encourage or otherwise arrange for appropriate publication relating to industrial and organizational psychology, as for example, articles in journals, magazines, pamphlets, or newspapers; (b) encourage or otherwise arrange for other types of public contacts, such as speakers to appear before business, professional, or public groups; and (c) perform whatever other continuing or special functions it considers desirable to maintain satisfactory relations with business and industry, with other professions, and with the public in general.
8. The Committee on Public Policy and Social Issues shall encourage and facilitate the participation of Division [Society] members in studies, research and service on problems associated with social welfare: (a) by identifying and publicizing to Division [Society] members social issues which are germane to their interests and skills; (b) by initiating working relationships with governmental agencies and public-issue-oriented groups and organizations, such that the Division [Society] can inform these agencies of the resources available from its members, respond to legitimate requests for assistance from these agencies for services of its members and disseminate to these agencies the results of investigations by its members bearing on the advancement of knowledge in the area of social problems; and (c) by promoting research and other activities of members toward the solution of important national social problem.
9. The Committee on Scientific Affairs shall be concerned with all aspects of industrial and organizational psychology as a science. Its activities shall be designed to encourage, promote, and facilitate greater contributions of a scientific or technical nature by Division [Society] members.
10. The Committee on Professional Affairs shall promote the interests of the [Society] Division and its members by concerning itself with matters of professional practices, ethics, and state and national legislation. Specifically, the Committee on Professional Affairs shall concern itself with information gathering, for the purpose of making general recommendations to the Division [Society] and to the APA.
11. The Education and Training Committee shall (a) encourage and promote the improvements of the scientific and professional skills of the Division's [Society's] members and prospective members, (b) evaluate training needs to assess the effects of training among members of the Division [Society], and (c) collaborate with the APA's Education and Training Board in matters related to the function of the committee.
11. The Education and Training Committee shall (a) be responsible for monitoring the state of graduate education in I/O Psychology, (b) encourage and promote the development of the scientific and practitioner skills of the Society's prospective members, (c) prepare and periodically revise Guidelines for Education of I/O Psychology Doctoral Students, (d) contribute to and collaborate with the APA's Education and Training Board in matters related to the function of the committee.<sup>3</sup>
12. The Newsletter Committee shall prepare, under the direction of the Newsletter Editor, for publication and distribution to the membership, the official newsletter of Division 14 [the Society], *The Industrial and Organizational Psychologist*.
13. The Workshop Committee shall prepare and conduct an Annual Workshop in Industrial and Organizational Psychology in conjunction with the APA Conven-

tion, and such regional or other workshops as the Executive Committee may approve.

- [13. The Continuing Education and Workshop Committee shall (a) encourage and promote the improvements of the scientific and professional skills of the Society's members, (b) evaluate training needs of the members, (c) prepare and conduct an Annual Workshop in I/O Psychology in conjunction with the APA Convention, and such regional or other workshops or activities as the Executive Committee may approve, (d) take action to approve or disapprove applications to the Society to certify continuing education (CE) programs in I/O Psychology, (3) carry out all functions necessary to remain an APA-approved sponsor of CE activities.]<sup>3</sup>
14. The Committee on Committees shall recommend appointments to all other standing committees to the incoming President. The Committee shall have five members, appointed by the President-elect, and shall make a special effort to see that each year some members of the Division [Society] who have not served frequently in the past are appointed to standing committees.
15. The authorization or reauthorization for each standing committee of the Society for Industrial/Organizational Psychology (with the exception of the Long Range Planning Committee) will be for a maximum period of five years. Continuation of a standing committee after five years will require reauthorization by a majority vote of the Executive Committee.<sup>3</sup>
16. The authorization or reauthorization for each Ad Hoc committee of the Society for Industrial/Organizational Psychology will be for a maximum period of two years. Continuation of an Ad Hoc committee after two years will require reauthorization by a majority vote of the Executive Committee.<sup>3</sup>

#### ARTICLE VIII—DUES

1. The minimum membership dues are one dollar per year for each Member, payable to the Division [Society] by the APA out of the annual membership subscription to the APA.
2. Changes in annual dues and assessments may be recommended by the Executive Committee and shall be decided by a majority vote of the Members present and voting at any annual meeting.
- [3. In accordance with the American Psychological Association's rules for divisional membership, non-payment of dues shall be considered equivalent to resignation from the Society.]

#### ARTICLE IX—AMENDMENTS

The Division [Society], by vote of two-thirds of the Members present, at any annual meeting, or by a majority vote of the Members of the Division [Society] voting on a mail ballot, may adopt such amendments to these Bylaws as have been (a) read at the preceding annual meeting, or (b) mailed to the last known post office address of each member at least two months prior to vote, or (c) published in an official journal of the APA at least two months prior to vote.

#### [ARTICLE X]

#### [VOTING UPON SHARES OF OTHER CORPORATIONS]

[Unless otherwise voted by the Executive Committee, the President shall have full power and authority on behalf of the Society to vote either in person or by proxy at any meeting of shareholders of any corporation in which this Society may hold

<sup>3</sup>These proposed Bylaws changes are unrelated to the question of incorporation. If the proposed Society Bylaws are approved by a vote of the membership, it will not be necessary to conduct a separate vote on these changes.

shares, and at any such meeting may possess and exercise all of the rights and powers incident to the ownership of such shares which, as the owner thereof, this Society might have possessed and exercised if present. The Executive Committee may confer like powers on any other person and may revoke any such powers as granted at its pleasure.

#### [ARTICLE XI—FISCAL YEAR]

[The fiscal year of the Society shall commence on January 1 of each year and end on December 31.]

#### [ARTICLE XII]

##### [PROHIBITION AGAINST SHARING IN SOCIETY EARNINGS]

1. No member or officer or person connected with the Society, or any other private individual shall receive at any time any of the net earnings or pecuniary profit from the operations of the Society, provided that this shall not prevent payment to any such person of such reasonable compensation for services rendered to or for the Society in effecting any of its purposes as shall be fixed by the Executive Committee; and no such person or persons shall be entitled to share in the distribution of any of the corporate assets upon the dissolution of the Society. All members of the Society shall be deemed to have expressly consented and agreed that upon such dissolution or winding up of the affairs of the Society, whether voluntary or involuntary, the assets of the Society, after all debts have been satisfied, then remaining in the hands of the Executive Committee shall be distributed, transferred, conveyed, delivered, and paid over in such amounts as the Executive Committee may determine or may be determined by a court of competent jurisdiction upon application of the Executive Committee, exclusively to the American Psychological Association, provided that if the American Psychological Association shall not then be an organization organized and operated exclusively for scientific and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1954, as amended, distribution shall be made to such organization as will qualify for exempt status under the terms of said Section of the Internal Revenue Code.]
2. Notwithstanding any other provisions of these Bylaws, no member, officer, employee, or representative of this Society shall take any action or carry on any activity by or on behalf of this Society not permitted to be taken or carried on by an organization exempt under Section 501(c)(3) of the Internal Revenue Code of 1954, as amended, or as they may hereafter be amended, or by an organization contributions to which are deductible under Section 170(c)(2) of such Code as they now exist or as they may hereafter be amended.]

#### [ARTICLE XIII—INVESTMENTS]

[The Society shall have the right to retain all or any part of any securities or property acquired by it in whatever manner, and to reinvest any funds held by it, according to the judgment of the Executive Committee, without being restricted for class of investments which a trustee is or may hereafter be permitted by law to make or any similar restriction, provided however, that no action shall be taken by or on behalf of the Society if such action is a prohibited transaction or results in the denial of the tax exemption under Sections 503 or 507 of the Internal Revenue Code of 1954, as amended, or as it may hereafter be amended.]

#### [ARTICLE XIV—SEAL]

[The seal of the society shall be circular in form, bearing its name, the words District of Columbia, and the year of its incorporation. The Secretary-Treasurer shall have custody of the seal and may affix it (as may any other officer if authorized by the Executive Committee), to any instrument requiring the Society seal.]

## EDUCATION & TRAINING COMMITTEE 1979-1980 YEAR END REPORT

STEVE COHEN

The E & T Committee took on three major projects this past year:

- 1) Rejuvenating the I/O Documents Clearinghouse,
- 2) Revising the I/O Graduate Program's Brochure, and
- 3) Revising the I/O Training Guidelines.

This report summarizes the status of each of these projects. The I/O Documents Clearinghouse appears doomed as a viable information resource for our membership. It appears that Division members are either unwilling, uninterested, or simply unmotivated in sharing their "private" documentation with each other. On the surface, the Clearinghouse concept still appears to be a valuable one. Perhaps, future E & T Committees can figure out a more readily applicable implementation strategy. Any suggestions will be welcomed, I'm sure, by **Rich Klimoski**, this year's new Committee Chair. I would personally like to thank the Committee members who worked hard, but perhaps in vain, on this project: **Jim Terborg**, **Dennis Courtney**, and **Mike Nees**.

The I/O Graduate Program's Brochure has been revised under the able leadership of **Jerry Siegel** and Committee member **Hilda Wing**. The Brochure now has an up-to-date addendum based on twenty-two program changes or additions. The Brochure (1978) and the addendum (1980) can both be obtained by writing the Division Secretary-Treasurer, **Lew Albright at Kaiser Aluminum & Chemical Corporation, 300 Lakeside Drive, Room KB 2140, Oakland, California 94643**.

The third project for this past year's E & T Committee, revising the I/O Training Guidelines, turned out to be a much larger and more difficult task than originally anticipated. After careful review, it was discovered that even the most recent guidelines: a) do not take into account emerging social and legal policy, b) do not sufficiently address current professional training issues in I/O Psychology, and c) do not adequately reflect the entire spectrum of I/O training environments. This review, conducted by a project committee chaired by **Jan Wijting** and staffed with **Dan Ilgen** and **Dave Munz**, not only revealed the above, but also pointed out that a mere revision of the Guidelines may not meet the Division's needs. Instead, this Committee has recommended a more intense systematic, and perhaps several year effort devoted to writing a set of training guidelines that more accurately represents the total Division membership's thought.

In an era when local and federal legislation with potential long-range impact for I/O Psychologists, appears to be mounting, the I/O Training Guidelines may become one of the most important documents reflecting the Division's current and future ideology. We are hopeful that this year's Committee has properly laid the foundation for this critical task.

Once again, I would like to thank my Committee members for the efforts this past year. In addition, the opportunity to serve the Division has been extremely rewarding and gratifying for me during the last few years. It was a sincere pleasure to work so closely with such a dedicated and talented group of Committee Chairs and Executive Committee members. I shall look forward to continued work for the Division.



## DIVISION 14 MEMBERSHIP INFORMATION AND APPLICATION BLANK

Below is a description of the requirements and procedures for becoming a member of Division 14. These materials are intended to be photocopied for the use of individuals in applying to the Division. Make them available to friends, students, relatives, colleagues, etc. Note that applications are to be submitted to the Membership Chair in **duplicate**; deadline for receipt by the Membership Committee is **July 1**. Send applications to **Richard M. Steers, Graduate School of Management, University of Oregon, Eugene, Oregon 94703**.

### AMERICAN PSYCHOLOGICAL ASSOCIATION DIVISION OF INDUSTRIAL & ORGANIZATIONAL PSYCHOLOGY INSTRUCTIONS FOR MEMBERSHIP APPLICATION

Membership in the Division of Industrial and Organizational (I/O) Psychology is open to Fellows, Members, Associates, and Students in Psychology of the American Psychological Association. Affiliate membership in the Division is open to interested new graduates of I/O programs. Application for status in this Division as Student in I/O Psychology, Affiliate, Associate, or Member is handled through the Division Membership Committee. Recommendations for status as Fellow are made through the Fellowship Committee:

Article I, Paragraph 2 of Division 14, Bylaws describes the Division's purpose. It is promotion of welfare through the various applications of psychology to all types of organizations providing goods or services. Examples of such applications are:

- Selection and placement of employees
- Development of selection programs
- Optimal placement of key personnel
- Early identification of management potential

- Organization development
  - Analysis of organizational structure
  - Formulating corporate personnel strategies
  - Maximizing the effectiveness and satisfaction of individuals and work groups
  - Effecting organization change

- Counseling employees for purposes of improving employee relations, personal and career development, and superior-subordinate relations

- Conducting small group sessions for purposes of team building, personal and career development, conflict resolution, role negotiation and training

- Training and development of employees
  - Identifying training and development needs

- Formulating and implementing technical training, management, and organizational development

- Evaluating the effectiveness of training and development programs relating to productivity and satisfaction criteria

- Personnel Research
  - Continuing development of assessment tools for selection, placement, classification, and promotion of employees
  - Validating test instruments
  - Measuring the effect of cultural factors on test performance

- Improving Employee Motivation
  - Enhancing the productive outputs of employees
  - Identifying and improving factors associated with job satisfaction
  - Redesigning jobs to make them more meaningful
- Consumer research and product evaluation
  - Assessing consumer preferences
  - Identifying consumer reactions to new products
  - Developing governmental consumer policies
- Design and optimization of work environments
  - Designing work environments
  - Optimizing man-machine effectiveness

The requirements and instructions for application for Student in I/O Psychology, Affiliate, Associate, or Member status are given below.

#### QUALIFICATIONS FOR *STUDENT IN I/O PSYCHOLOGY* STATUS

Must be current APA Student in Psychology.

#### QUALIFICATIONS FOR *AFFILIATE* STATUS

Affiliate is an interim class of I/O Division membership, consisting of individuals whose applications to APA (as either Associate or Member) have not yet been acted on by the Association. In other respects its requirements correspond to those for Associate or Member status.

#### QUALIFICATIONS FOR *ASSOCIATE* STATUS

1. Associates must meet the standards for Associates in the APA:

- The person must have completed two years of graduate work in psychology at a recognized graduate school.
- The person must have a Master's degree in psychology from a recognized graduate school and, in addition, must have completed one full year of professional work in psychology.

2. Presently must be engaged primarily in professional or graduate work related to the purpose of the Division, "to promote human welfare through various applications of psychology to all types of organizations providing goods or services."

3. Applicants must be approved by both the Membership Committee and the Executive Committee of the Division of Industrial and Organizational Psychology.

#### QUALIFICATIONS FOR *MEMBER* STATUS

1. Members must meet the standards for Members in APA:

- Have a doctoral degree based in part upon a psychological dissertation conferred by a graduate school of recognized standing.
- Be engaged in study or professional work that is primarily psychological in nature.

2. a. Must be engaged in professional activities, as demonstrated by research, teaching, and/or practice, related to the purpose of the Division as stated in Article I, Section 2 of the Bylaws, "to promote human welfare through various applications of psychology to all types of organizations providing goods or services." Such activities may be performed in a variety of settings, such as private business or industry, educational institution, consulting firm, government agency, public service foundation, or self employment, and shall represent the equivalent of at least one year of full-time service in these activities.

- It would be helpful to the Membership Committee if individuals who did not receive a Ph.D. in I/O psychology, or the equivalent thereof (e.g., Ph.D. in organizational behavior from a business school), supported their statement that they are engaged in professional activities related to the purpose of the Division

# APPLICATION FOR MEMBERSHIP

## DIVISION OF INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

### AMERICAN PSYCHOLOGICAL ASSOCIATION

(TYPE OR USE BALL POINT PEN)

Name and address

APA Status   Associate ☐   Year.....   Associate Status in Divisions .....  
 Year elected:   Member ☐   Year .....   Membership in Divisions .....  
                          Student ☐   Year .....

Check status in Division 14 for which you are applying: Associate ☐   Member ☐   Affiliated ☐   Student ☐

#### EDUCATIONAL BACKGROUND (Show undergraduate and graduate education)

Institution	Degree	Date	Institution	Degree	Date

Major field of graduate school specialization:

Masters thesis title

Advisor(s)

Ph.D. thesis title

Advisor(s)

#### PUBLICATIONS (List your two most significant publications)

Title of Publication	Publication	Date

#### PROFESSIONAL EXPERIENCE (List present position first and then list earlier positions)

Employer	Title	Supervisor	From	To
1				
2				
3				
4				

DUTIES: On a separate page describe briefly the duties of each job. Identify by the above numbers.

Show additional information to support your application on the reverse side of this form.

I certify the above information is correct. I authorize investigation of all statements contained in this application. I subscribe to and will support the purpose of the Division, "to promote human welfare through the various applications of psychology to all types of organizations providing goods or services, such as manufacturing concerns, commercial enterprises, and public agencies."

Date

Signature of Applicant

by submitting one of the following: (a) two articles published in I/O related journals, (b) two letters of recommendation written by current members of Division 14, (c) name of I/O related courses taught, or (d) copies of unpublished research or evaluation reports in the I/O area.

3. Applications must be approved by both the Membership Committee and the Executive Committee of the Division of Industrial and Organizational Psychology.

#### APPLICATION MATERIALS

1. Complete *two (2) copies* of the APPLICATION FOR MEMBERSHIP using typewriter if possible.
2. Send *both* copies of your completed APPLICATION FOR MEMBERSHIP to the Chair of the Membership Committee.
3. Send any additional information which you believe supports your application for membership, to the Chair of the Membership Committee. Relevance of education and work experience are important considerations.
4. I/O Division Affiliates should so indicate when applying for change to Associate or Member.
5. Completed application forms must be in the hands of the Membership Committee by *July 1* for action at the next annual meeting. It will greatly assist in handling the forms if they can reach the Chair of the Membership Committee as early in the year as possible.

#### GENERAL PROCEDURES

1. If the Chair of the Membership Committee does not feel that the information provided is adequate, or sufficiently clear, further contact will be made with the applicant requesting him/her to provide additional information.
2. Elections to membership are not validated until payment of dues upon presentation of the dues bill by APA. This usually occurs in November, following election to membership at the divisional business meeting at the annual convention of APA.

### New PsycSCAN Applied Psychology Approved for 1981 Publication

*PsycSCAN: Applied Psychology*, the third in the new PsycSCAN series of personal abstract journals produced by APA's PsycINFO, has been formally approved and will begin publication during the first quarter of 1981. This new PsycSCAN should be of special interest to many members of Division 14.

*PsycSCAN: Applied Psychology* joins the two initial PsycSCAN publications in the general areas of clinical and development psychology as a personal abstract journal designed for advanced students and professionals in the field. These abstract journals are a specialized service for individuals wishing to scan literature relevant to their fields. Cost for a full year subscription to this quarterly service is \$8 and will be available for check-off ordering on the 1981 APA dues statement.

The nucleus of *PsycSCAN: Applied Psychology's* proposed coverage list is comprised of journal titles that were identified in a survey of APA members carried out by the PsycINFO Advisory Committee in 1978. This list has been expanded by Advisory Editors and PsycINFO staff. Further suggestions for refinement of the list are being sought from the executive committees of pertinent divisions.

For further details contact: PsycINFO, 1200 17th Street, N.W., Washington, D.C. 20036.

## INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY: 1980 OVERVIEW IN PROFESSIONAL PSYCHOLOGY

HYMAN MELTZER

The June 1980 *Professional Psychology* is a special issue called "Industrial-Organizational Psychology: 1980 Overview." In recent years in the I-O field a good deal of relevant knowledge has become available but it's published in a large variety of sources. It would be well for people in the field and related fields to obtain a familiarity with this knowledge. The purpose of the present volume is to present in one source the knowledge and methods of the field to serve as an orientation source for obtaining a general idea of the knowledge of the field and the trends in the field, both knowledge and methods. Relevant and significant contributions were selected by the editors to make it possible to include within this one volume what could serve as a reference source for people who want to know something about the field and the trends in the field.

In making decisions about the selection of contributions and contributors the editors were influenced some by the findings of Meltzer's study "The Content of Industrial Psychology in Psychological Abstracts, 1927-1970" (1973) where he identified a changing emphasis in I-O psychology by rank ordering the entries for industrial topics in *Psychological Abstracts* 1927-70.

With one eye on these statistical trends and the other on what seem to be the exciting developments in the field, the editors have divided this issue of *Professional Psychology* into four approximately equal parts.

1. Contemporary Personnel Psychology. Considered under this caption are problems of employee selection and promotion with emphasis on managerial problems associated with equal employment legislation and the rising demands of women, minority groups, and other non-preferred groups for equal treatment in the workplace. It also includes a contribution by Guion "On Trinitarian Doctrines of Validity" and a contribution on what industrialists think about industrial psychology and what aspects of industrial psychology they do and do not use.

2. The Individual in the Work Environment. Under this caption are included articles concerned with workplace behavior after employment and reflects the upsurge in the 1960s of theories of motivation and their applications to I-O psychology, the new concern with helping individuals with career development, the problems of the aging employee, and modifications of jobs to fit workers, as opposed to the earlier concern to find workers who fit preordained job specifications.

3. Understanding Organizational Behavior. Under this caption are examined what is becoming known as "organizational diagnosis." Some articles focus on the individual, albeit under the influence of organizational pressures, and other articles discuss how the organization pressures the individual and the resulting impact on the quality of his or her work life.

A longtime concern of the guest editors has been the neglect by I-O psychologists of one particularly important organization—the labor union. One article in this section of the special issue provides a thoughtful analysis of the reasons for this neglect and some suggestions that might help correct the deficiency.

4. Organizational Development and Change. Here are reported the following: (a) some evaluations and speculations on newer trends in the I-O field including the touchy issue of power, which has been avoided by many I-O psychologists; (b) experimental participative decision-making programs—many jointly sponsored by management and union—and related programs that seek to modify the balance of power; (c) varieties of organizational change approaches; and (d) the training of industrial psychologists in universities and the changing of attitudes toward the practice of industrial psychology.

The present special issue is not an exhaustive study of the field. Rather, it presents a snapshot of a moving process of change and development in our profession. The topics and contributors were selected with this in mind. Each of the four sections is preceded by introductory comments for the specific contributions included in that section. The editors hope that a similar venture in 2010 A.D., or sooner, will look back at our status in 1980 and find that significant advances have indeed occurred.

The guest editors for this issue of *Professional Psychology* are **H. Meltzer**, Washington University and **Ross Stagner**, Wayne State University.

## B. von Haller Gilmer Award

The Department of Psychology at Virginia Tech announces the **B. von Haller Gilmer Award** to be given for the outstanding research paper in an area commensurate with the theme of their annual symposium on Applied Behavioral Science. This year's theme is "Women in the Work Force."

The paper will be presented at the symposium and also included in the symposium publication. A cash award will be made and travel expenses will be conferred. The symposium is scheduled for May 22 and 23. Submissions should be no more than 30 pages and should be made in quadruplicate. Send paper and all inquiries to **John Bernardin, Dept. of Psychology, Virginia Tech, Blacksburg, Virginia 24061 by March 1, 1981.**

## PUBLIC RELATIONS COMMITTEE REPORT

JERRY NIVEN

Members of the 1980-81 committee include **John Bernardin** of Virginia Tech in Blacksburg, Va., **Paul Duffy** whose firm is Market Dynamics located in Falls Church, Va., **Mike Gordon** on the faculty of the University of Tennessee in Knoxville, **Mark Lifter** who is with Arthur Young and Company in Detroit, **Ed Robinson** whose firm is Training House, Inc. in Westwood, Mass., **Steve Wunder** of Exxon Co., U.S.A. in Houston and **Jerry Niven**, Boeing in Seattle who is continuing as committee chair for the coming year.

Last year a major effort was undertaken to provide Psi Chi Chapters with Division 14 speakers. Many members participated and their feedback was uniformly positive. This effort will be continued this year under the direction of **John Bernardin**. He will coordinate the identification of speakers for Psi Chi Chapters as well as for I.O. Graduate student groups. Members who would like a graduate student or Psi Chi speaker can contact John at the Department of Psychology, Virginia Tech, Blacksburg, Va. 24061, (703) 961-5819.

Progress was made last year in establishing a relationship with the American Society for Personnel Administration. The division will be providing speakers for various ASPA functions this year. **Mark Lifter** will be coordinating this activity. He would welcome your suggestions and inputs regarding any industrial/business/government group which would welcome the opportunity to learn more about the role and activities of I.O. psychologists. Mark's address and phone number is: Arthur Young and Company, 100 Renaissance Center, Detroit, Michigan 48243, (313) 259-4200.

An ongoing committee activity is the development of a presentation outline for governmental or business groups. **Ed Robinson** is coordinating this effort with the assistance of **Paul Duffy** and **Mike Gordon**. Members will be informed of the availability of this resource through *TIP* when it is available.

APA has recently created a Public Information Committee to perform public relations activities for the association. **Steve Wunder** and **Jerry Niven** will coordinate Division 14 P.R. needs and activities with this APA committee.

President **Vic Vroom** has requested that the committee examine its role and activities in relationship to those of other divisional committees and suggest possible by-law changes.

Divisional committee budgets are limited and in the case of the P.R. Committee, as is the situation of many other committees, non existent. Therefore, committee program activities must depend on the resources and services of the membership. All Division 14 members are encouraged to seek out and respond to opportunities which will promote the interest of I/O psychology. Your comments and suggestions are welcomed by all committee members.

## COMMITTEE ON COMMITTEES 1980-81

C. J. BARTLETT, *Chair*

If you are interested in serving on a Division 14 Committee next year please complete this form (Xerox if you don't want to cut up your *TIP*).

### NOMINATION FORM FOR STANDING COMMITTEES OF DIVISION 14

Your Name \_\_\_\_\_  
(Last) (First) (Middle Initial)

Your telephone number and mailing address ( \_\_\_\_\_ ) \_\_\_\_\_  
(Telephone Number)

\_\_\_\_\_  
(Department/Location) (Company/Institution)

\_\_\_\_\_  
(Street/P.O. Box) (City) (State) (Zip)

What is your job title? \_\_\_\_\_

Education:

Highest Degree \_\_\_\_\_ Year Granted \_\_\_\_\_

Granting Institution \_\_\_\_\_

Division 14 Status: \_\_\_\_\_ Fellow \_\_\_\_\_ Member \_\_\_\_\_ Associate

Do you possess the ABPP Diploma? \_\_\_\_\_ Yes \_\_\_\_\_ No

Please rank from 1 (greatest) to 3 the three standing committees on which you would most like to serve.

( ) NOTE: Check here if you have no preference for a particular committee.

Committee Interests (Please rank in order of preference. Limit your choice to three.)

_____ Education and Training	_____ Public Policy & Social Issues
_____ Membership	_____ Public Relations
_____ Professional Affairs	_____ Scientific Affairs
_____ Program	_____ Workshop

If you have previously served on a Division 14 Committee, please list committee(s) and year(s) served.

Please write a brief statement indicating any special qualifications for committee participation which you possess and of which you would like the Committee on Committees to be aware in considering your nomination.

List the names and addresses of two members or fellows of Division 14 whom the Committee on Committees may contact to obtain additional information about you.

\_\_\_\_\_  
(Name) (Address)

\_\_\_\_\_  
(Name) (Address)

Do you feel confident that you will be able to serve on a Division 14 standing committee, if you are appointed, over the next several years?

\_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ Not Sure

Signed \_\_\_\_\_ Date \_\_\_\_\_

NOTE: PLEASE RETURN THIS FORM TO: C. J. Bartlett  
Department of Psychology  
University of Maryland  
College Park, Maryland 20740



## EEO ISSUES:

**Landmark Appeals Decision on Content Validity:** *Guardians Assn. of NY City Police Dept. v. Civil Service Comm. of City of NY*

JAMES C. SHARF

"The real issue in this case, therefore, is whether the defendants have rebutted the plaintiffs' *prima facie* case by proving that its test was job-related: that the test accurately selected applicants who would be better police officers. Adjudication of this issue presents a more complex problem in the present case than it has in many previous Title VII suits. Many of the previous suits involved tests that were so artlessly constructed that they could be judged invalid without extensive inquiry, fine distinctions, or a precise notion of where the line between validity and invalidity was located."

"Exam #8155, in contrast, is a 'second generation' selection procedure. Despite the various flaws in construction of the test, it is clear that some attempt was made to develop the test with recognition of at least some of the standards that courts have established in the first wave of Title VII cases. Aware that the validity of the test would likely have to be demonstrated, the City performed an extensive job analysis, consciously used Guideline concepts in determining the qualities that were being tested for, and attempted to eliminate extraneous variables, such as the applicant's prior knowledge, his reading level, and his ability to complete the test in a relatively short amount of time."

"The danger of too rigid an application of technical testing principles is that tests for all but the most mundane tasks would lack sufficient validity to permit their use. At least that is the risk given the current state of the art of employment testing... Closely related to the question of the proper weight to be given to technical conclusions of testing theory is the question of the proper weight to be given to the EEOC Uniform Guidelines, which are largely based on these technical conclusions... The Supreme Court has relied upon some of the Guidelines in several of the leading cases... but the Court has not ruled that every deviation from any of the Guidelines automatically results in a violation of Title VII. The Court appears to have applied the Guidelines only to the extent that they are useful, in the particular setting of the case under consideration, for advancing the basic purposes of Title VII... To the extent that the Guidelines reflect expert, but non-judicial opinion, they must be applied by courts with the same combination of deference and wariness that characterizes the proper use of expert opinion in general. See *Albemarle*... (Guidelines 'have never been subjected to the test of adversary comment. Nor are the theories on which the Guidelines are based beyond dispute.') Thus, the Guidelines should always be considered, but they should not be regarded as conclusive unless reason and statutory interpretation support their conclusions. As this Court has previously stated: 'If the EEOC's interpretations go beyond congressional intent, the Guidelines must give way.'"

"In addition to their force as the expression of expert opinion, the Guidelines also possess legal force. But here too, it is necessary to keep their limits in mind. The primary purpose of the Guidelines is to indicate the standards that various Federal agencies... are to use in enforcing Title VII... But the fact that an agency or group of agencies has announced the standards they will use does not convert those standards into mandatory legal rules."

"A second legal basis for following the Guidelines is that they represent the 'administrative interpretation of the Act by the enforcing agency,' and are 'entitled to great deference' on that basis, *Griggs*. However, the Court has also recognized that the Guidelines 'are not administrative regulations promulgated pursuant to formal procedures established by Congress'... They are entitled to deference, not obedience

... (It is not at all clear that *Griggs* requires observance of all the intricate details of the Guidelines. It might be desirable for all employers to follow the more careful practices required of the Federal Government, but there is no reason to think that Congress intended to impose such practices, in their full rigor, when it enacted Title VII."

### The Validity of Exam #8155

"Defendants have attempted to justify Exam #8155 by content validation, a technique appropriate for tests that measure 'knowledges, skills or abilities' representative of the 'content' of the job... Plaintiffs contend that construct validation must be used to assess this exam because, in their view, the exam attempts to measure 'constructs,' that is, inferences about mental processes or traits, such as 'intelligence, aptitude, personality, commonsense, judgment, leadership and spatial ability.'"

"This content-construct distinction has a significance beyond just selecting the proper technique of validating the exam; it frequently determines who wins the lawsuit. Content validation is generally feasible while construct validation is frequently impossible... The principle difficulty with construct validation is that it requires a technique that includes a criterion-related study... Developing such data is difficult, and tests for which it is required have frequently been declared invalid. As a result, a conclusion that construct validation is required would often decide a case against a test-maker, once a disparate racial impact has been demonstrated."

"The District Court rejected content validation, concluding both that Exam #8155 measures constructs, not abilities, and that, even if what was tested for could be considered abilities, they could be learned in the five-month training program."

"In specifying how the selection of validation techniques is to be made, the Guidelines adopt too rigid an approach, one that is inconsistent with Title VII's endorsement of professionally developed tests. Taken literally, the Guidelines would mean that any test for a job that included a training period is almost inevitably doomed: if the attributes the test attempts to measure are too general, they are likely to be regarded as constructs, in which event validation is usually too difficult to be successful; if the attributes are fairly specific, they are likely to be appropriate for content validation, but this too will prove unsuccessful because the specific attributes will usually be learned in a training program or on the job."

"The origin of this dilemma is not any inherent defect in testing, but rather the Guidelines' definition of 'content.' This definition makes too sharp a distinction between 'content' and 'construct,' while at the same time blurring the distinction between the two components of 'content': knowledge and ability. The knowledge covered by the concept of 'content' generally mean factual information. The abilities refer to a person's capacity to carry out a particular function, once the necessary information is supplied. Unless the ability requires virtually no thinking, the 'ability' aspect of 'content' is not closely related to the 'knowledge' aspect of 'content'; instead it bears a closer relationship to a 'construct.' Some researchers regard content tests as nothing more than assessments of particular kinds of constructs, e.g., Tenopir... others regard any ability that is evidenced by observable behavior as sufficiently non-inferential to be considered content, see Ebel... Whichever view is adopted, it would seem that abilities, at least those that require any thinking, and constructs are simply different segments along a continuum reflecting a person's capacity to perform various categories of tasks. This continuum starts with precise capacities and extends to increasingly abstract ones—from the capacity for filling out forms to the capacity for exercising judgment."

"Recognition that abilities and constructs are not entirely distinct leads to a conclusion that a validation technique for purposes of determining Title VII compliance can best be selected by a functional approach that focuses on the nature of the job... If the job in question involves primarily abilities that are somewhat abstract, content validation should not be rejected simply because these abilities could be categorized as constructs. However, if the test attempts to measure general qualities such as

intelligence or commonsense, which are no more relevant to the job in question than to any other job, then insistence on the rigorous standards of construct validation is needed. Since tests of this kind are often biased in favor of a person's familiarity with the dominant culture, permitting them to be used without a showing of predictive validity would perpetuate the effects of prior discrimination. But as long as the abilities that the test attempts to measure are no more abstract than necessary, that is, as long as they are the most observable abilities of significance to the particular job in question, content validation should be available. To lessen the risks of perpetuating cultural disadvantage, the degree to which content validation must be demonstrated should increase as the abilities tested for become more abstract."

"Just as lessening the severity of the Guidelines' distinction between content and construct reduces the likelihood that a test is invalid because it measures constructs, so sharpening the distinction between knowledge and ability, now obscured by the Guidelines, reduces the problem that the test is invalid because it duplicates the training period, i.e., tests for what will later be learned. Unlike knowledge, some abilities are appropriate for testing confirmed by content validation despite their overlap with post-selection training. A valid measurement of some abilities can select applicants who will ultimately use their training to perform their tasks more effectively or who will more effectively perform similar tasks for which they have not been specifically trained. On the other hand, content validation remains inappropriate for tests that measure knowledge of factual information if that knowledge will be fully acquired in a training program. Approval of such tests, without a predictive validation, risks favoring applicants with prior exposure to the information, a course likely to discriminate against a disadvantaged minority."

"Applying the approach just outlined, we conclude, at least as an initial matter, that content validation may properly be selected as the appropriate technique for assessing Exam #8155. The exam tests for three basic abilities (although it purports to test for five): the ability to remember details, the ability to fill out forms, and the ability to apply general principles to specific facts. This third ability is assessed in three contexts: the application of general statements of criminal offenses to the facts of specific events, the application of procedures and standards to the facts of specific situations involving human relations problems. These three basic abilities are not so abstract, on their face, as to preclude content validation, provided subsequent consideration of the job analysis does not demonstrate that important and more concrete abilities necessary for the job were needlessly omitted from those considered for measurement. Though all three abilities involve some inference about mental processes, they are based on observable behaviors and are far less abstract than such traits as intelligence, leadership, or judgment. Moreover, testing for these three abilities sufficiently avoids the objection that the test duplicates the Department's training program. Though all three abilities can be trained to some extent, the test-makers were entitled to select applicants with existing ability so that training would both enhance their abilities and prepare them for other tasks requiring similar talents. The vice of testing for knowledge readily taught in the training program was totally avoided."

"Not surprisingly, the test construction process did not fully succeed in meeting even its own goal of testing for all the identified abilities. As previously indicated, Exam #8155 does appear to test for the three identified abilities of remembering details, filling out forms, and applying general principles to specific facts. However, the fourth identified ability, human relations skill, proved more troublesome. In deciding how to test for this ability, the City faced a dilemma inherent in testing for all but the most mundane jobs. To be fully representative of the job, a test should measure all the significant abilities needed for successful job performance, yet some abilities, especially in jobs of any complexity, are far along the construct end of the content-construct continuum where successful validation is difficult. If a test tries to be representative and measure all significant abilities, including those that are

clearly constructs, it risks the use of inadequate assessment devices, because the rigorous standard for construct validation will rarely be met. On the other hand, if the test-makers acknowledge the difficulty of satisfactorily measuring constructs and test only for those abilities that are appropriate for content validation, they encounter the objection that the test is not sufficiently representative of the job."

"Recognizing the difficulty of construct validation, yet reluctant to omit assessment of an important characteristic of successful job performance, the City attempted to resolve the dilemma by treating human relations skill as an ability suitable for content validation and devoting 30 questions, nearly one-third of the exam, to an effort to assess this ability. Mindful of an important requirement of content validity, the City carefully avoided rewarding a test-taker's prior knowledge, and instead, supplied in the test itself all information necessary to select the correct answers to the human relations questions. Included before each group of questions was a set of appropriate standards—essentially 'do's' and 'don'ts'—for handling a particular type of human relations questions. But supplying this guidance rendered the 30 questions primarily a further assessment of a candidate's ability to apply written standards to specific fact situations, and only slightly a measure of his talent for human relations. Anyone with minimal analytic ability needed to apply the standards to the various fact situations could select the one correct answer, even if his intuitive reaction to a human relations problem might be woefully inadequate."

"Assessing human relations skill will always be a difficult enterprise, but the deficiency of the City's attempt does not mean that a content validation approach is necessarily impermissible nor impossible to achieve. As indicated above, at least within the middle range of the content-construct continuum, the distinction between content and construct should be determined functionally, in relation to the job. If the quality measured is not unduly abstract, and if it constitutes a significant aspect of the job, content validation of the test component used to measure that quality should be permitted. But that component must be designed in an extremely careful way. Test-makers will be well advised to obtain highly qualified assistance in constructing this portion of an exam."

"(T)he representativeness requirement, if interpreted rigorously, would once again foreclose any possibility of constructing a valid test. The United States, as *amicus*, argues that the requirement that the content of the exam be representative means that all the knowledges, skills, or abilities required for the job be tested for, each in its proper proportion. This is not even theoretically possible, since some of the required capacities cannot be tested for in any valid manner. Even if they could be, the task of indentifying every capacity and determining its appropriate proportion is a practical impossibility."

"It is similarly impossible for the procedures of the test to be truly representative of the actual job procedures. Tests, by their nature, are a controlled, simplified version of the job activities, not the activities themselves...An elaborate effort to simulate the actual work setting would be beyond the resources of most employers, and perhaps beyond the capacities of even the most professional test-makers."

"More reasonable interpretations of the representativeness requirement are appropriate in light of Title VII's basic purpose. The reason for a requirement that the content of the exam be representative is to prevent either the use of some minor aspect of the job as the basis for the selection procedure or the needless elimination of some significant part of the job's requirements from the selection process entirely; this adds a quantitative element to the qualitative requirement—that the content of the test be related to the content of the job. Thus, it is reasonable to insist that the test measure important aspects of the job, at least those for which appropriate measurement is feasible, but not that it measure all aspects, regardless of significance, in their exact proportions. The reason for a requirement that the test's *procedure* be representative is to prevent distorting effects that go beyond the inherent distortions present in any measuring instrument...Exam #8155 meets these representativeness

requirements to an adequate degree. While it did not test for all the skills involved in being a police officer nor adequately test for the human relations skill that the job analysis identified as important, the ones it did measure—memory, the ability to fill out forms, and the ability to apply rules to factual situations—are all significant aspects of entry-level police work.”

#### The Scoring Requirement

“Essentially, the City used the results of the exam to compile a rank-ordering of all the applicants, and then selected a passing score sufficient to generate the required number of potential trainees. Neither the rank-ordering nor the passing score conforms to even the most minimal standards for these two devices...(I)t may be that within some range of scores, some incremental improvements in scores show some positive correlation with improvements in job performance. But neither of these propositions provides confidence for inferring that one-point increments among those who took Exam #8155 are a valid basis for making job-related hiring decisions, especially in the range of scores between 94 and 100. The reason such a precise inference cannot be so readily drawn is that content validity is not an all or nothing matter; it comes in degrees. A test may have enough validity for making gross distinctions between those qualified and unqualified for a job, yet may be totally inadequate to yield passing grades that show positive correlation with job performance.”

“Rank-ordering satisfies a felt need for objectivity, but it does not necessarily select better job performers. In some circumstances the virtues of objectivity may justify the inherent artificiality of the substantively deficient distinctions being made. But when test scores have a disparate racial impact, an employer violates Title VII if he uses them in ways that lack significant relationship to job performance. Permissible use of rank-ordering requires a demonstration of such substantial test validity that it is reasonable to expect one- or two-point differences in scores to reflect differences in job performance. Our prior conclusion that the test itself may have had enough validity to be used does not, therefore, lead to approval of using its results for rank-ordered selections. On the contrary, the defects we noted in the job analysis and the test construction are substantial enough to preclude an inference that passing scores will correlate with job performance closely enough to justify rank-ordered selections.”

“Unlike the District Court, we are not willing to reject any use of a police exam simply because the pencil and paper procedure of the test is not a close approximation of the job. Nor are we willing to preclude rank-ordering because a pencil and paper procedure was used. Given the current state of the art in employment testing, we think it would be unrealistic to condemn pencil and paper tests. Alternative procedures have not been shown to be readily available within the limitations of time and resources confronting most employers. Nevertheless, we cannot ignore the Guidelines’ criticism of assessing ability to perform complex tasks by a test procedure so different from the work setting. When the selection procedure does not closely approximate the important job tasks, it becomes especially important to insist upon a strong showing that other aspects of content validity have been demonstrated. And that demonstration must be very substantial when a test procedure that does not closely approximate the job is sought to reflect the fine gradations required for rank-ordering. In short, while we might not agree with the District Judge that the defects in the test preclude a finding of sufficient content validity to permit its use, we agree that content validity has not been shown to the extent necessary for rank-ordering.”

“(T)here should generally be some independent basis for choosing the cutoff. As with rank-ordering, a criterion-related study is not necessarily required; the employer might establish a valid cutoff score by using a professional estimate of the requisite ability levels, or, at the very least, by analyzing the test results to locate a logical ‘break-point’ in the distribution of scores. The City offered no such basis in this case. It merely chose as many candidates as it needed, and then set the cutoff score so that the remaining candidates would fail. If it had been shown that the exam measures

ability with sufficient differentiating power to justify rank-ordering, it would have been valid to set the cutoff score at the point where rank-ordering filled the City’s needs. The justification would be that each incremental change in score represents an incremental change in job-related ability, so that, for any given cutoff (even one determined solely by hiring needs), those who passed would likely perform the job better than those who failed. But the City can make no such claim, since it never established a valid basis for rank-ordering.”

“Primarily on the basis of Exam #8155’s improper use of rank-ordering, and of the cut-off score, we affirm the conclusion of the District Court that the exam as used was invalid. Since we agree with the District Court that the exam had a significant disparate racial impact, we hold that the City’s use of the exam violated Title VII” (decided July 31, 1980).

#### PRINCIPLES FOR THE VALIDATION AND USE OF PERSONNEL SELECTION PROCEDURES: SECOND EDITION

Division 14’s Executive Committee has adopted the *Principles for the Validation and Use of Personnel Selection Procedures (second edition)* as the official statement of the Division concerning procedures for validation research and personnel selection. **Bill Owens** and **Mary Tenopyr** were co-chairs responsible for this edition; an advisory panel of 24 experts participated in the revising and updating of the 1975 Principles. The purpose of this new edition is to specify principles of good practice in the choice, development, and evaluation of personnel selection procedures.

Each member of Division 14 has received a copy of the *Principles*. Additional copies can be obtained from **Lew Albright, Kaiser Aluminum & Chemical Corporation, 300 Lakeside Drive, Room KB 2140, Oakland, CA 94643**. The price schedule is: \$4.00 each for 1-9 copies, \$2.50 each for 10-49 copies, and \$2.00 each for 50 copies and up.

## In-Basket Correspondence

Many Division 14 members have read and commented on the May 2, 1980 *Federal Register* entry which says that, "By letter of February 11, 1980, the American Psychological Association, acting through its Committee on Psychological Tests and Assessment, found each of the Questions and Answers to be helpful and has judged, 'given the accuracy of our interpretation of these Q's and A's, that these guidelines have attained consistency with the Standards in those areas in which comparisons can now be meaningfully made.' The validation provisions of the Uniform Guidelines are intended to reflect the standards of the psychological profession (Section 5C, Uniform Guidelines). The issuing agencies are of the view that the three additional Questions and Answers accurately reflect the proper interpretation of the Uniform Guidelines with respect to the three areas of concern raised by the A.P.A."

In view of the questions raised about the events and circumstances which gave rise to the *Federal Register* entry and about subsequent events, I have asked the editor of *TIP* to publish the following letters in their entirety. To my knowledge, these represent *all* the correspondence between the *Uniform Guidelines* enforcement agencies and the APA Committee on Tests and Assessments between January 17, 1980 and May 27, 1980.

Mary L. Tenopyr

January 17, 1980 letter to Dr. Laura Hines, Chair, Committee on Psychological Tests and Assessment, with enclosure, and signed by Preston David, Executive Director, Equal Employment Opportunity Commission; A. Diane Graham, Assistant Director for Affirmative Action Programs, Office of Personnel Management; David L. Rose, Chief, Federal Enforcement Section, Civil Rights Division, U.S. Department of Justice, and by Pamela Dillon for Weldon Rougeau, Director, Office of Federal Contract Compliance Programs, U.S. Department of Labor.

Dear Dr. Hines:

We appreciate your letter of October 22, 1979 and the attention which your Committee has given to our response to the August 25, 1979 letter from Division 14 requesting your withdrawal of support of the Uniform Guidelines on Employee Selection Procedures.

We are pleased to note that the Committee on Psychological Tests and Assessments found a high degree of consistency between the Guidelines and the *Standards for Educational and Psychological Tests*. We believe that some of the problems discussed in your letter may be due to a lack of a clearly articulated position of the Federal agencies on those matters, rather than to actual differences between the Uniform Guidelines and professional standards. In order to clarify the interpretation of the Uniform Guidelines, therefore, we have prepared the three enclosed Questions and Answers for possible publication in the *Federal Register* as a supplement to the earlier published Questions and Answers. We did not prepare Questions and Answers on the issues of fairness in selection and construct validity because we believe that these areas were adequately covered by Questions 70 and 81 of the Questions and Answers which were published on March 2, 1979; and because the Answer to Question 55 made clear the proposition that if there are major changes in validation strategies by the profession, they will be considered and, if appropriate, corresponding changes will be made in the Guidelines.

We would appreciate the comments of your Committee on these draft Questions and Answers, before we submit them for agency approval. We would also appreciate any comments your Committee would care to make on the extent to which this proposed clarification would eliminate perceived inconsistencies between the Uniform Guidelines and the *Standards*.

Thank you for your continuing cooperation.

Sincerely,

## Supplemental Questions and Answers

91. Q. What constitutes a "reasonable investigation of alternatives," as that phrase is used in the Answer to Question 49?

A. The Uniform Guidelines call for a reasonable investigation of alternatives for a proposed selection procedure as a part of any validity study. See Section 3B and Questions 48 and 49. A reasonable investigation of alternatives would begin with a search of the published literature (test manuals and journal articles) to develop a list of currently available selection procedures that have in the past been found to be valid for the job in question or for similar jobs. A further review would then be required of all selection procedures at least as valid as the proposed procedure to determine if any offer the probability of lesser adverse impact. Where the information on the proposed selection procedure indicates a low degree of validity and high adverse impact, and where the published literature does not suggest a better alternative, investigation of other sources (for example, professionally-available, unpublished research studies) may also be necessary before continuing use of the proposed procedure can be justified. In any event, a survey of the enforcement agencies alone does not constitute a reasonable investigation of alternatives. Professional reporting of studies of validity and adverse impact is encouraged within the constraints of practicality.

92. Q. Do significant differences between races, sexes, or ethnic groups on criterion measures mean that the criterion measures are biased?

A. Not necessarily. However, criterion instruments should be carefully constructed and data collection procedures should be carefully controlled to minimize the possibility of bias. See Section 14B(2). All steps taken to ensure that criterion measures are free from factors which would unfairly alter the scores of members of any group should be described in the validation report, as required by Section 15B(5) of the Guidelines.

93. Q. Can the use of a selection procedure which has been shown to be significantly related to only one or two job duties be justified under the Guidelines?

A. Yes. For example, where one or two work behaviors are the only critical or important ones, the sole use of a selection procedure which is related only to these behaviors may be appropriate. However, one or two significant relationships may occur by chance when many relationships are examined. In addition, in most practical situations, there are many critical and/or important work behaviors or work outcomes. For these reasons, reliance upon one or two significant relationships will be subject to close review.

February 11, 1980 letter to Preston David from T. Anne Cleary, Chair, APA Committee on Psychological Tests and Assessments, and Committee Members Ronald Hambleton, Laura Hines, Charles Hulin, Melvin Novick, and C. Paul Sparks.

Dear Mr. David

Thank you for your letter of January 17, 1980 and for the drafts of the three additional Q's and A's (91-93). These Q's and A's, which are highly relevant to issues

raised in our letter of October 17, 1979, have been reviewed by the Committee on Psychological Tests and Assessments and we are pleased to offer comment on the consistency of the Uniform Guidelines as amplified by these Q's and A's, with the AERA, APA, NCME *Standards for Educational and Psychological Tests*. As a prelude to our statement, we remind ourselves that we comment only on consistency between the two documents. In particular we note that the *Guidelines* derive from federal legislation and impose *additional* requirements on psychologists not found in the *Standards*; Furthermore, while the *Standards* provide wide latitude in the choice of methodologies, the *Guidelines* are necessarily more restrictive. Therefore the question we must ask is whether the *Guidelines* are so demanding in requirement or deviant in approach as to force behaviors on psychologists that are not consistent with the professional *Standards*.

Our judgment of consistency between the two documents is a difficult one because both documents necessarily provide less than complete detail on precisely what may and may not be done. We mean this as no criticism of either document. We recognize the difficulty in being very precise on such complex issues and we also recognized that as our knowledge grows in this area better words will be found to describe what ought and ought not be done. Thus, we judge the process of *Guidelines* development and revision as being a continuous one with inconsistencies surfacing and being resolved through the kind of professional dialogue that we think has so greatly benefited *Guidelines* development to this point.

After careful review, the APA Committee on Psychological Tests and Assessment has judged, given the accuracy of our interpretation of these Q's and A's, that these *Guidelines* have attained consistency with the *Standards* in those areas in which comparisons can now be meaningfully made. We stress however, that this judgement of consistency depends on the accuracy of these interpretations, that there are areas that remain fluid, both in *Standards* and *Guidelines*, and that further inconsistencies, hopefully of lesser importance, are bound to arise as these *Guidelines* are tested in application. This seems to us to be inevitable given the complexity of the issues involved.

The Committee has judged Q and A 92 to be helpful. We presume that the "Not necessarily" answer implies the statement that "Differences may reflect a true difference in job performance or other pertinent criterion." It would certainly be desirable to add this sentence even though we take it to be implied.

The answer to Q 93 is also helpful. It could be strengthened by adding at least one example. A truck driver also handles customer accounts. Use of a selection procedure related only to driving performance would be acceptable even if it showed no relationship to the handling of customer accounts.

The committee has also judged Q and A 91 to be helpful. But in this case we think that it is essential that we record that our favorable evaluation of the Q and A depends very heavily on the accuracy of our interpretation of it. First we would agree that it is useful to think of the study of alternatives with lesser adverse impact in three stages: (1) the study of the test manual, or other equivalent document relative to a non-test selection procedure, e.g. an assessment center, or structured interviews, (2) the study of published research reports, (3) the study of unpublished, professionally available, research reports. We believe that it is a fundamental principle of the *Standards* that professional workers be required to present an amount of evidence in justification for the use of a selection procedure that may be warranted by effects of the use of that instrument. This basic principle applies to the study of reliability and validity as dictated by the *Standards* and to the study of adverse impact as dictated by the *Guidelines*.

Given this fundamental principle we conclude that the requirements to proceed from (1) to (2) and then to (3) must depend both on the relative adverse impact (divergence of proportions selected) and on the absolute number of persons who might be adversely affected. We think that this is implied in the Q's and A's and

elsewhere in the *Guidelines* but we feel that it is important to re-emphasize this point. Our concern arises from the lack of specification in the Q's and A's and from a recent statement that "All that the *Uniform Guidelines* really demand is that the literature search for a selection study be on a level equivalent to that of a competently performed Master's thesis in Industrial Psychology." We think that such a requirement, applied uniformly, imposes an unreasonable burden on the industrial psychologist and one that is likely to place him/her too often in a state of noncompliance. As a result the pressure to forego rational selection may be overwhelming. In our judgement a "Master's thesis requirement" including a survey of the unpublished, professionally available literature is appropriate only in cases where large number of persons are involved and where relative adverse impact is large.

The greatest difficulty with Q and A 91 is the requirement for the search of the unpublished, professionally available literature. Under the conditions mentioned above we concur with the *Guidelines* requirement as explicated in this Q and A requirement. However, several difficulties must be noted. First there is no "Handbook of Validated Selection Procedure." The Buros volumes may be helpful and should always be consulted, but in most cases they will not provide necessary information. Such sources as the Psychological Abstracts, the Dissertation Abstracts, and Journal Supplement Abstract Services (SAS), and Sharing With A Purpose (SWAP) may also be helpful. However, these latter sources may not be generally available and reference to them ought not be demanded when the amount of adverse impact is minimally beyond that required to trigger an investigation.

With respect to the broader range of technical reports on adverse impact that may circulate on a limited basis, some careful comment seems appropriate. Absent a listing of such documents in a recognized abstract service or catalogue of validation studies, it seems unrealistic and inconsistent with professional standards to demand reference in every case. Furthermore it must be noted that many companies consider such studies to be confidential, for various reasons. Neither the profession of psychology nor the federal agencies can force their release. Even if available it must be recognized that such studies have not been subjected to professional refereeing and thus cannot be given the credence that published reports would command. This does not mean that they should be ignored. It does mean the existence of a single unpublished study may not be a sufficient basis for demanding expensive try outs.

We would also emphasize that verbal reports or written notes that do not approximate standard professional reporting requirements ought to be given no credence whatsoever. In our judgment this point is fundamental. Professional standards are explicit with respect to the appropriate form of preparation of research studies.

We note that, in our judgement, there is a parallelism between reports of adverse impact and reports of validation. We believe that requirements analogous to those the federal agencies have demanded for validity generalization should be applied to the generalization of reports of adverse impact.

We hope that the above comments are useful and that our interpretations are consistent with your intent. If so, we believe that a major step forward in *Guidelines* development has been achieved. We should, however, recognize that as these *Guidelines* are applied and as standards become clear, new inconsistencies will arise. This Committee will continue to review developments in this area and advise the federal agencies when such inconsistencies are noted.

Sincerely,

May 27, 1980 letter to Preston David, A. Diane Graham, David L. Rose, and Weldon Rougeau from T. Anne Cleary, Chair, Committee of Psychological Tests and Assessments, and Committee Members Ronald Hambleton, Laura Hines, Charles Hulin, Paul Sparks, and Carol Kehr Tittle.



Dear Mr. David:

The Committee on Psychological Tests and Assessment is disappointed because our comments and concerns expressed in a letter to you (dated February 11, 1980) had so little impact on the final version of the Questions and Answers (91-93).

The Committee is also displeased because several portions of our letter cited in the Questions and Answers were taken out of context. As a result, the Questions and Answers now reflect more support from the Committee than was expressed in the letter.

In the near future, we shall publish our original letter containing our reaction to the Questions and Answers. In this way, we will insure that our reactions to the Questions and Answers are accurately represented.

Sincerely,

## EDUCATION AND TRAINING COMMITTEE: 1980-81

RICHARD KLIMOSKI

The Education and Training Committee this year will be focusing its energies on reevaluating and revising the Division's *Guidelines for Education and Training in Industrial-Organizational Psychology*. This document has served as a resource to those involved in graduate training since 1973-1974. While the guidelines for education and training have traditionally been viewed as such, recently they have taken on additional meaning because of their obvious relationship to the process of licensing of the I/O Psychologists and the possible accreditation of I/O programs. Because of the importance of these issues to many subgroups within the Division the E & T Committee has been configured to include members from a variety of graduate programs and/or who are now in diverse employment settings. Consequently it is hoped that this will increase the likelihood that any draft revisions coming from Committee will be sensitive to the needs and realities of the many academic programs that feed membership to our Division. Future reports from the Committee will highlight the issues debated in committee (e.g., should there be separate guidelines for I/O and OB programs?; should professional practice be part of all programs?; etc.). Moreover, division members will have many opportunities to comment on or to otherwise participate in the revision process.

By way of an announcement (and a reminder) the E and T Committee has recently produced an addendum to the 1978 Brochure on Graduate Programs in I/O Psychology listing new programs, revisions of previously listed programs and termination of programs. Persons interested in the original document or the addendum should contact **Lew Albright, Kaiser Aluminum & Chemical Corp., 300 Lakeside Drive, Room KB 2140, Oakland, CA 94643.**

## JOINT COMMITTEE ANNOUNCED FOR REVISION OF THE TECHNICAL TEST STANDARDS

On August 6, 1980, the presidents of the American Educational Research Association (AERA), the American Psychological Association (APA), and the National Council on Measurement in Education (NCME), announced the appointment of a committee to develop new *Joint Technical Standards for Educational and Psychological Testing*. This committee is charged with the responsibility for providing a new set of test standards to reflect an increasing concern with problems of test use. The new *Standards* will continue to be a technical document and will not provide direct solutions for problems that are political in nature. They will, however, attempt to assure that the best available and practical scientific basis is used for addressing such problems. The committee consists of the following ten members: **John Campbell, Ronald Edmonds, Goldine Gleser, Robert Linn, George Madaus, Melvin Novick** (chair), **Barbara Pedulla, Richard Snow, Carol Tittle, and Concepcion Valadez**. Each of these persons was appointed by all three organizations.

Funding for this project is currently being sought from external sources. Organization, planning, and appointment of consultants will proceed pending the receipt of funding. A first meeting of the committee is planned for February, 1981. It is hoped that the final report can be delivered to the sponsoring organizations by December, 1982.

The operation of the committee will be guided by the Report of the Joint AERA, APA, NCME Committee for Review of the *Standards for Educational and Psychological Tests* (May 17, 1979). That report provided the following specifications for revision:

(1) The new *Standards* should be a statement of technical requirements for sound professional practice and not a social action prescription. While the committee agrees that the *Standards* must be responsive to current social, legal, and political concerns, they also believe that the *Standards* should focus on the professional practice of testing in these areas and on the documentation necessary to assess the soundness of such testing. In the judgment of the committee, the original conception of the *Standards* as primarily a methodological guide ought to dominate the preparation of the new document. Therefore, the committee recommends that the new document be named the *Joint Technical Standards for Educational and Psychological Testing*.

(2) Although the revised document may contain general principles to guide all forms of educational and psychological testing, the *Standards* should focus specifically on the development and the use of professionally developed instruments including (but not limited to) controlled testing programs (e.g., ACT) and those produced for individual professional use (e.g., WAIS). The revision committee may explicitly wish to avoid *Standards* for some kinds of testing (e.g., course quizzes).

(3) The new *Standards* should provide specific rules by which to determine the technical adequacy of a published test, the appropriateness and propriety of given applications of the test, and the reasonableness of inferences based on given uses of the test.

(4) The *Standards* should clearly require that developers, publishers, and specified users of professionally developed tests collect and report *specified*

information to enable an independent reviewer to know whether each *applicable* standard was met.

(5) The *Standards* should embody a strong ethical imperative. It is understood that the *Standards* itself cannot enforce an ethical imperative. Nevertheless, a clear statement in explicit behavioral terms of professional requirements in the *Standards* should make it easier for the professional associations, government enforcement agencies, and the courts to enforce *Standards* to the extent that this seems desirable. It should also make it easier for concerned professional workers to conform to the spirit and intent of the *Standards*.

(6) The revision committee should recognize that all standards will not be uniformly applicable across a wide range of applications, users, test instruments, and procedures. Different standards will be required for different classes of test users, depending upon the intended domain of application. Different standards may be required for different types of instruments (e.g., simulations, interviews).

(7) The new *Standards* should be presented in a language and format that are conducive to use by a wide range of persons whose work should benefit from guidance by the *Standards*.

(8) The new *Standards* should explicitly allow for experimentation and innovation in the development, use, and interpretation of tests.

(9) The new *Standards* should be written to reflect the current level of consensus of recognized experts in the field on issues involving tests and testing. They should not attempt to prescribe rigid rules to be followed in areas where scientific or professional consensus has not yet been reached.

### THE 1981 JAMES McKEEN CATTELL AWARD

The 1981 award year is the seventeenth annual competition for the best proposed research in I/O Psychology. The Award is a certificate and a check for \$500 plus an invitation to present at the Annual Convention the following year (i.e., 1982).

The purpose of the Award is to encourage creative and rigorous approaches to research on behavioral issues in organizations; completed projects are not considered for this Award.

Criteria that the Division's Scientific Affairs Committee will use in judging submissions include significance to the field, novelty of design, efficiency in utilizing resources, potential for strong inferences, theoretical and practical unity and clarity and succinctness of writing.

Submissions must be a maximum of 20 double-spaced pages (exclusive of references) and should include an abstract of no more than 500 words. The deadline for submission is **March 9, 1981**.

For further details about the Cattell Award contact: **Dr. Lewis E. Albright, Kaiser Aluminum and Chemical Corp., 300 Lakeside Drive, Oakland, California 94643.**

Each member of the Division will receive a brochure describing this Award in greater detail.

## WHERE DO YOU STAND ON PROFESSIONAL ISSUES?

ANN HOWARD

On the last day of the APA convention, I was introduced as the incoming Chairperson of the Professional Affairs Committee of Division 14 to a past President of APA. He slapped his hand to his head, gave a pained grimace, and moaned that this must be one of the Association's least desirable positions! From his point of view it appeared that Division 14 was always in some kind of vociferous disagreement with what the larger APA was doing, yet not always in agreement within itself about where the Division stands on various issues. A problematic situation, both for us and for others.

One of the tasks taken on by this year's Professional Affairs Committee (**Joe Cutcliffe, Martin Greller, Bill Grossnickle, John Larsen, Rod Lowman, Bill Roskind, Tim Stein, and myself**) is to try to clarify positions of Division 14ers on various issues. We hope at least to elucidate where we agree and disagree, even if we can't figure out what to do about it. Thus the Committee is soliciting the opinions and comments of Division 14 members on a couple of key issues:

1) Licensing—Should I/O psychologists be licensed or not? What are the advantages and disadvantages? If we do have licensing, should it be a generic license for all professional psychologists, or should it be geared to the specialty of I/O psychology?

2) Identification—When faced with issues like accreditation, licensing, and certifying professional competency, and following what has been stated in the Standards for Providers of Industrial and Organizational Psychological Services, what really defines the I/O psychologist? What differentiates the professional practice of those trained in I/O psychology vs. those trained in other areas of psychology (such as clinical) practicing in industry vs. the Ph.D. in Organizational Behavior? What can he or she do that you can't do and vice versa.

Send comments and opinions to **Ann Howard, AT&T, 1776 On The Green, Room 2B47, Morristown, New Jersey 07960.**

### THE 1981 S. RAINS WALLACE DISSERTATION AWARD

The 1981 Award will be the eleventh given by Division 14. The Award, for research on human behavior in organizations, is intended to encourage creative and rigorous research in I/O Psychology and to recognize excellence in its execution. The winner will be asked to present his/her dissertation in Los Angeles and will receive a certificate with a check for \$200.

The winning dissertation will meet criteria of excellence such as: significance of the problem, innovativeness of the approach, awareness of relevant other research, appropriateness of analytic strategies and theoretical/practical utility of the results.

Submissions will need to contain five copies of an article length (20-30 double-spaced pages including tables) abstract of the dissertation, a letter

of endorsement from a member of APA, and a letter from the student's advisor that the dissertation was completed and accepted by the dissertation committee during 1980.

Final judging of entries will be accomplished by the Scientific Affairs Committee by March 21. Entries must be postmarked no later than **January 19, 1981**.

Further details may be obtained from: **Benjamin Schneider, Chair, Scientific Affairs Committee, Department of Psychology, Snyder Hall, Michigan State University, East Lansing, Michigan 48824.**

Each member of the Division will receive a brochure describing this Award in greater detail.

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### EQUAL EMPLOYMENT OPPORTUNITY AND LEGAL ISSUES

Bode, E. L. Auditing affirmative action through multiple regression analysis. *Labor Law Journal*, 1980, 31, 115-120. Applications of regression in evaluating affirmative action programs. (RFB)

Chandler, M. B. The business necessity defense to disparate-impact liability under Title VII. *University of Chicago Law Review*, 1979, 46, 911-934. Discusses cases and issues in the interpretation of "business necessity," drawing heavily on the Fiss reference. (RFB)

Fiss, O. M. A theory of fair employment laws. *University of Chicago Law Review*, 1971, 38, 235-311. Extensive discussion of the subject issues, as opposed to recounting cases, and an attempt to bring conceptual order. (RFB)

Friedman, J. W. The Burger Court and the Prima Facie case in employment discrimination litigation: a critique. *Cornell Law Review*, 1979, 65, 1-56. Tries to trace emerging Supreme Court position's on the prima facie case. (RFB)

Grady, J. S. Statistics in employment discrimination. *Labor Law Journal*, 1979, 30, 748-753. Describes, with examples, uses of statistical evidence in discrimination cases that are covered with hiring, promotion and discharge. (RFB)

Sperlich, P. W. Social science evidence and the courts: reaching beyond the adversary process. *Judicature*, 1980, 63, 280-289. Describes problems and practices in the use of social science evidence by the Supreme Court, and suggests remedial steps. (RFB)

Waintroob, A. R. The developing law of equal employment opportunities at the white collar and professional level. *William and Mary Law Review*, 1979, 21, 45-119. In the white collar context, deals with subjective and objective evaluation criteria, establishment of prima facie case for discrimination, and defense against suits. (RFB)

Weinlein, C. Flight attendant weight requirements and Title VII of the Civil Rights Act of 1964. *Journal of Air Law and Commerce*, 1980, 45, 483-507. Legal vicissitudes of a claimed bona fide occupational qualifications. (RFB)

### MEASUREMENT TECHNIQUES

Bell, R. & Lumsden, J. Test length and validity. *Applied Psychological Measurement*, 1980, 4, 2, 165-170. An empirical demonstration of the effect of test length on predictive validity, demonstrating that tests can be reduced in length by more than 60% without appreciable decreases in validity. (ARB)

Budescu, D. A. Some new measures of profile dissimilarity. *Applied Psychological Measurement*, 1980, 4, 2, 261-272. Presents four new measures of profile dissimilarity that are based on whether the dissimilarity index is (1) symmetric or asymmetric and (2) conditional or unconditional on profile shape and that are standardized (scaled) for more direct interpretation of the dissimilarity index and comparability of different indices in terms of the relative degree of dissimilarity involved. (ARB)

Cronbach, L. J. Validity on parole. *New Directions for Testing and Measurement*, 1980, 5, 99-108. Discusses need for judgment and dialogue in interpreting validation results, and the problem of validity evidence in court cases. (LBP)

Cudeck, R. A comparative study of indices for internal consistency. *Journal of Educational Measurement*, 1980, 17, 117-130. Compares KR-20 with Cliff's nonmetric coefficients of internal test consistency,  $\epsilon_{12}$  and  $\epsilon_{13}$  (equivalent to Loevinger's coefficient of homogeneity), by using data generated by a Birnbaum 3-parameter

logistic model in a Monte Carlo simulation and found  $\epsilon^2 = .13$  to provide more information about both test reliability and internal consistency. (PJO)

Ironson, G. J., & Suboviak, M. Comparison of several methods of assessing item bias. *Journal of Educational Measurement*, 1979, 16, 209-225. Compared four methods for evaluating item bias, using data from the 1972 National Longitudinal Study, and found the item characteristic curve best but infeasible for most test builders because of the large sample and cost required; the chi-square (expected vs. actual item distributions for blacks and whites) and the transformed item difficulty (Angoff's delta) methods seemed practical for most users, while item discrimination (point biserial correlation) appeared inappropriate to detect cultural discrimination. (PJO)

Livingston, S. A., & Wingersky, M. Assessing the reliability of tests used to make pass/fail decisions. *Journal of Educational Measurement*, 1979, 16, 247-260. Contends that the reliability of a test used to make pass/fail decisions (placement, licensing, etc.) can best be characterized by estimating the joint distribution of true scores and observed scores and presents several ways to summarize the distribution. (PJO)

Lucas, P. A. & McConkie, G. W. The definition of test items: a descriptive approach. *American Educational Research Journal*, 1980, 17, 2, 133-140. In the context of systematic construction of test questions for the assessment of reading comprehension, presents an approach that might be useful for constructing content-oriented tests of reading ability or other content domains. (ARB)

*New Directions for Methodology of Social and Behavioral Science: Fallible Judgment in Behavioral Research*. Jossey-Bass, Inc., 1980, 4. This issue consists of 6 articles that discuss limitations in using judgments in research and decision making. (LBP)

Rindler, S. E. Pitfalls in assessing test speededness. *Journal of Educational Measurement*, 1979, 16, 261-270. In response to claims that test time limits cause culture bias, the author reviews test speededness indexes and concludes that indexes based on multiple test administrations are inadequate. (PJO)

## STATISTICAL METHODOLOGY

Werts, C. E., Breland, H. M., Grandy, J., and Rock, D. R. Using longitudinal data to estimate reliability in the presence of correlated measurement errors. *Educational and Psychological Measurement*, 1980, 40, 19-29. Provides evidence that test-retest reliability is overestimated where measurement errors are correlated between testings; the overestimate was .12 between essay testings. (LBP)

Wolfe, L. M. Strategies of path analysis. *American Educational Research Journal*, 1980, 17, 2, 183-210. Discussion and explanation of four path analysis models (recursive, block, block-recursive and nonrecursive) including explanation of conditions under which each is appropriate and illustrations of appropriate use of each model. (ARB)

## ORGANIZATIONAL BEHAVIOR

Frank, B. A. A comparison of an actuarial and a linear model for predicting organizational behavior. *Applied Psychological Measurement*, 1980, 4, 2, 171-181. Results indicated that actuarial and linear models yielded comparable accuracy in predicting job performance and employment status, but arguments are made for the desirability of the actuarial model in terms of both efficiency and better understanding of relationships. (ARB)

Norton, S. D., Massengill, D., Schneider, H. L. Is job enrichment a success or a failure? *Human Resources Management*, 1979, 35, 28-36. With respect to "job enrichment," characterizes the domain of the term, reviews literature, offers a research paradigm, and suggests conditions in which research may show it to be successful. (RFB)

## NOMINATIONS SOLICITED FOR DIVISION 14 PROFESSIONAL PRACTICE AWARD

To recognize outstanding contributions to the practice of I/O psychology, Division 14 is again sponsoring the Professional Practice Award. The award is given for the development and implementation of a practice, procedure, or method with major impact on people in organizations and on the profession of industrial and organizational psychology.

Criteria for judgment include:

- The award acknowledges achievement in both development and implementation. Development may include the origination of a technique for practice and/or the creative expansion of a method or procedure in practice.
- Completion of a scientific evaluation of the effectiveness of the method or practice is considered highly desirable.
- The contribution must have had a significant impact on the practice of industrial and organizational psychology; that is, the field is better because of the work of the awardee(s).
- The impact of the work should have been in the last ten years.
- The work should have been widely disseminated through publication, presentation, workshops, etc., and utilized by other I/O psychologists. The technique should be available to the profession.
- The organizational setting of the awardee's work (industry, government, academia, etc.) is *not* relevant.

The award will consist of an appropriate certificate and a cash prize of \$500, and the recipient(s) will be invited to address the membership at an APA convention. Recipients may be individuals or groups of individuals working together or apart on the same practice; organizations are not eligible. Nominees must be members of Division 14.

Nominations must be submitted by or sponsored by APA members. Nominating letters should describe in detail the contribution of the nominee(s) and its impact, and include a list of references and illustrative materials. The Division 14 Committee on Professional Affairs will review all entries and submit their recommendations for the award(s) to the Executive Committee of Division 14 for final approval. Send nominations to: **Ann Howard, AT&T, 1776 On The Green, Room 2B47, Morristown, New Jersey 07960.**

The deadline for submissions is **February 13, 1981.**

## SPECIAL ANNOUNCEMENT

Division 14 membership is now open to APA Students in Psychology upon application to the I/O Membership Chair. Interested students should address requests for application material to **Richard M. Steers, Graduate School of Management, University of Oregon, Eugene, Oregon 94703.**

## REQUEST FOR PROGRAM PROPOSALS FOR 1981 CONVENTION

RANDY DUNHAM

You will soon be receiving the official APA Call for Programs for the 1981 Convention in Los Angeles. The APA document is the official "Call" and should be followed carefully. This short report, however, provides some additional information which should be useful to Division 14 members who are contemplating the submission of proposals.

### Deadline:

Proposals will be accepted for review if they are:

- 1) received in Madison, Wisconsin by January 20, 1981 OR
- 2) postmarked by January 19, 1981 and received in Madison by January 23, 1981.

### Types of Proposals:

- 1) *Poster Sessions*. Poster sessions are designed to maximize collegial interaction. This is accomplished by preparing a 4 foot by 6 foot presentation designed to stimulate discussion. An informal survey of 25 participants conducted at the 1980 Convention found a unanimous preference for poster sessions rather than traditional paper sessions. Approximately 200 persons viewed each poster and on average 75 to 125 persons requested additional information. The most common reason given for preference for poster sessions was the opportunity for in-depth discussion and the establishment of a large number of personal contacts. Proposals for poster sessions should follow the APA guidelines in the official call for proposals.
- 2) *Symposia*. A variety of "symposia" formats are encouraged. The program committee is interested in well-focused proposals which explore a particular area of interest. The particular format is open with innovative approaches being welcomed. In evaluating these proposals, the Committee will focus on the suitability of the presentation technique for the content of the proposed program.

### Topics:

You are invited to submit proposals in any area of Industrial/Organizational Psychology. Your committee hopes to prepare a diversified program for 1981. Rather than suggesting specific topics, we wish to encourage you to submit proposals which are theoretical or applied, industrial or organizational. Special attention will be given to topics which are innovative.

### A Specific Topic:

At the 1980 Convention, sessions aimed at Ph.D. students were quite popular. The Program Committee plans to once again allocate program time aimed at the career development of Ph.D. students. Proposals with this focus are particularly encouraged.

### Review Process:

Each proposal will be read and independently evaluated by at least four members of the Program Committee (proposals for Poster Sessions will be given blind reviews). These evaluations will be compared and each proposal will be discussed during a two day meeting of the Program Committee in February. The Committee as a whole will make final program decisions. Notification of decisions will be made shortly after the final Program Committee meeting.

### Co-sponsorship:

If you feel that your proposal could possibly be co-sponsored or co-listed with another Division, provide this information at the time you submit your proposal.

### Program Committee:

**Randall B. Dunham** (Chair), **Kay Bartol**, **Ed Cornelius**, **Bruce Hamstra**, **Ed Levine**, **Karlene Roberts**, **Naomi Rotter**, and **Frank Smith**.

### Send Proposals To:

Randall B. Dunham, University of Wisconsin, Graduate School of Business, 1155 Observatory, Madison, WI 53706.

## SPECIAL ANNOUNCEMENT

If you are planning to write a book, have just written a book, wrote a book several years ago and the sales are down, or you simply read books, request that the publishing company advertise in **TIP**. It is expensive to produce **TIP**; we can use all the revenue *you* can generate. Have the publisher contact **Larry Fogli** at the **TIP** offices or pass along the advertising rate information which appears at the end of this issue.



## POSITIONS AVAILABLE

LARRY FOGLI

- (1) Assistant-Associate Professor, tenure track, Fall 1981. Ph.D. industrial/organizational psychologist. 22-member department, offers undergraduate, Master's and Ph.D. degrees. Faculty expected to teach, conduct research, to publish and to supervise graduate student research. Located in area of rapid industrial growth. Send vita, names of 4 references, and letter of application, including statement of research interests to **Industrial/Organizational Search Committee, Department of Psychology, School of Education, North Carolina State University, Raleigh, N.C. 27650, by December 1, 1980.** North Carolina State University is an equal opportunity/affirmative action employer.
- (2) Industrial/Organizational—A tenure track position for a new or recent Ph.D. Candidates with up to three years of post Ph.D. experience will be considered. Individuals from all specialties within Industrial will be considered but priority will be given to applicants with demonstrated strength in organizational. The position entails teaching undergraduate and graduate courses and the direction of graduate student research. Starting date is Fall of 1981 although earlier starting date will be considered. Salary dependent upon experience. Send curriculum vita, availability date, graduate transcripts, and three letters of recommendation to **Dr. Donald V. DeRosa, Chair, Department of Psychology, Bowling Green State University, Bowling Green, Ohio, 43403.** An Affirmative Action/Equal Opportunity Employer. Applications must be received by **December 15, 1980.**
- (3) The Industrial/Organizational Psychology Area at The Ohio State University has an opening for a visiting faculty member (title open) for the remainder of the 1980-81 academic year. We are seeking an individual with demonstrated interest and achievement in areas of personnel selection, theory and practice, job and task analysis, and performance assessment. Duties include teaching at the advanced undergraduate and graduate levels and participating in the area's active programs of research. The length of the appointment can vary, but we prefer someone willing to make a two-quarter commitment (Winter and Spring Quarters 1981). Send curriculum vita and names of three references along with inquiries to **Dr. Richard Klimoski, Search Chairperson, Industrial/Organizational Psychology, The Ohio State University, 404C W. 17th Avenue, Columbus, Ohio 43210.**
- (4) Psychological Consultants to Industry has an immediately available position for an experienced, industrial consulting Ph.D. psychologist to add to our staff. Duties would include 40% to 50% involvement in psychological evaluation. In addition, our work involves organizational consulting, attitude surveys, wage and salary administration, career planning, management development, validation studies, training, manpower planning, various kinds of surveys, executive counseling, etc. The new staff member should have the stability and experience to handle such projects more or less independently, and to develop new client relationships for which he would have primary account responsibility. The candidate should have at least five years of industrial and consulting experience. Salary depends on qualifications, but will be competitive. There will be a performance bonus based on productivity. Travel is moderate. PCI provides a rather comprehensive perquisite package. Send resume and salary requirements to: **Theodore Kunin, Ph.D., Vice President, Psychological Consultants to Industry, Inc., 744 W. Oliver Building, Pittsburgh, PA 15222.**
- (5) The Department of Psychology at the University of Waterloo has an opening in *Industrial/Organizational Psychology* at the Assistant Professor level. We are especially interested in applicants with competence and interests in organizational behavior

but will consider applicants in all areas of I/O. Regardless of area of specialization applicants should show considerable promise as a scholar and a commitment to the development of an active and sustained research program. In addition to research, responsibilities include teaching at both the graduate and undergraduate levels and supervision of student research. The person hired will have a unique opportunity to be a significant figure in the development of a Ph.D. program in I/O as well as contribute to an on-going Master of Applied Science program in I/O. There are faculty in existing well-recognized programs (e.g., in social, clinical, perception and M.A.Sc. industrial) whose research and teaching interests will contribute to the establishing of the doctoral program in I/O. The salary is competitive; final appointment depends on availability of funds. Persons eligible for employment in Canada at the time of application will receive first consideration. Applications will be accepted until the position is filled; to ensure consideration all material should be available by 1 November 80. Applicants should submit a complete *vita* and samples of scholarly work (e.g., reprints, preprints, thesis), and see that at least three letters of recommendation are sent directly to **Dr. T. Gary Waller, Chairman, Department of Psychology, University of Waterloo, Waterloo, Ontario, Canada, N2L 3G1.**

- (6) Test Validation and Development Specialist I: California State Government needs several specialists in Sacramento. They will evaluate and analyze personnel selection systems; develop written tests, performance tests, oral tests and analyze written test items; perform statistical analysis, interpret test results; review tests for conformance with Federal guidelines; serve as a consultant on test validation and development, and make recommendations on personnel selection.

Salary range is \$1626-1956 per month. Applicants must have two years' research experience in a behavioral science field including some quantitative analysis of data and report writing. A master's degree or doctorate may be substituted for some of the experience. Applications will be accepted this coming spring. For complete information, call **Kathie Vaughn** in Sacramento at **(916) 322-6532.**

- (7) University of California Cooperative Extension, Agricultural Personnel Management Specialist (Location: Berkeley, Calif.). Provide leadership and coordination in development and delivery of education and research programs in farm personnel management. Work cooperatively with and provide training for county and state staff, agricultural organizations, agencies and educational institutions. Disseminate information through workshops, written communications. Assure affirmative action in development and delivery of programs. Ph.D. in personnel management, organizational behavior or closely related field and experience essential. Contact: **Academic Personnel, Cooperative Extension, University of California, Berkeley 94720.** Refer to #8059. Closing date: December 5, 1980. Equal Opportunity/Affirmative Action Employer. M/F/H
- (8) Industrial/Organizational Psychologist—Purdue University Department of Psychological Sciences has a tenure track position open for an Assistant (possibly Associate) Professor for Fall 1981. Commitment to research is a major requirement; area of specialization is open. Send vita, three letters of recommendation to: **Dr. Howard M. Weiss, Department of Psychological Sciences, Purdue University, West Lafayette, IN 47907.** Deadline for submission of all materials is December 15, 1980. Purdue University is an Equal Opportunity/Affirmative Action Employer.
- (9) New York University, Department of Psychology, will have a tenure-track vacancy starting September 1981. Candidates should have a Ph.D. in Industrial/Organizational Psychology, plus interests and background in both research and application. Rank and salary commensurate with qualifications. Submit resumes, names of references, and reprints to **Raymond Katzell, Department of Psychology, New York University, Room 550, 6 Washington Place, New York, N.Y. 10003.** N.Y.U. is an equal opportunity/affirmative action employer.

## ADVERTISE IN TIP-TARGETED AUDIENCE

**The Industrial-Organizational Psychologist** is the official newsletter of the Division of Industrial-Organizational Psychology, American Psychological Association. As such, it is distributed four times a year to the entire membership, now numbering in excess of 2000. This group includes both academics and professional-practitioners in the field. In addition, **TIP** is distributed to foreign affiliates, graduate students, and to the leaders of the American Psychological Association generally. Present distribution is approximately 3000 copies per issue.

Advertising may be purchased in **TIP** in units as small as the half-page and up to double-page spreads. In addition, "position available" ads are available at the charge of \$25.00 per position. For information, or for placement of ads or listing of positions, write to **Larry Fogli, Institute of Industrial Relations, University of California, Berkeley, CA 94720.**

### ADVERTISING RATES

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