

THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST (TIP)

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A Message From Your President

VICTOR H. VROOM

The dialogue on the issue of incorporation continues—in the pages of *TIP*, among the Executive Committee and among the membership of our division. Shortly you will all be asked to vote on the question. It is not my intent in this column to attempt to influence your vote. However, I do want your vote to be both thoughtful and informed. To this end, I would like to dispell some myths that could potentially cloud one's judgment about the merits of incorporation.

The first myth is that a vote for incorporation is somehow a vote for separation from APA. The issues of incorporation and of separation from APA are totally independent. The Long Range Planning Committee of which I was a member undoubtedly contributed to the confusion of these two issues by its juxtaposition of "going it alone" and incorporation in its report in *TIP*. Our relationship with APA is a highly emotional issue for our membership. Some see APA as an organization increasingly dominated by clinicians and unresponsive to our interests. For others, APA is their primary home. They are psychologists first and I/O psychologists second. In my view, neither set of sentiments should predispose one to vote either for or against incorporation. Incorporation should be viewed in its own right rather than as a precursor to a withdrawal.

As a matter of fact, our relationship with APA has never been better. **Mike Pallak**, the Executive Officer, has come to our last two Executive Committee meetings and both he and the Central Office staff are increasingly responsive to our needs. In addition, our influence within the Council of Representatives is at an all time high. While uncertainties in ultimate APA organization and governance structure remain, feelings about our relationship with APA, either pro or con, do not seem to me to be pertinent to your vote on incorporation.

The second issue—also a red herring—involves feelings about incorporation as a means of changing the character of the division by opening up membership to persons who would otherwise not qualify. You should be aware that the Executive Committee acted at its January meeting to eliminate the "Member-at-Large" category from its proposed by-laws. If the Division were to become the Society of Industrial and Organizational Psychology, all members would continue to be APA members. The specter (or prospect) of populating our division with large numbers of "corporate personnel people" or "management or OB specialists" should not influence your vote on incorporation.

These remarks should not be construed as a "request for a favorable vote." While I am enthusiastic about the potential of incorporation as a means of strengthening identification with the division, I care more about the fact that your vote rests on factual premises rather than faulty ones.

On other matters, as I write this, the Reagan administration budget proposals have just been announced and the future of research support in the social and behavioral sciences from such organizations as NSF and NIMH is in jeopardy. At issue are not just budget cuts but the elimination of entire

research programs that could change the future shape of our discipline. The physical and biological sciences seem unaffected but research and training programs in the behavioral sciences, particularly those that can be construed as wasteful or contributing to the redistribution of wealth are clearcut targets of the new administration.

There are a few signs, albeit very tentative and ambiguous ones, that the issues of productivity, efficiency and organizational effectiveness are potential future selling points for the support of psychological research and technology. I/O psychologists are being asked by APA, and by funding agencies to provide testimony that would ameliorate the present crisis. It is just possible that the science and profession of I/O psychology may turn out to be a beneficiary of the new administration's supply-side economics.

Much has been written about deregulation as the wave of the future in our economy. We seem to be moving in a similar direction in the conduct of scholarly research. Many of you know and have expressed concern about the Proposed Regulations for Protection of Human Research Subjects published in the *Federal Register* in August 1979. It appeared to many of us that these regulations were written so broadly as to apply to much of which is done in field research within organizations. **Mary Tenopyr**, then president of the division, was one of many who wrote in opposition to the broad coverage of the regulations. On January 26, 1981, the final set of regulations was published and they are substantially more liberal and include sufficient exemptions so as to be of little concern to the researchers among us. The government may or may not be prepared to fund our research ventures but it shows less interest in regulating how we go about it!

Deregulation may also affect our professional lives. Sensing that the time may be approaching for a re-examination of the Uniform Guidelines, the Executive Committee voted in January to recommend that they "be opened for updating and revision consistent with current research knowledge and professional standards."

At the January Executive Committee meeting, there was some discussion initiated by your President-Elect **Art MacKinney**, of the resurgence of psychology as an academic discipline in the People's Republic of China and of their interest in matters of management and organization. At the instruction of the Executive Committee, your President has written to appropriate officials within the P.R.C. proposing an exchange of visits of delegations from both countries and the exchange of lectures, publications and research instruments.

Perhaps in anticipation of a favorable response from the P.R.C., your President had an opportunity to practice his use of chopsticks on a recent visit to Malaysia and Japan. In Malaysia, I met with senior officials in government, the private sector, and trade unions exploring problems of education and training in a country with an undereducated work force and an economy expanding exponentially. In Japan I pondered the origins of the tremendous success of Japanese industries as diverse as steel, automobiles and electronics. Since my return two weeks ago, I have been a voracious reader of literature which might help me to understand the cultural and organizational origins

of this success. To those of you with similar interest, I recommend a book entitled, "The Japanese Company" by Rodney Clark, just published by the Yale University Press.

Looked at broadly, these problems—of education in an underdeveloped country and of cross cultural differences in both organizational forms and productivity—are problems central to I/O psychology. They are not yesterday's problems, but rather the problems of today. If our society and our discipline are to remain vital, alive and relevant, it is critical that we remain open to new problems, and to the potential for new solutions.

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.

14 TIPBITS

SHELDON ZEDECK

You may not have noticed but a "plan" has been developed for a volume's four issues. For example, the November issue contains "Calls for..." the August issue contains the Division's Program, etc. It seems, now, that the May issue will become the focus for "appeals by *TIP*" for the membership to respond to various issues and requests (as well as containing the Division 14 Workshop Program and Registration Form). If you saved your May 1980 issue, a review of it will show an appeal for input from the membership.

We now have some new appeals. **Judi Komaki**, *TIP*'s editor on Applied Behavior Analysis, is not being reinforced. Her request in the February issue (vol. 18, no. 2) for reasons bosses and secretaries go unrecognized has not resulted in an overwhelming response (and thus, Judi doesn't have a column for this issue). Take a few moments to think about Judi's request and mail your thoughts to her at Georgia Tech, EEE/EDL, Atlanta, GA, 30332.

Frank Saal also has an appeal. Shortly, you will be receiving his questionnaire regarding the reputation and "direction" of I/O psychology and psychologists. Take the 15 minutes or so to complete and return the questionnaire. It is hoped that sufficient data will be collected to update Pickering and Kornhauser's "Opinions About Industrial Psychology by Different Groups of Psychologists" (*American Psychologist*, 1957).

Yet another appeal is for the membership to attend to the incorporation question. As it now stands, a mail ballot will be conducted in the Fall of 1981 regarding incorporation and bylaws changes. This issue of *TIP* contains the proposed bylaws, **Lew Albright's** (Division 14 Secretary-Treasurer) assessment of the costs of incorporation, and **Milt Hakel's** (Division 14 rep to APA Council) view on the issue. *TIP* would like more of you to respond. The question will be discussed at the Open Forum at the convention in Los Angeles in August. But don't wait, write to **Art MacKinney**, Chair of LRP (Vice-Chancellor for Academic Affairs, University of Missouri—St. Louis, 8001 Natural Bridge Road, St. Louis, MO 62131), or send your comments to us for publication in the next issue.

My final appeal is, naturally, for money. The Edwin E. Ghiselli Award for research proposals needs funds. See the "Special Announcement" on page 37 for a description of this award and for information on how you can contribute.

An appeal that was somewhat successful was the Division's request that you allocate all of your votes to Division 14 in the APA Council Apportionment ballot. The results are in and Division 14 received a 4.52%, thereby barely retaining five council members. The percentage received was less than in 1979, so you can look forward to strong appeals in the future.

The Division 14 Executive Committee has been responsive to appeals from others. At the January 1981 Executive Committee meeting, the Division voted to contribute \$100 to APA's Psychology Defense Fund and a like amount to the Committee on Legal Issues to support the work of two graduate students in the APA General Council's Office. The Psychology Defense Funds are used for activities related to the definition, regulation, and recognition of psychology as a science and a profession. The Committee on Legal Issues is described elsewhere in this issue.

NEWS AND NOTES...

Larry Cummings (Wisconsin) has decided to move south for the weather—he will be joining the faculty of Northwestern University on September 1, 1981 as the J. L. Kellogg Distinguished Research Professor of Organizational Behavior in the Kellogg Graduate School of Management. Likewise, **Barry Staw** has moved west—to improve his quality of life. Barry joined the OB group at the University of California, Berkeley (home of *TIP*)... **Dick Hoffman** has only temporarily moved—east. Dick is currently on a year's leave from the University of Chicago's Graduate School of Business and is visiting Rutgers University's Graduate School of Management as Professor of Organization Management... **Irv Goldstein** is staying put but moving up. Effective July 1, 1981, Irv will become the chair of the Psychology Department at the University of Maryland. Irv will have a new colleague in 1981-82; **Susan Jackson** will finish her degree at Berkeley and join the I/O group at Maryland... The award for greatest distance moved goes to **George Thornton**. George is spending his sabbatical from Colorado State in West Germany where he is teaching organizational behavior courses in the MS in Systems Management program offered by the University of Southern California in West Germany and around the world.

Fred Fiedler served on the Personnel Task Force of Washington State's Governor Spellman's Transition team, which helped to select the Governor's Cabinet. We look forward to great leadership in that state... **Virginia Zachert** has been selected as a delegate to the 1981 White House Conference on Aging in Washington, D.C. to represent the State of Georgia... **Virginia Boehm** has been appointed to Ohio's State Board of Psychology.

Frederick Sale, Jr. has been named a Vice President of Psychological Consultants to Industry in Pittsburgh... **Michael Frisch** has recently established the firm of Resource Dynamics in New York City whereas **Dennis A. Hawver** has recently acquired the professional practice of the RHR Institute and established the Hawver Group in New York City... The Psychology Department at Bowling Green State University has recently formulated the Institute for Organizational Research and Development. The Institute's primary function is to provide training experience for students and to provide a mechanism for cross-jurisdictional efforts at applied research problems. For more information, write to **Ken Alvares**, Bowling Green State University, Bowling Green, Ohio 43403.

Our apologies to **John L. Cofer** who was incorrectly listed as a student member in the November 1980 issue; John's actual status is Associate Member.

A final, sad note is that **Edgar Huse** died on January 31, 1981. Edgar was the author of several books and articles on organizational behavior programs and job redesign.

THE DEADLINE FOR RECEIPT OF ITEMS
FOR THE AUGUST ISSUE OF *TIP* IS
JUNE 15, 1981

EVENTS IN THE TRAINING WORLD

IRWIN L. GOLDSTEIN

In the hope of encouraging debate on research involving training issues, this particular column discusses the use of individual difference designs as a training evaluation method in instances involving fair employment practices. Comments are welcome. Send them to **Irv Goldstein, Department of Psychology, University of Maryland, College Park, Maryland 20742.**

While the most obvious application of fair employment legislation has been for the use of selection procedures for entry level employees, it has become increasingly clear that other personnel decisions are becoming much more carefully scrutinized. The concern is that training programs are often used for entry to upper level jobs. Thus, personnel decisions have a dramatic impact on the progress of protected classes in organizational environments. Bartlett (*Human Factors*, 1978, 20, 179-188) noted that the personnel decisions involving training which are subject to fair employment guidelines could include selection for training, use of training as a job prerequisite, retention, progress and graduation from training, and job placement following training. Bartlett also presents a version of what the 1970 EEOC Guidelines might have looked like if they were developed to relate to employee training procedures.

Interestingly enough, the new Uniform Guidelines are not much more specific about the application of guidelines to personnel decisions regarding training than the EEOC Guidelines. However, there is no question that litigation involving training decisions is on the increase. The assumption appears to be that if adverse impact is determined, then training decisions are expected to be validated in the usual manner using the individual difference models specified by the various guidelines. Thus, if the data in question are the use of training scores as admission to a new job, then the training scores would be correlated with measures of job performance in a new job. Presumably, the measure of job performance would be based upon the job analysis procedures specified in the Uniform Guidelines. However, the meaning of relationships between training performance and on-the-job performance as established by individual difference methodology is not all that clear. Such relationships typically indicate that persons who perform better in training perform better on the job. This does not necessarily mean that the training program is properly designed or that persons have learned enough in training to perform on the job. For example, it is entirely possible to establish a strong relationship between training scores and on-the-job performance and also have a situation where there are no differences in training performance between the training group and a control group. In other words, the training program did not achieve anything except to maintain the individual differences between trainees that existed when they entered training. The experimental and quasi experimental designs which use appropriate pre- and post-tests along with relevant controls provide this type of information. Interestingly these kinds of designs are not discussed in the Uniform Guidelines as ways of achieving validity even though they are the time honored procedure that has been used in training evaluation. Clearly, the more often a training program and the criteria used in training are based upon a thorough job analysis, the less likely this will be a problem. However, it is still possible to have a thorough job analysis

and a poor training program. These situations will not necessarily be picked up by individual difference methodology. The question becomes what does all this achieve. The courts might be satisfied because the training score will serve like a test score to predict on the job performance. However, neither the I/O psychologist nor the organization should be satisfied because there is no evidence that the training program is useful in preparing a person for the new job. As a matter of fact perhaps even the courts won't be satisfied in a situation where the litigation issue is whether training should be necessary to obtain the next job.

PUBLIC POLICY AND SOCIAL ISSUES

NEAL SCHMITT

One major activity of the Committee on Public Policy and Social Issues over the past two years has been a job analysis of the activities of the Industrial/Organizational Psychologist. Thanks to the efforts of several dozen I/O psychologists who provided the content for this analysis and to **Sidney Fine** and a class of I/O students at Michigan State University who did an excellent job writing them into functional job analysis statements, we now feel we have material which can be used by other Division 14 Committees (Professional Affairs, Continuing Education, and Education and Training).

At the request of **Vic Vroom**, we have proposed a change to the by-laws incorporating Public Relations and Public Policy and Social Issues. Part of the reason for this initiative was economic in that a smaller number of committee chairpersons would need to attend Executive Committee meetings. Another feeling was that PPSI had no well defined function and that those items which would seem to fit PPSI's charge could be handled by a single External Affairs Committee. The Executive Committee approved this plan and Division members will be asked to vote on this change in our by-laws.

Jim Ledvinka has agreed to continue to monitor national legislative efforts which are of potential interest to Division members. Instead of a single annual review of these issues, however, he has promised to prepare notes on specific issues as they arise.

MOLLISON'S BUREAUCRACY HYPOTHESIS:

If an idea can survive a bureaucratic review and be implemented, it wasn't worth doing.

In-Basket Correspondence

(Editor's Note: The following is a March 6, 1981 letter to *TIP* from Milton Hakel.)

Division 14 should incorporate for two reasons: 1) as a hedge against the day when the benefits of belonging to APA no longer outweigh the costs and 2) for the leverage which incorporation gives in influencing the revision of APA's organizational structure.

The fundamental question now facing the members of the American Psychological Association is whether APA will continue to be *the* national society for scientific psychology. There is no question that APA represents the *professional* interests of psychologists, but there is an increasing feeling that our *research* interests are better pursued elsewhere. For example, the newly created Federation of Cognitive, Psychological and Behavioral Societies provides a non-APA home for research.

It seems all too likely that the APA will come increasingly to resemble the American Medical Association or the American Bar Association, representing only the guild interests of the professional (health care provider) psychologist.

If it looked as though entire divisions and groups of divisions were prepared to leave APA, or if it appeared that a battle over APA's assets were likely, then some suitable accommodation might result in an organizational plan which would preserve the research interests of scientists and practitioners. Without such leverage, however, it is likely that nothing substantial will be done. Thus, the current trend of membership attrition in research-oriented divisions will continue.

We need to incorporate and we also need to encourage other research-oriented divisions to incorporate.

COSTS OF INCORPORATING DIVISION 14

LEW ALBRIGHT*

In considering the proposed by-laws contained elsewhere in this issue of *TIP* and the proposal that Division 14 be incorporated, members should be aware that the proposal could have significant cost consequences if enacted. Not all the costs are known at this time, but enough data are available to put together the following estimates.

Getting Incorporated:	Cost
1. Cost of printing and mailing proposed by-laws and ballot to membership on incorporation.	\$800.00
2. Cost of preparing and filing Articles of Incorporation in the District of Columbia, assuming no attorney is required.	\$12.00
3. Estimated cost of hiring and maintaining a registered agent of the corporation in D.C. (required under D.C. law).	\$100.00/yr.

4. Preparing and filing Internal Revenue Service application forms for tax-exempt status. Cost of Secretary/Treasurer time

Staying Incorporated:

1. Preparation and filing of annual report to District of Columbia. Estimated at \$150.00 for the first year, Sec/Treas. might do thereafter.
2. Preparation of Federal Tax Form 990.
3. Although the tax status of APA divisions is not well defined at present, there is a possibility that, as an incorporated society, we might be obliged to pay tax on "Unrelated Business Income" derived from the workshops and from the sale of publications, such as the *Principles for the Validation and Use of Personnel Selection Procedures*. Cost unknown but potentially substantial
4. Annual audit of the Society's books by an independent CPA firm (not necessarily required, but strongly recommended for the protection of both the membership and the Secretary-Treasurer). Estimated at \$500.00/yr. minimum

Going Independent:

1. Although Division 14 does not and would not have authority if incorporated to dissolve itself or secede from APA, the *Society* could withdraw in the event of policy disagreements, etc., with APA. If it did so, however, the funds now in the Division 14 account and separate Workshop account could be forfeited to APA, particularly if a sufficient number of members remained to reconstitute Division 14. Even if no such body of members remained, the disposition of the funds would be open to question since the monies were accumulated while Division 14 was an entity of APA. Accounts totalled over \$25,000 as of 2/1/81
2. An independent Society would have to provide for itself the office and administrative services now provided by APA including bookkeeping, collection of member dues and assessments, payment of bills when due, and conduct of various mailings to the membership. Estimated at \$4-5,000/yr.
3. The extra burden on the office of the Secretary-Treasurer of providing the above services would necessitate retaining clerical and accounting assistance and obtaining the use of a computerized mailing service. Estimated at \$8-12,000/yr. depending on volume
4. Liability insurance for Executive Committee officers (now provided under APA Policy). \$750.00/yr.

Although some of the numbers above are estimates, they are believed to be conservative. Members should consider, therefore, whether the benefits of incorporation are worth the additional costs.

*Outgoing Secretary-Treasurer of Division 14.

INCORPORATION OF DIVISION 14 BY THE LONG-RANGE PLANNING COMMITTEE

The Executive Committee recommends to the membership that Division 14 incorporate in the District of Columbia as the Society of Industrial and Organizational (I/O) Psychology, Inc.

During the past 2 years, the LRP and the Executive Committee have studied the question of incorporation intensively. The Long-Range Planning Committee has proposed that the Division decide the issue as follows:

1. Determine the advantages and disadvantages of incorporation, including paper-work, insurance, etc., requirements. This has been done (see the August 1980 *TIP* article).
2. Poll the Executive Committee. This has been done, and the vote was strongly 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 has been done (see the November 1980 issue of *TIP*).
6. Revise the proposed Bylaws based on member comments and additional comments by the Executive Committee. These revisions have been made and the revised Bylaws were approved by the Executive Committee at the January 1981 meeting.
7. Publish the revised Bylaws in the May 1981 issue of *TIP* and again solicit member reactions and comments.
8. Again discuss the issue of incorporation and the proposed Bylaws at The Open Forum at the 1981 APA Convention in Los Angeles.
9. Make any revisions needed in light of comments received as a result of steps 7 and 8.
10. Conduct the actual ballot by mail in the Fall of 1981.

Highlights of Proposed Bylaw Changes

1. The most important change in The Bylaws transforms our organization from simply a division of APA to being both a division of APA and an incorporated Society with legal standing and status 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. Changes in the Bylaws related to incorporation per se are in Articles I, X, XI, and XII.
2. The Public Relations Committee and the Committee on Public Policy and Social Issues are merged into a single new standing committee to be called the External Affairs Committee. See Article VII, paragraph 7.
3. The duties of the Education and Training Committee have been spelled out in more specific terms (see Article VII, paragraph 10).
4. The Continuing Education Committee and the Workshop Committee are merged into a single committee. See Article VII, paragraph 12. Again, this change is not connected with incorporation. It just happened to be proposed by the Executive Committee at the same time, and is being presented for a vote simultaneously for reasons of convenience and economy.
5. The proposed revision of the Bylaws includes provisions that sunset all standing

and Ad Hoc committees except the Long-Range Planning Committee. All standing committees will expire after five years unless reauthorized by the Executive Committee. For Ad Hoc Committees, the period is two years. See article VII, paragraphs 14 and 15. This change has nothing to do with incorporation and would have been proposed and voted on even if incorporation had not been.

6. This last point is a non-change. The proposed revision of the Bylaws published in the November 1980 *TIP* provided for a new class of members, members-at-large, who would not be APA members. The purpose of this new membership class was to attract as members people in organizational psychology or organizational behavior who had not joined Division 14 because (1) they were not eligible for APA membership or (2) they felt APA dues were too high. LRP has since discovered that over 95% of all applications for APA membership are approved, regardless of the nature of the applicant's doctorate. Thus virtually all members of our target group are already eligible for membership. We also found that it was impossible to offer reduced dues to members-at-large without running a high risk that many of our present members would drop out of APA and become members-at-large, reducing the number of our representatives to APA Council and thus reducing our influence within APA. The problem could not be solved by limiting the members-at-large category to people who had not previously been APA members, because then most new PhDs would probably not join APA but rather opt for member-at-large status. We would again lose council representatives. In light of these considerations, the Executive Committee voted at the January meeting to drop the members-at-large provision.

In the proposed revision of The Bylaws that follows this article, all substantive changes relating to incorporation are bracketed for easier reference. Throughout the revision, the term Division has been replaced by the term Society (except when reference is to Divisional Representatives). This change is not bracketed.

When the mail ballot is conducted, separate votes will be taken on four questions:

1. Should we incorporate?
2. Should we sunset standing and ad hoc committees?
3. Should we merge the Continuing Education and Workshop Committees?
4. Should we merge the Public Relations Committee and the Committee on Public Policy?

A vote for incorporation will be a vote for all Bylaws changes connected with incorporation. It will not be an affirmative vote on questions 2, 3, or 4. These other proposed Bylaws changes will be voted on individually.

In summary, the main advantages for incorporation include the following:

- a) An increase 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.
- b) If it ever became necessary to form a new organization outside of APA, we could do so expeditiously without the delays the process of incorporation entails. Considering the reorganization pressures on APA and the uncertainty of the outcomes, it is psychologically important for us to have the flexibility that comes with incorporation. However, the Executive Committee does *not* perceive forming a new organization outside of APA as desirable at this time nor does it perceive a vote for incorporation as signaling the beginning of a withdrawal

from APA. Indeed, we note that Division 14 *as a Division* cannot withdraw or be withdrawn from APA. Even if the majority of our membership withdrew from APA and joined a new non-APA affiliated organization, the Division itself would continue to exist within APA as long as it retained the minimum number of members required for Division status. If conditions should ever lead to the decision that an organization not affiliated with APA is necessary, the membership will be asked to consider that issue with the same careful study that preceded the decision to incorporate. At the present time the Executive Committee perceives APA as becoming increasingly sympathetic and responsive to our needs and our views. We hope that concern continues to be reflected in our relationships with APA.

- c) It is our impression that our recent influence within APA has come about because of increased effort on our part to make APA understand that they must recognize our rights if they expect us to remain a vital part of the organization. Many of us perceive that incorporation is another part of the message to APA that they must remain concerned about our needs.

The members of LRP are **Art MacKinney** (chair), **Ken Wexley**, **Frank Schmidt**, and **Irv Goldstein**. Send your comments on the proposed Bylaws to **Art MacKinney**, Vice-Chancellor for Academic Affairs, University of Missouri—St. Louis, 8001 Natural Bridge Road, St. Louis, Missouri 63121.

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 for 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, labor unions or trade associations, and public agencies. In order to attain this objective the Society 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, professional, 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

1. Membership in the Society 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 the Society, or (b) Associate of the Society applying for Member status, or (c) Member of the Society and/or APA applying for Fellow status in the Society and APA, or (d) Fellow in APA applying for Fellow status in the society.
2. 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:
 - 2a. Fellows of the Society shall at the time of their election to Fellowship have been Members of the Society for no less than two years.
 - 2b. 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, 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 through means such as participation in the programs and meetings of professional groups or associations.
Fellows shall be entitled to the rights and privileges of the Society without restriction.
3. Members of the Society 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 Society as stated in Article 1, 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 Society 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 the Society 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 Society, but are entitled to all rights and privileges of the Society not specifically denied them by these Bylaws.
5. Foreign Affiliates or Student Affiliates of APA may become Foreign or Student Affiliates of the Society by application to the Membership Committee.
 - 5a. 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 Affiliates are to be determined by vote of the Executive Committee.
 - 5c. If dues are required of Affiliates, non-payment of dues shall be considered equivalent to resignation from Affiliate status.
6. The Membership Committee of the Society will receive applications for APA Member, Associate, and Foreign and Student Affiliate.

7. The Membership Committee will submit its recommendations to the Executive Committee prior to each 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, the applicant can submit his or her 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.
8. When an Associate of the Society transfers to Member status in the APA and applies for Member status in the Society the application may be approved by the Executive Committee upon the recommendation of the Membership Committee.
9. The Fellowship Committee of the Society will review the qualifications of all persons nominated for Fellow status in the Society. 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.
10. The Fellowship Committee will submit its recommendations to the Executive Committee prior to each 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 to be recommended by the Society to the Council of Representatives of the APA for final approval.
 - 11a. The APA is responsible for notifying such recommended persons of their election or rejection.
 - 11b. 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.
12. 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.
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 Society.
14. 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.
15. A Fellow, Member, or Associate 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 reviewed 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, the immediate Past-President, and a Secretary-Treasurer, together with the Division Representatives provided by the APA Bylaws.
2. The Division Representatives to the APA Council of Representatives shall be elected according to the Bylaws and regulations of the APA.
3. It shall be the duty of the President to preside at all meetings of the Society, to act as chair of the Executive Committee, to exercise general supervision over the affairs of the 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 chair the Election Committee, and to carry out such other duties as may be delegated to him or her by the President.
5. 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 Society, to have custody of all 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 alternatives as may be permitted by the APA.
8. In case of the death, disability, or resignation of any 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 Society, consisting of the President, the President-elect, the Secretary-Treasurer, the Division Representatives, three Members-at-large, and the immediate Past-President.
2. The Executive Committee shall have general supervision over the affairs of the Society. They shall use mail ballots whenever it is deemed appropriate in matters affecting Society policy. They shall meet at least once each year, before the time of the annual 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. The 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.

¹The 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.

- [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 Society. 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, as President for the subsequent year, and as immediate Past-President the following 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. In the event that apportionment ballots would result in an unusual number of Representatives with identical terms, the Executive Committee will adjust the length of the term for one or more seats being contested at that time.

Members-at-Large: to serve staggered terms of three years.
 - 2b. Eligibility for office—any Fellow or Member of the Society except: President and President-elect during their terms of office.
3. Secretary-Treasurer during his or her first two years in office.

Past Presidents for office of President.
- 3a. The Election Committee of the 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 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. (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 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, provided the consent of the individual has been obtained.
4. Since Division Representatives are officials of the APA, the Election Committee shall send its list of ranked nominees to the Executive Officer 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 Representative to be filled.

5. The 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 to be 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 election 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 council of representatives 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 Society shall take place during the annual convention of the APA, and in the same locality. The program shall consist of Society business, the presentation of scientific papers, and the discussion of professional matters in the field of industrial and organizational psychology. The 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 Society.
3. On all matters calling for action by the membership of the 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 standing committees of the Society shall consist of the following: Fellowship, Membership, Election, Program, External Affairs, Scientific Affairs, Professional Affairs, Education and Training, Newsletter, [Continuing Education and] Workshop, Committee on Committees, and such ad hoc 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 Chair. The Election Committee shall consist of the immediate Past President, the President and the President-Elect, who will serve as Chair. Members of the Fellowship Committee must be Fellows of the 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 coordination 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 External Affairs shall promote the interests of the Society and its members by developing contacts with business and industry, academic institutions, professional groups, public agencies and governmental units, labor units, other organizations and the public in general. These contacts should serve to publicize the efforts and activities of Industrial/Organizational psychologists as they relate to various groups and organizations. Secondly, the Committee on External Affairs shall identify and publicize to its members the research and consulting needs of various governmental agencies and public-issue-oriented groups and organizations so that the Society can exercise its responsibility in the solution of important national/social problems.]²
8. 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 Society members.
9. The Committee on Professional Affairs shall promote the interests of the Society 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 Society and to the APA.
10. The Education and Training Committee shall (a) encourage and promote the improvements of the scientific and professional skills of the Society's members and prospective members, (b) evaluate training needs to assess the effects of training among members of the Society, and (c) collaborate with the APA's Education and Training Board in matters related to the function of the committee.
- [10. 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.]²
11. The Newsletter Committee shall prepare, under the direction of the Newsletter Editor, for publication and distribution to the membership, the official newsletter of the Society, *The Industrial and Organizational Psychologist*.
12. The Workshop Committee shall prepare and conduct an Annual Workshop in Industrial and Organization Psychology in conjunction with the APA Convention, and such regional or other workshops as the Executive Committee may approve.
- [12. The Continuing Education and Workshop Committee shall (a) encourage and promote 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, (e) carry out all functions necessary to remain an APA-approved sponsor of CE activities.]²
13. The Committee on Committees shall recommend appointments to all other standing committees to the incoming President. The Committee shall be appointed by the President-elect, and shall make a special effort to see that each year some members of the Society who have not served frequently in the past are appointed to standing committees.

²These proposed Bylaws changes are unrelated to the question of incorporation. See accompanying article.

- [14. 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.]²
- [15. 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.]²

ARTICLE VIII — DUES

1. The minimum membership dues are one dollar per year for each Member, payable to the 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 Society, by vote of two-thirds of the Members present at any annual meeting, or by a majority vote of the Members of the 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 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 the day following the annual meeting and end on the day of the annual meeting the following year.]

[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.]

SPECIAL ANNOUNCEMENT

A 1980 Addendum to the Survey of Graduate Programs in Industrial/Organizational Psychology and Organizational Behavior is now available to supplement the 1978 Survey. New information is available pertaining to 22 programs in I/O and OB. For those who want a copy of this addendum, please write to:

Lewis E. Albright
Director, Training and Development
Kaiser Aluminum and Chemical Corporation
300 Lakeside Drive, Room KB 2140
Oakland, CA 94643

(EDITOR's NOTE: The following appeared in the Friday, February 6, 1981 *San Francisco Chronicle*)

Office Life: Smiles, Laughs a Good Sign

DONALD K. WHITE

Business Editor

PEOPLE WITH AN ACUTE sense of other people's attitudes toward their specific jobs, and their attitudes toward the organization they work for, are rare.

The least aware, in some cases, are highly trained industrial psychologists so caught up in esoteric charts, graphs and jargon that they have lost the knack of observing their fellow man as human beings.

This is particularly true of industrial psychologists under 35 who have immersed themselves in hot tubs, est, encounter group-gropes, holistic medicine, boutique wineries, cocaine, and Kurt Vonnegut to the point that they have lost touch with the real nine-to-five world of business and industry.

Psychologists of this strain rarely laugh. They may smirk and emit suppressed giggles. They are deeply suspicious of laughter.

□

AS THEY WALK INTO an office on a consulting assignment they are likely to miss what is really going on because they no longer can look at people as people but merely as objects which will fill out multi-paged questionnaires suitable for pumping into electronic memory banks.

They ignore the office workers gathered around the water fountains who are laughing and scratching and doing the camaraderie bit.

As they walk through the executive suite they fail to notice that, at the managerial level, the atmosphere seems easy going and that an executive vice president can be observed laughing at a clean joke his secretary just told.

After many years at universities learning the science of industrial psychology, they have never learned the art.

IN TRUTH, ONE OF THE BEST and most accurate gauges of employee attitudes and the general health of the businesses they work for can be made within the first few minutes of an office visit.

Needless to say there is little laughing and scratching going on at the drinking fountains in Chrysler's offices in Detroit.

Any laughter heard around Intel Corp's headquarters in San Francisco can only be the result of gallows humor involving the deeply troubled leasing company's possible bankruptcy.

A veteran industrial psychologist who, I am sure, is aware of but not a part of the Me Generation is convinced that a fast diagnosis of an organization can be made by observing the percentage of people in it who laugh and smile.

Harry Levinson, an industrial psychologist and management consultant who teaches at Harvard, believes the "light-heartedness" quotient test is the best place to start a company study.

It may be simple, but you have to start somewhere.

□

AN OBVIOUS SIGN of good mental health in children and adults is their ability to laugh.

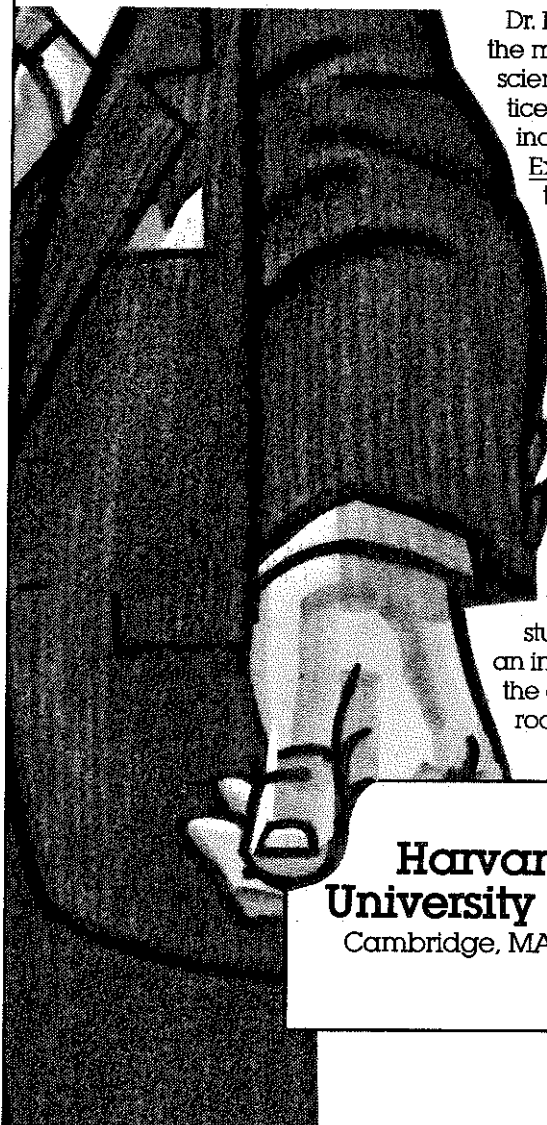
Disturbed people rarely laugh, unless hysterically.

If the people in a business office are cold and distant with one another, you're looking at a disturbed organization, says Levinson.

So smile more today around your office. Who knows, an aware psychologist may be lurking around. And, after all, it is Friday.

Harry Levinson's **Executive**

A classic for managers since 1968,
revised for the 80s.



Dr. Levinson delves beyond the mechanics of managerial science into the art and practice of leadership. In the original edition, The Exceptional Executive, he explored the role of executive as teacher; now Executive has been expanded to cover the need for executive flexibility—mitigating the tensions between middle and upper management, understanding the social context of business, and coping with the needs of women and minorities in managerial roles. With fourteen illustrative case studies, this book will prove an indispensable aid, from the classroom to the boardroom. \$18.50

**Harvard
University Press**
Cambridge, MA 02138

THE 29th ANNUAL INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY WORKSHOPS

Presented as part of the annual convention of
The American Psychological Association

**Sunday, August 23, 1981
Los Angeles Bonaventure
Los Angeles, California**

WORKSHOP COMMITTEE
Tove Helland Hammer, Chair
Stanley B. Silverman, Treasurer
Richard D. Arvey
Richard S. Barrett
V. Jon Bentz
William J. Bigoness
Morgan McCall, Jr.
Robert A. Ramos

Division 14 is approved by the American Psychological Association to sponsor continuing education in psychology. Division 14 workshops are offered for seven (7) hours of continuing education credit.

WORKSHOP SCHEDULE

Sunday, August 23, 1981

Los Angeles Bonaventure

Los Angeles, California

8:15 a.m. — 9:00 a.m. Registration
 9:00 a.m. — 12:30 p.m. Morning Sessions
 12:30 p.m. — 1:30 p.m. Lunch
 1:30 p.m. — 5:00 p.m. Afternoon Sessions
 5:30 p.m. — 7:30 p.m. Reception

- Section I Personnel Selection Programs Based on Cumulative Knowledge
John E. Hunter and Frank L. Schmidt
- Section II Executive Development/Contemporary Alternatives
Stephen J. Wall and David A. Nadler
- Section III Technical Presentations: "Crisp, Clear Communication"
David P. Campbell
- Section IV Improving Selection Through Interviewer Training
Kenneth N. Wexley
- Section V Development of Criterion Measures for Use in Multi-Organizational Research
Robert M. Guion
- Section VI Sex, Equal Pay, and Comparable Worth
Gerald V. Barrett, Ralph A. Alexander, Thomas H. Barnard, and Peter C. Robertson
- Section VII The Design and Management of Work Groups in Organizations
J. Richard Hackman
- Section VIII Advanced EEO: The Art/Science/Politics of Personnel Selection Today
C. Paul Sparks
- Section IX The Psychology of Outplacement Counseling
Robert Lee, Randall E. Ruppert, and Adela Oliver

SECTION I (Full Day)

Personnel Selection Programs Based on Cumulative Knowledge

John E. Hunter and **Frank L. Schmidt**
 Michigan State University and U.S. Office of Personnel Management and George Washington University

The time has come to build personnel selection programs on cumulative knowledge rather than on single validation studies. This workshop presents the cumulative knowledge base for such a program using conventional psychological tests. A test should be predictive of job performance, it should not be discriminatory toward minority group members, and it should be valuable to the organization. There is now a large data base for psychological tests available to permit cumulative analyses where definitive conclusions can be made about test validity, fairness and utility.

The workshop will review this data base and present conclusions about 1) the scientific status of test use, 2) the practical use of tests and their value, and 3) the legal base for a selection program based on cumulative results rather than a single local validity study. The presentation will consist of six parts, with a "lecture-discussion" format:

- 1) An explanation of why the data base available in personnel psychology has not been used earlier; with specific emphasis on issues in statistical power, meta-analysis, and validity generalization.
- 2) The presentation of formulas for cumulative results across studies, and a review of the results obtained in validity generalization studies.
- 3) The presentation of an analysis of the U.S. Employment Service data base of 515 validity studies done with the General Aptitude Test Battery. This provides the base for validation of tests for 12,000 jobs, i.e., all the jobs in the Dictionary of Occupational Titles.
- 4) The presentation of the cumulative data base showing the test is fair to minorities. Evidence from hundreds of studies now shows that there is no single group validity, there is no differential validity, and tests overpredict rather than underpredict job performance.
- 5) The presentation of the cumulative data base on test utility. It will be demonstrated that optimal use of tests leads to a savings of millions of dollars per year for typical large organizations, and formulas for evaluating the utility of a test for any organization will be shown. It will further be demonstrated that selecting randomly from above a low cut-off score loses about 80 percent of the dollar savings generated by optimal use of the test, and utility losses occurring with the use of other methods for obtaining racial balance (such as quotas or statistical formulas for "cultural fairness") will be discussed.
- 6) The workshop will also address the defense of a selection program based on cumulative knowledge by demonstrating the methods available for establishing the programs, and discussing the legal and professional standards underlying the programs.

The workshop is intended primarily for I/O psychologists employed in private business and industry, or in the public sector, with responsibilities in the area of selection. It will also be useful for academic researchers with an interest in personnel selection and related areas.

John E. Hunter and **Frank L. Schmidt** have been using quantitative methods to cumulate findings across studies for almost a decade. The methods they have developed for this purpose are applicable to all areas of the behavioral and social sciences, but they have applied these methods mostly to research problems related to selection. **John E. Hunter** has a joint appointment in the Departments of Psychology and Mathematics at Michigan State University. **Frank L. Schmidt** is a research psychologist at the U.S. Office of Personnel Management and George Washington University.

Coordinator: **Tove Helland Hammer**, Cornell University

SECTION II (Full Day)

Executive Development / Contemporary Alternatives

Stephen J. Wall
Union Carbide Corporation

and

David A. Nadler
Columbia University

What is currently being done to develop the managerial resources required to manage tomorrow's organizations? Why have certain approaches to training the contemporary manager been adopted? How well are such endeavors achieving the intended results?

This workshop will address current practices and trends in the area of executive development. The workshop will review what is currently being done to prepare executives within industrial corporations for top management positions. Current activities within both the university setting and the corporate setting to address the developmental needs of this population will be described. Data from questionnaire studies presently being conducted to assess the use and reported values of both in-company and university programs will be presented and discussed. During the workshop, participants will be asked to indicate their current interests and what issues they face regarding the development of managerial resources.

The primary audience for this workshop are those practitioners and researchers who are presently involved in, or are about to be involved in, the development of executives within a corporate setting. Focused discussions in small groups will be interspersed with brief presentations and discussions in the larger group.

Stephen J. Wall is the Director of Corporate Management Development at Union Carbide Corporation, where he is responsible for the implementation and use of the corporate-wide management system. He provides training and counselling services to all domestic and international divisions of Union Carbide. He has considerable experience in selection and development research and he is a member of the Conference Board.

David A. Nadler is Associate Professor at the Graduate School of Business, Columbia University, where he directs the Executive Program in Organizational Development and Human Resource Management. He holds an MBA from Harvard Business School, and received his Ph.D. in Psychology from the University of Michigan. He has published numerous articles and several books in the area of organizational behavior, and serves as a consultant to a number of companies on organizational change, management development, and organizational design.

Coordinator: **Morgan McCall, Jr.**, Center for Creative Leadership

SECTION III (Full Day)

Technical Presentations: "Clear, Crisp Communication"

David P. Campbell
Center for Creative Leadership

Psychologists know a lot about human behavior; consequently they can be useful to have around. Unfortunately, many of them are such poor communicators, especially when embedded in organizations, that their influence is lessened. Their communication flaws include: an overreliance on professional jargon, which in the extreme can lead to hopeless mumbo-jumbo; a lack of grammatical precision, which forces the reader to work hard for understanding; and a lack of appreciation for the many communication

media available, such as slides, transparencies, and videotape. Psychologists share these flaws with many other groups, especially engineers and business people.

This workshop will focus on various techniques for clear, crisp communication. One-half day will be devoted to writing skills; one-half day to other media. The writing portion will focus on writing as behavior, and will use a psychological framework, as opposed to a grammatical one, for suggesting improvements. The teaching will be quite structured, and will emphasize helping people to improve their writing no matter what their current level of achievement. The approach is success-oriented, and is specifically designed to avoid embarrassing people who feel uneasy with their current writing skills. The second half will present several examples of the use of other media for communication: slides, transparencies, videotape, and discuss how these were developed and how they can be used.

The approach to teaching "Clear, Crisp Communication" will be simple and practical, showing how these techniques can be used in regular professional settings. The workshop is designed for those who write or make presentations as part of their job, and who wish to improve their own skills, as well as for people who are interested in teaching these skills to others.

David P. Campbell is Executive Vice President for the Center of Creative Leadership in Greensboro, North Carolina. He has published extensively in academic journals and has written several books for the practitioner. He has been offering a workshop on Technical Writing for several years. Dr. Campbell is a member of APA, Division 14, and he received his Ph.D. in I/O psychology from the University of Minnesota. Coordinator: **Morgan McCall, Jr.**, Center for Creative Leadership

SECTION IV (Half Day)

Improving Selection Through Interviewer Training

Kenneth N. Wexley
Michigan State University

In this workshop participants will experience a shortened version of an interviewer training process used by several major organizations to teach managers and personnel administrators how to use the interview effectively as a selection tool. During the workshop, the participants will:

- 1) View job candidates on videotape, rate them, discuss their ratings, and examine the degree to which they are prone to making judgment errors which often result in poor hiring decisions, and
- 2) Discuss techniques which can be used to reduce judgment errors in the employment interview, as well as in the performance appraisal, and
- 3) Review relevant EEO court cases which have implications for conducting effective interviews.

Extensive use of videotapes, exercises, and group discussions will be used. The workshop is intended for practitioners and researchers in I/O psychology who are interested in finding ways to improve the interview process.

Kenneth N. Wexley is Professor of Management and Psychology at Michigan State University. He has done extensive research and consulting work in the areas of employment interviewing, performance appraisals, and management development, and has written numerous articles and several books on these topics. He is a Fellow of Division 14 and a Diplomate in Industrial/Organizational Psychology. Coordinator: **Stanley B. Silverman**, Organizational Consulting Group

SECTION V (Half Day)

Development of Criterion Measures for Use in Multi-Organizational Research

Robert M. Guion

Bowling Green State University

This workshop considers contemporary problems in criterion development, particularly for multi-organizational research such as industry-wide validity studies. The objectives will be to consider both procedures for identifying the appropriate performance constructs and for developing measures that will be scaled on a metric common to all participating organizations.

The first part of the workshop will be a discussion of ways to move from statements of duties and responsibilities derived from job analysis to statements of the performance constructs to be measured. Discussion will concentrate on identification of task or activity categories, determination of appropriate performance constructs, and development of activity-performance construct matrices.

The second part of the workshop—the major part—will deal with the measurement problem: how to measure performance on a metric that is common across organizations with different distributions of the underlying constructs. Two approaches will be described. The first is the use of an objectively measured work sample, using physical units of measurement. Circumstances and procedures that make such criteria feasible will be discussed. The second is the development of rating scales using latent trait analysis, a mathematically formal approach to measurement that would have some of the same advantages as physical measurement when applied across organizations. With these examples as illustrative solutions to the measurement problem, discussion will be directed toward a search for alternative ways to measure performance constructs on scales that will be the same in different organizations and at different times.

The recommended audience consists of people who know job analysis procedures, particularly the development of task or activity inventories, and who are familiar with the fundamental principles of measurement theory. No prior knowledge of formal measurement methods is assumed.

Robert M. Guion is Professor of Psychology at Bowling Green State University. He is a past President of Division 14, a frequent contributor to journals in industrial and organizational psychology, and the author of *Personnel Testing*. Dr. Guion is currently writing a new book on personnel selection. He is the Chair of the Board of Scientific Affairs of the American Psychological Association.

Coordinator: **Robert A. Ramos**, AT&T

SECTION VI (Half Day)

Sex, Equal Pay, and Comparable Worth

Gerald V. Barrett
University of Akron

Thomas H. Barnard
Squire, Sanders, & Dempsey

Ralph A. Alexander
University of Akron

Peter C. Robertson
Organization Resources Counselors, Inc.

The Equal Pay Act of 1963, OFCCP regulations, the recent National Academy of Sciences Study of comparable worth, the EEOC intentions in the area of comparable worth, and recent court decisions all bring into focus the importance of this area for all organizations. The workshop will focus on five key topics. First, the Equal Pay Act

of 1963, Title VII, and other related legislation will be reviewed with a special focus upon the OFCCP. In particular, problems with such procedures will be illustrated showing that following the procedures used by some compliance agencies, every organization could be judged as giving unequal pay for females and minorities. Second, a review of the literature will be presented related to sex differences with a special focus upon the typical testimony of plaintiff's expert witnesses. Demographic and other data will be introduced to compare the accuracy of typical plaintiff's testimony with the available information. Third, relevant court cases will be reviewed with a summary of their main conclusions and findings. Fourth, a review will be presented of the issue of comparable worth including results of the National Academy of Science study. Fifth, organizational policy decisions and procedures will be discussed including job evaluation and related approaches which can be used by organizations in preparing for or to avoid litigation. A special focus will be upon econometric and regression analysis approaches which are often used in an inappropriate fashion as well as an alternative to such approaches.

The workshop leaders have all been involved in litigation concerning equal pay either as expert witnesses or as counsel for the defense.

Gerald V. Barrett is Professor and Head of the Department of Psychology at the University of Akron. Dr. Barrett is the author of over seventy articles published in professional journals and numerous technical reports. Some of the areas he has conducted research in are: job analysis, proficiency measurement, motivation, job design, personnel selection, and nondiscriminatory testing.

Ralph A. Alexander is Associate Professor in the Department of Psychology at the University of Akron. For the past several years he has been engaged in the development, refinement, evaluation and implementation of valid, non-discriminatory selection and promotion test batteries for public and private organizations. Dr. Alexander has worked extensively in the areas of applied measurement and statistics, with particular emphasis on analytical and inferential approaches to job evaluation, task analysis and separating the influences of individual and group differences.

Thomas H. Barnard is a partner with the Law firm of Squire, Sanders, & Dempsey. He received his L.L.B. from Columbia University School of Law and his L.L.M. from Case Western Reserve University. His professional experience includes three years with the Department of Labor in the Civil Rights Division.

Peter C. Robertson earned his L.L.B. degree from Yale Law School. He is a consultant to Organization Resources Counselors. Prior to joining ORC, he served as Director of Policy Implementation at the Equal Employment Opportunity Commission and Director of the Missouri Human Relations Commission. He also served as Administrative Assistant to U.S. Congressman Henry Reuss.

Coordinator: **Richard S. Barrett**

SECTION VII (Half Day)

The Design and Management of Work Groups in Organizations

J. Richard Hackman
Yale University

This workshop has three main objectives. First, to help participants develop new ways of thinking about what is required to make task-oriented self-managed groups effective; second, to explore ways that conditions required for task effectiveness can be created and maintained in organizations; and third, to give participants the opportunity to practice the ideas developed during the first steps of the workshop, to assess

the strengths and weaknesses of different task-oriented groups, and to develop recommendations for organizational changes that can improve group effectiveness.

The workshop is divided into four sections: 1) an examination of the key hurdles self-managed groups must overcome if they are to be effective performing units; 2) an examination of how the psychologist as a consultant or interventionist can help existing groups overcome these hurdles; 3) a discussion of how work teams can be created and developed into effective units; and 4) an examination of the feasibility of structuring work around self-managed task groups, with special emphasis on when it is and is not practical and efficient to use such groups as performing units in organizations.

The workshop is intended for both the I/O psychologist employed in private organizations or in the public sector, and for academic researchers with an interest in work group effectiveness.

J. Richard Hackman is Professor of Organization and Management and Professor of Psychology at Yale University. He has studied group effectiveness for several years, is the author (with **Greg Oldham**) of *Work Redesign* (Addison-Wesley, 1980). He is currently engaged in a large-scale study of the determinants of the effectiveness of work teams in organizations.

Coordinator: **Richard D. Arvey**, University of Houston

SECTION VIII (Half Day)

Advanced EEO: The Art/Science/Politics of Personnel Selection Today

C. Paul Sparks

Exxon Company, U.S.A.

This workshop will examine the many forces which shape selection policy and practice today. The workshop will focus on ways to minimize conflicts arising from different pressures on organizations and to optimize personnel administration in the area of selection. The term "selection" is used here to include any personnel decision which involves a choice among two or more persons for hire, training opportunity, salary increase, promotion, layoff, discharge, premature retirement, etc. Registrants will be presumed to be knowledgeable with respect to federal and state laws, enforcement agency regulations, significant case law, APA *Standards*, APA Division 14 *Principles*, standard textbooks, and pertinent journals. The format will be participative. Registrants are invited to submit problems or questions to the leader in advance of the workshop. A workbook will be provided for each registrant.

C. Paul Sparks is Coordinator of Personnel Research for Exxon Company, U.S.A. in Houston and is also an Adjunct Professor in the Graduate Studies Division of the University of Houston. During the past decade he has been, at various times, a member of the Secretary of Labor's Advisory Committee on Selection and Testing; President of APA's Division of Industrial-Organizational Psychology and, as such, appointed the Editors and Advisory Committee responsible for the 1980 *Principles for the Validation and Use of Personnel Selection Procedures*; a member of the APA Committee on Tests and Assessment, and a member of the Ad Hoc Industry Committee on selection standards.

Coordinator: **V. Jon Bentz**, Sears, Roebuck and Company

SECTION IX (Half Day)

The Psychology of Outplacement Counseling

Robert Lee

President

Lee-Hecht & Associates

Randall E. Ruppert

Vice President &

Director—Career Services
Lee-Hecht & Associates

Adela Oliver

Director—

Consulting Services
Lee-Hecht & Associates

Outplacement Counseling emerged in recent years to help managers and their employers effect a smooth transition when involuntary terminations occur. The result is a goal-oriented form of career planning and vocational guidance which takes place within an organizational context and in the midst of a personal and family crisis. This workshop will describe the major activities performed by the counselor for both the terminated employee and the corporation. Topics to be emphasized are: dealing with managers during a peak stress period; career planning for the terminated manager; helping the employee prepare for the job hunting task; and serving as a third party between the employee and employer.

Participants will work through cases and role plays to develop skills and to personally experience some elements of this counseling role. The recommended pre-work is a log or personal diary kept by the participant of his or her attempt to help someone go through a job search. Participants should be experienced in some form of one-on-one counseling.

Robert J. Lee is President of Lee-Hecht & Associates, a behavioral science management consulting firm that has provided outplacement counseling as well as management training and organization development services to corporations and financial institutions since 1974. Dr. Lee received his Ph.D. in industrial psychology from Case Western Reserve University in 1965. He is a member of Division 14 of APA and of the National Training Laboratories.

Randall E. Ruppert is Vice President and Director of the Career Services Division of Lee-Hecht & Associates. His prior positions include being Director of Career Management and Development at another consulting firm, Director of the Program of Cooperative Education at New York University, and Director of Career Management Programs and Adjunct Professor in Social Sciences at a branch of the City University of New York.

Adela Oliver is Director of Consulting Services at Lee-Hecht & Associates. She has developed, managed and implemented a wide range of human resource functions over the past ten years. Dr. Oliver received her Ph.D. in psychology from Yeshiva University and is licensed as a psychologist in New York State. She is a member of Division 14 of APA and is President of the Metropolitan New York Association of Applied Psychology.

Coordinator: **William J. Bigoness**, The University of North Carolina

REGISTRATION **29th Annual APA Division 14 Workshops**

Los Angeles Bonaventure

Los Angeles, California

Sunday, August 23, 1981

NAME (Please Print) _____

POSITION _____

MAILING ADDRESS _____

PHONE () _____ EXT. _____

APA DIVISION MEMBERSHIP(S) _____

A Note to Registrants:

Three (3) of this year's workshops have been designated as day long workshops. When filling out your registration form, please take this fact into account. If you request a full-day session as one of your options, please do NOT indicate an additional half-day session within that same option. PLEASE MAKE SURE YOU EITHER CHOOSE TWO HALF-DAY SESSIONS OR ONE FULL-DAY SESSION.

	Section #	and	Section #
My first choice:	_____		_____
My second choice:	_____		_____
My third choice:	_____		_____
My fourth choice:	_____		_____

Registration is on a first-come, first-serve basis. All workshops will be limited to 25 participants.

\$100 Division 14 Members and Student Affiliates	\$125 APA Members	\$150 Non-APA, Non- Division 14 Members
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Fee includes: All registration materials, lunch, social hour. Additional tickets for social hour are \$8 per guest.

Please make check or money order payable to: *APA Division 14 Workshop Committee.*

Mail form and
registration fees to:

Stanley B. Silverman, Treasurer
Division 14 Workshop Committee
Organizational Consulting Group
483 Overwood Road
Akron, Ohio 44313

(216) 836-4001 or (216) 864-0409

EEO ISSUES

UNANIMOUS SUPREME COURT REAFFIRMS LEGAL BURDENS IN INDIVIDUAL CASE UNDER TITLE VII:

Texas Department of Community Affairs v. Burdine, Daily Labor Report.
 1981, 42 (March 4), D1-4.

James C. Sharf

In articulating their reasoning for overturning a Court of Appeals decision, the Supreme Court cites *McDonnell Douglas, Furnco, Teamsters* and *Keene State College* regarding the rational reasons an employer may use to rebut a disparate treatment charge of discrimination against an individual:

"The defendant's explanation of its legitimate reasons must be clear and reasonably specific;"

"...although the defendant does not bear a formal burden of persuasion... (he) will normally attempt to prove the *factual basis for its explanation*;"

"The broad, overriding interest, shared by employer, employee, and consumer is efficient and trustworthy workmanship assured through *fair and... neutral employment and personnel decisions*;" and

"The statute was not intended to 'diminish traditional management prerogatives'... It does not require the employer to restructure his employment practices to maximize the number of minorities and women hired."

All of these rational standards bode well for validity evidence as the articulated factual basis upon which employment decisions were based.

District Court

Plaintiff Burdine had unsuccessfully argued her claim of sex discrimination in District Court on grounds that she had not been promoted to Project Director in her Division and was subsequently fired by the Executive Director of the Texas Department of Community Affairs. Her boss had testified that Burdine and two others who were also fired had not worked well together and that the unit would be more efficient if their problem was eliminated. The District Court accepted this explanation as rational and in effect found no evidence that the decision not to promote and to fire Burdine were sexually discriminatory.

Court of Appeals

The Fifth Circuit agreed in part holding that no sex discrimination had been found in the failure to promote Burdine but reversed the finding that the Executive Director's testimony had rebutted Burdine's prima facie case of discrimination based on disparate treatment in the decision to fire her: "The Court of Appeals has reaffirmed its previously announced views that the defendant in a Title VII case bears the burden of proving by a preponderance of the evidence the existence of legitimate nondiscriminatory reasons for the employment action and that the defendant also must prove by objective evidence that those hired or promoted were better qualified than the plaintiff." The Court of Appeals found that the Executive Director's testimony had not met either of what the court had construed to be his evidentiary burdens. Therefore the Court of Appeals reversed the District Court and remanded the case for compilation of back pay.

Supreme Court

"Because the decision of the Court of Appeals as to the burden of proof borne by the defendant conflicted with interpretations of our precedents adopted by other Courts of Appeals ...we now vacate the Fifth Circuit's decision and remand for application of the correct standard."

"In *McDonnell Douglas*... we set forth the basic allocation of burdens and order of presentation of proof in a Title VII case alleging discriminatory treatment. First, the plaintiff has the burden of proving by the preponderance of the evidence a prima facie case of discrimination. Second, if the plaintiff succeeds in proving the prima facie case, the burden shifts to the defendant 'to articulate some legitimate, nondiscriminatory reason for the employee's rejection.' Third, should the defendant carry this burden, the plaintiff must then have an opportunity to prove by a preponderance of the evidence that the legitimate reasons offered by the defendant were not its true reasons, but were a pretext for discrimination."

"The nature of the burden that shifts to the defendant should be understood in light of the plaintiff's ultimate and intermediate burdens. The ultimate burden of persuading the trier of fact that the defendant intentionally discriminated against the plaintiff remains at all time with the plaintiff... The *McDonnell Douglas* division of intermediate evidentiary burdens serves to bring the litigants and the court expeditiously to this ultimate question."

"The burden of establishing a prima facie case of disparate treatment is not onerous. The plaintiff must prove by a preponderance of the evidence that she applied for an available position, for which she was qualified, but was rejected under circumstances which give rise to an inference of unlawful discrimination."

"The burden that shifts to the defendant, therefore, is to rebut the presumption of discrimination by producing evidence that the plaintiff was rejected, or someone else was preferred, for a legitimate, nondiscriminatory reason. The defendant need not persuade the court that it was actually motivated by the proffered reasons. It is sufficient if the defendant's evidence raises a genuine issue of fact as to whether it discriminated against the plaintiff. To accomplish this, the defendant must clearly set forth, through the introduction of admissible evidence, the reasons for the plaintiff's rejection... An articulation not admitted into evidence will not suffice. Thus, the defendant cannot meet its burden merely through an answer to the complaint or by argument of counsel... The explanation provided must be legally sufficient to justify a judgment for the defendant. If the defendant carries this burden of production, the presumption raised by the prima facie case is rebutted and the factual inquiry proceeds to a new level of specificity. Placing this burden of production on the defendant thus serves simultaneously to meet the plaintiff's prima facie case by presenting a legitimate reason for the action and to frame the factual issue with sufficient clarity so that the plaintiff will have a full and fair opportunity to demonstrate pretext. The sufficiency of the defendant's evidence should be evaluated by the extent to which it fulfills these functions."

"The plaintiff retains the burden of persuasion. She now must have the opportunity to demonstrate that the proffered reason was not the true reason for the employment decision. This burden now merges with the ultimate burden of persuading the court that she has been the victim of intentional discrimination. She may succeed in this either directly by persuading the court that a discriminatory reason more likely motivated the employer or indirectly by showing that the employer's proffered explanation is unworthy of credence."

"The Court of Appeals has misconstrued the nature of the burden that *McDonnell Douglas* and its progeny place on the defendant. We stated in (*Keene State College*) that 'the employer's burden is satisfied if he simply explains what he had done or produces evidence of legitimate nondiscriminatory reasons.'"

"We have stated consistently that the employee's prima facie case of discrimination will be rebutted if the employer articulates lawful reasons for the action: that is, to satisfy this intermediate burden, the employer need only produce admissible evidence which would allow the trier of fact rationally to conclude that the employment decision had not been motivated by discriminatory animus... *the defendant's explanation of its legitimate reasons must be clear and reasonably specific... the defendant normally will attempt to prove the factual basis for its explanation* (emphasis added)."

"The Court of Appeals also erred in requiring the defendant to prove by objective evidence that the person hired or promoted was more qualified than the plaintiff. *McDonnell Douglas* teaches that it is the plaintiff's task to demonstrate that similarly situated employees were not treated equally. The Court of Appeals' rule would require the employer to show that the plaintiff's objective qualifications were inferior to those of the person selected. If it cannot, a court would, in effect, conclude that it has discriminated."

"The court's procedural rule harbors a substantive error. Title VII prohibits all discrimination in employment based upon race, sex and national origin. 'The broad, overriding interest, shared by employer, employee, and consumer, is efficient and trustworthy workmanship assured through fair and... neutral employment and personnel decisions.' Title VII, however, does not demand that an employer give preferential treatment to minorities or women... The statute was not intended to 'diminish traditional management prerogatives.' It does not require the employer to restructure his employment practices to maximize the number of minorities and women hired."

"The view of the Court of Appeals can be read, we think, as requiring the employer to hire the minority or female applicant whenever that person's objective qualifications were equal to those of a white male applicant. But Title VII does not obligate an employer to accord this preference. Rather, the employer has discretion to choose among equally qualified candidates, provided the decision is not based upon unlawful criteria."

SPECIAL ANNOUNCEMENT

On January 31, 1981, the following resolution was passed by the Executive Committee of Division 14 of APA:

Be it resolved: The Executive Committee of the Division of Industrial/Organizational Psychology (Division 14) of the American Psychological Association recommends that the Federal government's Uniform Guidelines on Employee Selection Procedures be opened for updating and revision consistent with current research knowledge and professional standards.

This resolution refers to the *scientific and technical* aspects of the uniform guidelines. A joint American Bar Association—U.S. Chamber of Commerce task force on Federal regulations pertaining to personnel matters is concerned with *legal* deficiencies in the guidelines and will probably recommend to the Reagan Administration that the guidelines be opened for revision to correct these legal deficiencies. If the guidelines are opened for revision, Division 14 members will have the opportunity to comment on proposed changes as individuals. In addition, comments may be submitted by the Executive Committee of the Division.

NEW HUMAN SUBJECTS REGULATIONS PUBLISHED

R. F. BOLDT

The Office of Protection of Research Risks, which is a part of the Department of Health and Human Services (HHS), brought out a new set of regulations on the protection of human subjects on biomedical and behavioral research. These regulations can be found in the *Federal Register* of January 26, 1981, pages 8366 through 8392. Many of these pages deal with public comment in response to previously published draft regulations (February 14, 1979, *Federal Register*, pages 47688 through 47698) and the HHS response; the actual regulations begin on page 8386 and continue through 8391. Page 8392 contains an announcement that, although the regulations do not go into effect until July 27, 1981, institutions that have negotiated general assurances of compliance with HEW may apply expedited review procedures as soon as feasible—they need not renegotiate their general assurances for this purpose. The study of existing data and records as well as research on individual or group behavior including test development may now be processed by expedited procedures (paragraphs 46.110).

Two important changes are contained in the new regulations. First, they will apply only to projects funded by HHS. This contrasts with the previous rule that all projects must be reviewed if an organization gets HEW contracts. Institutions should be able to renegotiate their general assurances so that only HHS projects are reviewed, if they wish. It is, however, not clear to me at this time whether the terms of existing general assurance will prevail over the new regulations where they differ.

A second change in the regulations is that they provide for a series of categories of exempt research. This includes research with any of the following characteristics: concerns normal education practices, concerns use of educational tests, involves survey or interview procedures under certain circumstances, involves observation of public behavior under certain circumstances, or involves the study of existing data or records under certain circumstances. Many of us are aware of the overregulation that exists because the abuses occurring in biomedical research were ascribed to behavioral research. The new regulations clearly attempt to improve the situation.

ANNOUNCEMENT

Volunteers Wanted! The Board of Convention Affairs would like to enlist the assistance of Division members to escort persons with disabilities, particularly blind individuals, to Division Social Hours. We would like to encourage social interaction with these persons and feel that having a member of the Division handling the social niceties would facilitate the process. If you are willing to serve as an escort, would you please send your name, address, and divisional affiliation to **Candy Won**, APA Convention Office, 1200 17th Street, N.W., Washington, D.C. 20036 by August 1, 1981. Once we have your name, we will send you additional information. Thank you.

SPECIAL ANNOUNCEMENT: Edwin E. Ghiselli Award

The Edwin E. Ghiselli Award will replace the James McKeen Cattell Award as the designation for the best proposal for research in I/O Psychology. Named after one of the chief proponents of a broad approach to research in I/O Psychology, the Ghiselli Award will become a symbol of excellence for those who earn it.

The Ghiselli Award needs to be funded by I/O Psychologists and their organizations. Each I/O Psychologist should feel the necessity to contribute at least \$10.00 for the establishment of the Ghiselli Fund and organizations which employ I/O types need to be asked for contributions. The Ghiselli Award is as important as anything else we support because it looks to the future; the award is for proposals, not accomplishment.

Send contributions to the Secretary-Treasurer, **Lew Albright, Kaiser Aluminum & Chemical Corp., 300 Lakeside Drive, Room KB 2140, Oakland, CA 94643**, today. All contributions should be made out to "Ghiselli Fund." All contributions are tax deductible. Let's make this happen by showing our commitment to research.

APA ad hoc Committee on Legal Issues (COLI)

The ad hoc Committee on Legal Issues (COLI) was established by the APA Board of Directors for a term of two years ending September 1981. The Committee is charged with several law-related tasks, including making recommendations to the Executive Officer regarding the new General Counsel function, assessing areas of need and interest with regard to legal involvement of the Association, making policy recommendations to the Board of Directors and Council of Representatives about priorities in various need and interest areas, and making recommendations to the Board and Council regarding the possibility of a continuing committee.

COLI has undertaken several projects including: (1) developing a draft list of considerations to assist in determining whether APA should become involved in legal actions, for example as *amicus curiae*; (2) advising the APA Executive Officer on specific proposals to enter into court cases; (3) systematically gathering information about psychologists with law degrees and other advanced degrees; (4) initiating a legal research effort using law students supervised by the APA General Counsel and psychologist-attorneys on the Committee; (5) presenting a symposium at the Montreal convention on "Legal Issues: What APA Is Doing"; (6) surveying State affiliates' needs and experience in the legal area; (7) outlining a standard State Statute Compilation covering state laws, regulations, attorney-general opinions, and rulings (court and agen-

cy); (8) developing an information exchange in Central Office, on legal issues of interest to Divisions, State affiliates, and others; (9) exploring the legal aspects of specific issues such as expert witness and privacy/confidentiality; and (10) identifying emergent "legal" issues.

The members are: **James Anderson** (California), **Louise Centers** (Michigan), **Patrick DeLeon** (Chair) (D.C.), **Charles Owens** (Alabama), **Bruce Sales** (Nebraska), **Elizabeth Stewart** (Utah), **Mary Tenopir** (New Jersey), **Steven Wallach** (New Jersey), and **James T. Webb** (Ohio).

THE LABOR UNION AS "CLIENT"

TOVE HELLAND HAMMER

With the increased interest among I/O psychologists in labor relations and collective bargaining research has come the question of the labor union as client. In the traditional sense, this means the union as a purchaser of services from the I/O psychologist acting as a consultant, but it also includes the symbiotic relationship between union and researcher, where the union allows the psychologist entry to a research sample in exchange for research information of utility to the union as an organization. In either case, entry is not easy. I/O psychologists tend to be viewed with a great deal of suspicion by both national and local union leadership, which in some cases is based on our image portrayed by Baritz's "Servants of Power," and in other cases more bluntly on our image as union busters. In general terms, union leadership has viewed I/O psychology under the best of circumstances as irrelevant to their needs, and under the worst of circumstances, as a tool working actively against the union.

To overcome some of these suspicions, and to bring union leaders and researchers with an interest in labor relations closer together on definitions of topics of interest to both parties, the research department of the AFL-CIO and the Division of Extension and Public Service of the New York State School of Industrial and Labor Relations, Cornell University, sponsored a symposium called "Perspectives on Labor Research," in March 1980. A major objective of the symposium, which attracted about 70 union and university researchers, was to explore the possibility of developing a mutually agreed upon research agenda of topics of interest to university and union researchers. The symposium was organized around two papers which presented an overview of labor relations research up to the present and suggestions for future directions, and a series of workshops. The papers and some of the workshops are particularly relevant to I/O psychologists.

A paper by **Joseph Shedd** of Cornell University, "Patterns in Industrial Relations Research," summarizes in detail research done in labor relations between 1977-1979, and includes in addition information collected in similar earlier papers by **Milton Derber** and **Gerald Somers**. Shedd's paper covers about 15 years of research in the following areas: Plant shutdowns and economic dislocation; corporate concentration, structure and their impact on collective bargaining; inflation, income policies and their effects on bargaining patterns; unionization and union growth; union structure and internal organization; labor law and contract administration. A summary of the proceedings from the conference is also available from Associate Dean **Lois Gray** of the ILR School.

Of the topics discussed in Shedd's paper and addressed at the symposium, unionization and union growth have received the most attention from I/O psychologists in research focusing on the individual worker's decision to join or not to join a union. What is a theoretical area of interest to the researcher is here a practical topic of interest to the union leadership, particularly as the demographic characteristics of the non-unionized labor force changes, and unions want to know how worker attitudes and company policies interact to influence union growth.

A second topic which has a great deal of potential for I/O psychologists interested in labor relations research is union structure and administration. Labor unions, with their shifting power alliances, leadership crises, internal factionalism, with differing hierarchical structures, and varying degrees of organizational democracy, are fascinating organizations within which one can examine theoretical models of leadership, motivation, power, attitudes, and commitment. This can be done if we as psychologists will acknowledge the union as a client and accept the union leadership's practical interests in issues such as methods to improve the internal administration of the union; understanding how various forms of union organization and union leadership influence membership participation in decision making; and learning how unions can form coalitions to organize and bargain to further their definitions of organizational effectiveness.

These were all issues which surfaced as practical concerns during the AFL-CIO-Cornell ILR symposium. Obviously, joint union-academician conferences and symposia will not remove the substantial amount of distrust against I/O psychologists which now exists. But American union leadership seems slowly to warm up to the thought that even an I/O psychologist can be a "third-party neutral" as a researcher, and that some of our research can have practical utility for them. The opportunity for such a rapprochement should not be ignored. To view the union as client does not mean that one takes a stand in favor of union growth and becomes ready to man the barricades for organizing drives. It does mean that one acknowledges the Wagner Act, however, which is nothing more than acknowledging the law of the land. As more I/O psychologists begin to work with local and national unions as part of research or consulting efforts, we might be able to get rid of a very unfortunate "union-busting" image. (If you or your colleagues are involved in research/consulting efforts with unions, send a brief description to **Neal Schmitt**, Department of Psychology, Snyder Hall, Michigan State University, East Lansing, MI 48824 or **Tove Hammer**, New York State School of Industrial and Labor Relations, Ives Hall, Cornell University, Ithaca NY 14853.)

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.

GOVERNMENT RESEARCH ACTIVITIES

LAUREL W. OLIVER

Productivity has become an important concern not only of American industry, but also of the U.S. Government. Within the Federal sector, the U.S. Office of Personnel Management (OPM) has the responsibility for promoting productivity throughout the Federal government. The Workforce Effectiveness and Development Group (WED), which is the group within OPM that is charged with this responsibility, carries out the research aspect of its mission through the Productivity Research Division (PRD). Under the direction of **Carolyn Burstein**, PRD is responsible for conducting research through the means of exploratory studies and planned interventions. The major goal of PRD is to develop a knowledge base on productivity in the Federal sector. The specific objectives of the PRD program are to organize existing knowledge and develop new knowledge about ways to increase the efficiency and effectiveness of Federal programs and operations, improve management, increase employee job satisfaction and motivation, and improve the quality of worklife in Federal agencies. To achieve these objectives, PRD conducts in-house research with a staff of 16 psychologists, sociologists, anthropologists and political scientists.

The research agenda of PRD incorporates both short-term (immediate answers to specific questions) and long-term (more lengthy exploration of complex and difficult issues) projects. The six priority areas established for this research are: organizational structure and processes, leadership and management, application of technology to government work, work design and quality of working life, human resource management and development, and barriers to Federal sector productivity. The scope of the research agenda was deliberately limited so that it would not duplicate research undertaken elsewhere in OPM and would concentrate on factors Federal agencies can control.

Ongoing research programs that are currently underway include: (1) Study of the effects of a group incentive pay program at the Social Security Administration, (2) Research on the forms and causes of employee conflict and cooperation conducted at the National Institutes of Health (NIH), (3) Alternative work schedules project involving three Federal Agencies in the Northeast, and (4) Study of Federal employees' attitudes toward organizational changes which are occurring in the Defense Contract Administration Services (DCLAS) of the Defense Logistics Agency (DLA), (5) Research on the Human Aspects of Office Automation in Four Federal Agencies, (6) Study of the Effects of Quality Circles on Productivity and Quality of Work Life, (7) Study of the Organizational Factors that Influence Supervisory Functions, (8) Study of the Role of Organizational Culture in Socialization to New Careers, and (9) Workforce Planning Models for the Eighties and Nineties.

Further information on these research efforts can be obtained by calling **Carolyn Burstein** at 202-632-5580 or writing to her at the **Office of Personnel Management, Washington, D.C. 20415**.

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GREETINGS AND WELCOME TO HONG KONG! INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY(?) IN THE FAR EAST

ANNE MARIE FRANCESCO

Several months ago while I was enjoying "long leave" from Hong Kong back in beautiful Berkeley, I had the opportunity to see the professor who taught my very first Industrial/Organizational Psychology class, **Shelly Zedeck**. In addition to stuffing envelopes for a Division 14 mail out (**Lew Albright** told me a long time ago that it was good to have some "real" working experience!), I also had a chance to share with Shelly some of my experiences of being an I/O psychologist in Asia—and so the idea for this article came about.

In late August 1978, I blew into Kong Kong with a typhoon from Manila and spent the first night locked indoors since the "number 8" signal had closed down the whole colony! I must say, things have improved since then!

So, what am I doing here? I teach in the Graduate Business Programs of The Chinese University of Hong Kong. All my students are Chinese who have satisfied fairly strict requirements for entry to the MBA programs. In addition to holding a bachelor's degree or recognized equivalent, they are fluent in both English and Chinese, have done well on the GMAT, and satisfied an interview panel that they really wanted to study. (Fortunately, the faculty do not have to meet the same requirements!)

Our MBA faculty is made up primarily of Americans and Western-educated Chinese. As the only psychologist, I share responsibility for teaching courses

such as Management, Business Communications, Organizational Behavior, and Research Methods with one or two other Management/OB types. I use American textbooks and journal articles supplemented with some advice as to how Western theories and practices might fit into the local situation.

Hong Kong is a unique business environment. There are companies from all over the world setting up offices and bringing with them their own approaches and styles of dealing with people. Some people say Hong Kong only exists for people to make money. I'm not sure I'd go that far, but money certainly is a strong motivator. Hong Kong people are hard working, and both business students and business executives are eager to learn new ideas which will help them to improve their ability to do well in business and—to make more money.

In the past few years, there has been greater realization of the importance of human resources, and more and more companies are establishing new departments to handle personnel and/or training. There are local professional groups of personnel and training specialists, and they often seek advice on issues relating to I/O psychology.

So, in addition to teaching at the university, I have many opportunities to do training, consulting, and research. In training courses, I have tried to bring a few of **Milt Hakel's** ideas about interviewing to bank, store, and shipping company managers. In a consulting project, three of us (including two former colleagues, **Joe Cheng** and **Sudhir Saha**) put together a selection test for customer service positions in a bank. And, in a research project, my students and I have collected data on aspects of job and life satisfaction items relating to turnover. The research project was especially interesting. In pretesting a standard job/life satisfaction questionnaire, we discovered that the illiteracy rate of our factory worker sample was so high that we had to use an interview approach, and that a 5-point scale was too complex forcing us to limit potential responses to "yes," "no," and "maybe."

I could go on and on and fill an entire issue of *TIP* with my adventures in Asia, but I think it would be wiser to stop at this point. Living in Hong Kong is exciting, and I think you can tell, I enjoy it very much. There are opportunities for professional development—and also, many many wonderful people who have made my life very enjoyable.

So, if you should be passing through Hong Kong or would like to know more about what's going on here, please get in touch! **Anne Marie Francesco, Graduate Business Administration Programs, The Chinese University of Hong Kong, Shatin, New Territories, Hong Kong.** Telephone: 12-633111 ext. 780/783 (Office), 3-374466 (Home). Cable Address: SINOVERSITY, HONG KONG.

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I/O PSYCHOLOGISTS AT AT&T

JOEL MOSES

Despite our professional interest in organizational behavior, we too often tend to neglect the organizations we live and work in. This is particularly true of people who work in large organizations. Aside from identifying certain key people with a given group or organization, the history of who worked, and when they were associated with a professional group often is unclear.

This brief review of psychologists employed in I/O functions at AT&T has been prepared to provide a listing of the many people who have helped formulate behavioral science research, policy, and applications in one organization. Hopefully this review will stimulate similar lists from many colleagues in other organizations to share with us the people who have contributed to our field. Perhaps this can become a regular feature of *TIP*. In that way, we can share in the sense of history as we live it.

I'd like to thank **Doug Bray** and **Dick Campbell** for their help in identifying the people listed. **Bob Lorenzo** was most helpful in obtaining biographical information. Obviously it is unlikely that I've identified every psychologist involved in I/O activities that has worked at AT&T, but we did identify the 31 psychologists shown in the following list:

	<i>Institution Granting Ph.D.</i>	<i>Tenure with Bell System</i>
Douglas Bray	Yale University, '48	(1956-present)
H. Weston Clarke	Ohio State University, '56	(1956-present)
Donald Grant	Ohio State University, '52	(1956-1977)
Oliver Holt	University of Texas, '51	(1957-1966)
John Hopkins	Ohio State University, '59	(1959-present)
Sheila Pfafflin	Johns Hopkins University, '59	(1959-present)
Richard Campbell	Ohio State University, '60	(1962-present)
John Regan	George Washington University, '68	(1962-present)
Harry Shoemaker	University of Colorado, '53	(1962-present)
Tappas Sen	Johns Hopkins University, '63	(1962-present)
Robert Benfari	Yeshiva University, '63	(1964-1966)
Cecil Jackson	University of Georgia, '64	(1964-1966)
Cabot Jaffee	Florida State University, '64	(1964-1966)
Richard Peterson	Carnegie-Mellon University, '54	(1964-present)
Wayne Gustafson	University of Utah, '55	(1965-present)
Jack Rollins	University of Georgia, '66	(1965-1966)
Sidney Gael	Ohio State University, '66	(1967-present)
Joel Moses	Baylor University, '67	(1967-present)
Paul Ross	Fordham University, '77	(1967-present)
Paul Berlfein	Colorado State University, '68	(1968-1970)
Richard Kulp	University of Louisville, '68	(1968-present)
Edmond Israelski	Stevens Institute of Technology, '79	(1970-present)
James Suzansky	Stevens Institute of Technology, '74	(1970-present)
Katherine Carrick	Wayne State University, '74	(1971-present)
Richard Ritchie	University of Houston, '73	(1971-present)
Virginia Boehm	Columbia University, '66	(1972-1978)

Janet Goodman	University of London, '68	(1972-1974)
Ken Schenkel	University of Minnesota, '53	(1972-1980)
Mary Tenopyr	University of Southern California, '66	(1972-present)
Robert Ramos	University of Tennessee, '69	(1973-present)
Grace Wright	Penn State University, '64	(1974-1975)
Ann Howard	University of Maryland, '76	(1975-present)
James Williams	New York University, '71	(1975-present)
Kerry Bunker	University of South Florida, '76	(1976-present)
Nita French	University of Georgia, '77	(1976-present)
Wilfredo Manese	University of Houston, '71	(1976-present)
Richard Reilly	University of Tennessee, '69	(1976-present)
Manuel London	Ohio State University, '74	(1977-present)
Edward Adams	University of Illinois—Urbana, '80	(1978-present)
Neal Kulick	Wayne State University, '80	(1978-present)
William Schiemann	University of Illinois—Urbana, '76	(1978-1981)
Karen Lyness	Ohio State University, '78	(1979-present)

PROFESSIONAL AFFAIRS COMMITTEE CALLING

ANN HOWARD

Many Division 14 members have answered their telephones in the last few months and found a member of the Professional Affairs Committee at the other end of the line. Seeking to probe the opinions of Division 14ers on various Professional Affairs issues (see *TIP*, Nov. 1980, p. 57), committee members adopted the telephone interview as an expedient technique. (The fact that the Chair is an employee of AT&T had nothing to do with this decision, honest!)

Three types of information have been gathered from these interviews. A major area explored was experience with and attitudes toward the process of licensing I/O psychologists. This looms as a matter of growing importance (and controversy), since at the last Executive Committee meeting the Professional Affairs Committee was asked to develop a position on licensing that represents Division 14. If you want to be sure your opinions are heard on this matter, contact the Committee Chair (**Ann Howard**) or a member of the Licensing Subcommittee (**Rod Lowman**, Subcommittee Chair, **Martin Greller**, or **Tim Stein**).

Another topic explored in the telephone interviews was conceptualizations of the field of I/O psychology. Which content areas define the I/O specialty, the extent of sub-specialization in practice, and proper training and preparation for work in the field were among the questions asked. This type of information will be analyzed by Committee members **Jack Larsen** and **Bill Grossnickle**.

Finally, ABPP Diplomates were questioned about how the exam can be tailored to better fit I/O psychology. A subcommittee of **Bill Roskind** and **Joe Cutcliffe** gathered examples of work samples for presentation to ABPP, who are presently developing new guidelines for examinees.

The outcome of much of this data gathering will be presented to the membership at the APA convention in Los Angeles. **Ann Howard** will chair a symposium entitled "What is an I/O Psychologist? Implications for Professional Credentialing." Speakers will be **Jack Larsen** (on defining the field), **Rod Lowman** (on licensing) and **Joe Cutcliffe** (on competency evaluation); **Ben Shimberg** and **Paul Thayer** will serve as discussants.

JOURNAL REVIEW SERVICE

R. F. BOLDT

Reviewers: A. R. Bass, R. F. Boldt, P. J. O'Neill, L. B. Plumlee, M. Rosenfeld

EQUAL EMPLOYMENT OPPORTUNITY AND LEGAL ISSUES

Blumrosen, R. G. Wage discrimination, job segregation and women workers. *Womens Rights Law Reporter*, Rutgers—The State University, 1979, 6, Fall/Winter, 19-57. Includes discriminatory aspects of job analysis, job evaluation, choice and weighing of compensable factors, effect of historical segregation, and has extensive discussion of cases. (RFB)

Filtedu, R. J. When stress becomes distress: mental disabilities under workers' compensation in Massachusetts. *New England Law Review*, 15:2, 287-307. Discusses law and cases relating to when "mental disorder" caused by a "mental stimulus" is compensable. (RFB)

Diehl, L. E. Civil Rights: Relationship of Title VII and the equal pay act—new muscle for the struggle against sex discrimination. *Washburn Law Journal*, 19, 1980, 554-564. Gives the case setting for equal pay for work of equal value. (RFB)

Niemiec, T. S. Duty to disclose information—employer's refusal to release results of employee psychological aptitude tests is not a violation of section 8 (a) (5) of the National Labor Relations Act. *Detroit Edison G. V. NLRB*, 440 U.S. 301 (1979). *University of Detroit Journal of Labor Law*, 57, Spring, 1980, 615-633. Gives considerations relevant to the value and effect of the decision. (RFB)

MEASUREMENT

Aiken, L. R. Attitude measurement and research. *New Directions for Testing and Measurement*, 7, 1980, 1-24. Discusses traditional approaches to measuring attitudes and current developments. Problems in measuring change in attitude are considered. (LBP)

Berk, R. A. A consumers' guide to criterion-referenced test reliability. *Journal of Educational Measurement*, 17, 1980, 323-350. Reviews 12 approaches to measuring criterion-referenced test reliability and concludes that the threshold loss functions were the most useful, the squared-error loss functions particularly meaningful for placement tests, but the domain score estimation statistics have limited use in individual decision making. (PJO)

Hambleton, R. K. (Editor). Contributions to criterion-referenced testing technology. *Applied Psychological Measurement*, 4, 4, 1980 (Special Issue). Contains papers concerned with methodological issues in the construction, evaluation and use of criterion-referenced tests, which should be of interest to personnel psychologists concerned with such matters as construction of content-oriented tests, setting cutting scores, evaluating reliability and validity of such tests, etc. The articles in this special issue are as follows: (ARB)

Berk, R. A. A framework for methodological advances in criterion-referenced testing, 563-574 (review and commentary on preceding papers).

Hambleton, R. K. Contributions to criterion-referenced testing: An introduction, 421-424.

Linn, R. L. Issues of validity for criterion-referenced measures, 547-562.

Livingston, S. A. Comments on criterion-referenced testing, 575-581 (review and commentary).

Macready, G. B. & Dayton, C. M. The nature and use of state mastery models, 496-516 (continuum vs. state models of trait acquisition and discussion of applications of state models).

Shepard, L. Standard setting issues and methods, 447-468 (procedures for establishing cutting scores).

Traub, R. E. & Rowley, G. L. Reliability of test scores and decisions, 517-546.

van der Linden, W. J. Decision models for use with criterion-referenced tests, 469-492 (problems of optimizing cutoff scores for purposes of establishing mastery-nonmastery).

Wilcox, R. R. Determining the length of a criterion-referenced test, 425-446.

Huynh, H., & Saunders, J. C. Accuracy of two procedures for estimating reliability of mastery tests. *Journal of Educational Measurement*, 1980, 17, 351-358. Compares single test administration (beta binomial) estimates and corrected-for-chance kappa index in mastery testing with two test administrations and concludes that the logistically simpler beta binomial only slightly underestimates population values. (PJO)

Malinowski, F. A. Test passing points in state and municipal agencies. *Public Personnel Management*, 1980, 9, 274-277. Describes results of a survey to determine how public jurisdictions apply passing points to selection procedures. (MR)

Peng, C. J. & Subkoviak, M. J. A note on Huynh's normal approximation procedure for estimating criterion-referenced reliability. *Journal of Educational Measurement*, 1980, 17, 359-368. Describes a method for estimating the single-administration reliability of mastery tests which is computationally simpler and more accurate than Huynh's (1976) approximation. (PJO)

Sirotnik, K. A. Psychometric implications of the unit-of-analysis problem (with examples from the measurement of organizational climate). *Journal of Educational Measurement*, 1980, 17, 245-282. Contends that, although selection of the unit of analysis is a substantive decision, in organizational climate studies, where one is interested in systemic variance, researchers persist in erroneously analyzing the total variance rather than that between organizational structures. (PJO)

Zoref, L., & Williams. A look at content bias in IQ tests. *Journal of Educational Measurement*, 1980, 17, 313-322. Although most researchers have concentrated upon bias in achievement tests, the authors report an overwhelming degree of sex and race bias in six IQ tests (WAIS, Stanford-Binet, Slosson, Peabody and Cattell). (PJO)

STATISTICAL METHODOLOGY

Spector, P. E. Handling nonorthogonal analysis of variance, a review of techniques. *Evaluation Review*, 1980, 4, 843-855. Several approaches from the literature are summarized and situational pros and cons presented; a comprehensive approach is reviewed and evaluated. (RFB)

ORGANIZATIONAL BEHAVIOR

Neugarten, D. A. Themes and issues in public sector productivity. *Public Personnel Management*, 1980, 9, 229-234. This article briefly outlines the need for increased public sector productivity as well as the issues of definition, measurement, and implementation. (MR)

Professional Psychology, 1980, 11, No. 3. Special Issue: Industrial/Organizational Psychology, 1980 Overview. Issue is designed to present the current status and problems of various areas of I/O Psychology. Helpful for acquainting practitioners in one area of I/O Psychology with developments in other areas. (LBP)

Schroeder, P. The politics of productivity. *Public Personnel Management*, 1980, 9, 236-243. Describes past federal productivity efforts and explains why some have worked better than others. (MR)

Thayer, P. W. Personnel challenges in the eighties. *Public Personnel Management*, 1980, 9, 327-335. Discusses the implications of demographic, societal, governmental and economic forces on the role of the personnel manager in the eighties. (MR)

(Editor's note: The February 1981 issue of *TIP* contained a report on the consent decree pertaining to the government's use of PACE in hiring civil service employees. The following *Washington Post* editorials provide additional insight into the problem.)

TUESDAY, FEBRUARY 24, 1981

More on PACE

ONE OF THE MOST controversial of the Carter administration's parting shots was the signing of a consent decree that, in response to allegations of racial bias by a group of Hispanic and black complainants, would phase out the PACE (Professional and Administrative Career Entrance) examination used by the federal government. In earlier editorials, we argued that the consent decree would debase the procedures for selecting candidates for entry into the Civil Service merit system, by requiring that new tests be tried and discarded until one were found that guaranteed that black, Hispanic and white applicants would pass the test in roughly the same proportions in which they happened to take it.

In a letter printed on this page today, Douglas Huron, former senior associate counsel to President Carter, argues that our interpretation is incorrect because the decree requires only that new tests be tried until one is found that either 1) ensures proportional passing or 2) can be shown to be "job-related"; that is, a good predictor of subsequent performance on the job.

We disagreed with this line of reasoning before, and still do. On the basis of the precedent established by the consent decree, if it is accepted unmodified by the court, it will be impossible *in fact*, if not in law, to establish that *any* test is job-related. Internal guidelines set forth earlier by the Carter administration create the presumption that a test is inherently biased if racial groups taking the test do not pass it in approximately the same proportion as they take it. Any subsequent test adopted will thus be subject

to legal challenge by other plaintiffs just as PACE was and, on the basis of the PACE decision, such attacks are almost sure to succeed, unless proportional passing is achieved.

This is because, contrary to Mr. Huron's contention, PACE was shown to be a good predictor of actual job performance for the four largest PACE job categories covering 35 percent of all the people hired through PACE. The predictive power of the test was shown by administering it to people actually in these jobs and comparing their scores with supervisors' ratings of their performance on the job. The other PACE job categories are too small or geographically dispersed to allow use of this method—although PACE's usefulness for these categories was established using other, widely accepted statistical methods.

Nonetheless, the plaintiffs argued, and the Justice Department agreed, that PACE had not been sufficiently "validated," as this kind of procedure is called, to overcome the presumption created by the very high rates of failure among blacks and Hispanics. Since there are no other suitable methods of establishing test validity for PACE-type jobs, it seems inevitable that, under the decree, tests will be discarded until some procedure is found that ensures proportional passing or, under the decree's terms, until 20 percent of an agency's employees are black or Hispanic. And, of course, the decree would install, as Mr. Huron notes, an even more direct form of quota system for the next nine years—five years after the four-year period during which PACE is to be phased out.

WEDNESDAY, FEBRUARY 25, 1981

PACE: Still No Answer

THE LATEST development in the continuing saga of PACE (the Professional and Administrative Career Entrance Examination) is the announcement by Attorney General William French Smith that the government has negotiated a new consent decree with plaintiffs alleging that the examination discriminated against black and Hispanic applicants for federal professional jobs.

The compromise leaves intact the basic outlines of the earlier agreement negotiated by the Carter administration. The PACE examination would still be phased out, and new examining procedures would be tailored to each of the 118 job categories now covered by PACE. If the new procedures failed to result in the selection of about the same proportions of blacks, whites and Hispanics as had applied for the jobs, agencies could either try a new exam or attempt to convince the courts that the examining procedures were, in fact "job-related." As we noted yesterday, establishing that a test is "job-related"—that is, an excellent predictor of subsequent performance on the job—is, under the currently used guidelines, almost impossible.

What the Reagan administration gained in the compromise was a considerable reduction in the period during which agencies must employ extraordinary procedures to ensure that PACE jobs are filled in proportion to the racial distribution of applicants. During this period—which under the earlier agreement could have extended for nine years but now will be restricted to three—agencies could

not even attempt to show that their selection methods were job-related if the required proportions of minorities were not being appointed to jobs.

For their part, plaintiffs won the elimination of the "escape clause" provision that allowed agencies to stop adjusting their selection procedures for a particular type of job if 20 percent of the jobholders in that category were already black and Hispanic. Some agencies have already exceeded this goal. Now they may have to modify their screening procedures.

Possibly the most important new provision is one that opens up the possibility that the administration may try to make it easier for agencies to establish that a test is job-related. This could be done by modifying the internal government guidelines that now control such matters. The revised agreement makes it explicit that any such changes, or any new court interpretations of the Civil Rights Act, would immediately change the operation of the consent decree.

Since it was by no means clear that the new administration could unilaterally withdraw from the agreement signed by its predecessor, this is probably the best compromise that could be gotten. But it leaves untouched the basic question: How can affirmative action goals be met in a way that is consistent with general notions of fairness, with the requirements of a merit-based tenured civil service and with the increasing need for a well-trained, highly motivated professional bureaucracy?

SPECIAL ANNOUNCEMENT

Division 14 membership is 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.**

Landmark Appeals Decision on Content Validity Revisited:
Guardians Association of New York City Police Department v.
Civil Service Commission of New York

RICHARD S. BARRETT

In the November 1980 issue of *TIP*, James C. Sharf published long excerpts from the decision of the Appeals Court in the Guardians case against the New York City Police Department examinations. Extensive as the quotations were, they omitted the detailed discussion of the job analysis and test construction that led to the Court's decision. At the risk of cluttering up the pages of *TIP* with material from one case, the omitted material is presented so that the reader can have a better insight into the judicial reasoning process:

Job Analysis

According to the Guidelines, a job analysis involves an assessment "of the important work behavior(s) required for successful performance and their relative importance." Sec. 14(C)(2). The job analysis performed by the City, while somewhat flawed as the District Court pointed out, is nonetheless adequate to meet this standard. As far as the first part of the standard is concerned, the work behaviors involved in being a police officer were identified by extensive interviewing, and subjected to serious review (Job Analysis, Steps 1 and 2). The District Court found that these work behaviors "were not delineated with precision." 484F.Supp. at 795, 21 FEP Cases at 1475. In fact, the descriptions of the 42 tasks that ultimately appeared on the job analysis list vary considerably in the level of precision. Some are complete and unambiguous, such as "1. Checks the condition of personal and department equipment such as radio, patrol car, weapons, etc.;" "35. Attends training sessions." Others are more open-ended, but do manage to fulfill their function by defining the behaviors associated with the task, such as "3. Performs foot patrol"; "40. Controls various types of crowds." Still others are so vague that they communicate very little real information, such as "10. Interacts with juveniles in non-arrest situations"; "39. Performs duties in hostage situations."

While greater precision might have been achieved, a complete description of the observable tasks associated with being a police officer would be a reworded version of the entire training manual. The Police Department's list of tasks, despite some lapses in specificity, contains a sufficient amount of meaningful information to satisfy the relevant requirement.

The second part of the Guideline standard for a job analysis requires determination of the relative importance of the identified work behaviors. The City performed this function by means of an extensively distributed questionnaire, specifying the criteria to be used in ranking the 42 tasks (Job Analysis, Step 3). The process as a whole appears to be reasonably accurate, and neither the plaintiffs nor the District Court raised any serious objection to it.

Having determined the work behaviors and established their relative importance, the City then grouped the 42 tasks into five clusters and asked panels of police officers to identify the knowledges, skills, or abilities necessary to the effective performance of these tasks. (Job Analysis, Steps 4 and 5). This function was implemented in a much less satisfactory manner. Only one of the panels identified the abilities; the other four used the list of five abilities that the first panel had developed. This lessened the value of having five

independent panels make this complicated and subjective determination. Moreover, no effort was made to explain the relationship between any of the five abilities and the 42 job tasks from which they were ostensibly derived.¹⁵

The plaintiffs criticize the required abilities identified by the City for being undefined. But the type of definition suggested by the Guidelines—one that describes the abilities in terms of "observable behaviors and outcomes." Guidelines Sec. 15(C)(3)—seems repetitive, since the work behaviors are already defined in this way. The five identified abilities, with the possible exception of "human relations, including communication techniques," are comprehensible enough. Their appropriateness for measurement would have been considerably clearer, however, if each panel had explained which tasks required which abilities. While the Guidelines may be unnecessarily stringent in regarding the identification of this relationship of ability to task, as "essential," see *ibid.*, such identification does not go far toward eliminating the ambiguities that are otherwise inherent in generalized descriptions of abilities. Only if the relationship of abilities to tasks is clearly set forth can there be confidence that the pertinent abilities have been selected for measurement.

The Test Construction Process

With a job analysis of questionable sufficiency, the City then proceeded to the test construction stage. As an initial matter, we note that Exam No. 8155 was developed "in-house," by staff members of New York City's Police Department and Department of Personnel; there was little input from any outside source, and no participation by anyone specializing in test preparation. Of course, the law should not be designed to subsidize specialists. But employment testing is a task of sufficient difficulty to suggest that an employer dispenses with expert assistance at his peril. Certainly, the decision to forgo such assistance should require a Court to give the resulting test careful scrutiny. See *Kirkland*, *supra*, 520 F.2d at 425-26. 11FEP Cases at 42; *Vulcan Society*, *supra*, 490 F.2d at 395-96, 6 FEP Cases at 1051-1052.

While the determination of how many questions should be included for each identified ability was made by a fairly careful numerical analysis (Test Construction, Step 1), the process of writing the questions themselves was rather haphazard. The questions were initially framed by police officers, who may have had expertise in identifying tasks involved in their job but were amateurs in the art of test construction. In addition, the officers did not have access to the job analysis material during much of the process. Finally, the questions, although they were reviewed, were not tested on a sample population. To be sure, a complete determination of the questions' accuracy in measuring the identified abilities would be equivalent in its complexity to a criterion-related study. But the City did not even perform the minimal sample testing to ensure that the questions were comprehensible and unambiguous.

¹⁵In some instances the relationship is obvious. Plainly the ability to fill out forms is needed for task 16, "Processes arrests using appropriate police department forms and notifications." But it is not evident, for example, why any of the five listed abilities are critical to task 32, "Searches for lost children, runaways, etc." or task 19, "Guards and transports prisoners."

Meetings: Past and Future

(1) The Department of Psychology of **Old Dominion University** held a **Conference on the History of Applied Psychology** at Virginia Beach, Virginia, on November 21, 1980. Papers were presented on "I/O Passages: Development and Future" by **B. von Haller Gilmer**, "James McKeen Cattell and the Origins of the Psychological Corporation" and "The Committee on the Certification of Consulting Psychologists: A Failure of Applied Psychology in the 1920's" by **Michael M. Sokal**, "The Selling of a Psychologist: John Broadus Watson and the Application of Behavioral Techniques to Advertising and Industrial Management" by **Kerry W. Buckley**, "A History of Military Psychology" by **Earl A. Alluisi** and "Enduring Trends in the History of Clinical Psychology" by **Brendan A. Maher** and **Winifred B. Maher**. **Glenn R. Hawkes** was the discussant.

(2) The **Virginia Tech Fourth Annual Symposium on Applied Behavioral Science**, May 21-22, 1981, will feature **Kay Deaux**, **Marvin Dunnette**, **Martha Mednick**, **Virginia O'Leary**, **Benson Rosen**, **James Terborg**, and **Max Wortman**. The topic is "Women in the Work Force." Contact **John Bernardin** or **Joseph Sgro**, Dept. of Psychology, Virginia Tech, Blacksburg, VA 24061 for more information.

(3) APA Division 35, Psychology of Women, will present the following APA approved continuing education workshops on Sunday, August 23, 1981 at the Hyatt Regency in Los Angeles: "Treatment Methods with Women Alcoholics," conducted by **Dr. Gayle Hamilton**, **Dr. Virginia Pendergrass**, and **Dr. Marsha Vannicelli**. "Women in Management," conducted by **Dr. Laurie Larwood** and **Marian M. Wood, Ph.D.** "Transition Stages for Women," conducted by **Dr. Matti K. Gershenfeld**.

ANNOUNCEMENT

The Board of Convention Affairs would like each person with a disability who is planning to attend the convention to identify himself or herself and to provide information on how we can make the convention more readily accessible for his or her attendance. APA will provide a van with a lift as transportation for persons confined to wheelchairs, interpreters for deaf individuals, and escorts/readers for persons with visual impairments. We strongly urge individuals who would like assistance in facilitating their attendance at the convention to register in advance for the convention on the APA Advance Registration and Housing Form which will appear in the April through July issues of the *American Psychologist*. A note which outlines a person's specific needs should accompany the Advance Registration and Housing Form. This is especially important for persons who are deaf and require interpreting services.

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LARRY FOGLI

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- (3) University of California Cooperative Extension, Agricultural Management Specialist. Provide leadership and initiative in development and implementation of applied research and education programs in farm personnel management and organizational behavior. Work with and provide training for county and state staff, agricultural organizations, agencies and educational institutions. Present 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 preferred. Contact: **Academic Personnel, Cooperative Extension, University of California, Berkeley, CA 94720**. Refer to #8059-R. Closing: **May 29, 1981**. Affirmative Action/Equal Opportunity Employer M/F/H.
- (4) Psychological Consultants to Industry has an immediately available position for an 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. Some business or industrial experience desirable. Salary depends upon 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: **Joseph S. Herrington, Ph.D., Executive Vice President, Psychological Consultants to Industry, Inc., 744 Oliver Building, Pittsburgh, PA 15222**.
- (5) Personnel Research Staff Analyst. Large insurance company anticipates an opening this summer in their Personnel Research Department, which is part of a Research and Planning Center located in the San Francisco Bay Area. Candidate will initiate research projects in areas such as selection and validation, program evaluation, performance appraisal and job analysis. The candidate will supervise and train junior level analysts. The applicant must have a Masters or Ph.D. degree in Industrial/Organizational Psychology, at least two years of business experience in personnel research, a solid background in the application of experimental design and statistical

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