

THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST (TIP)

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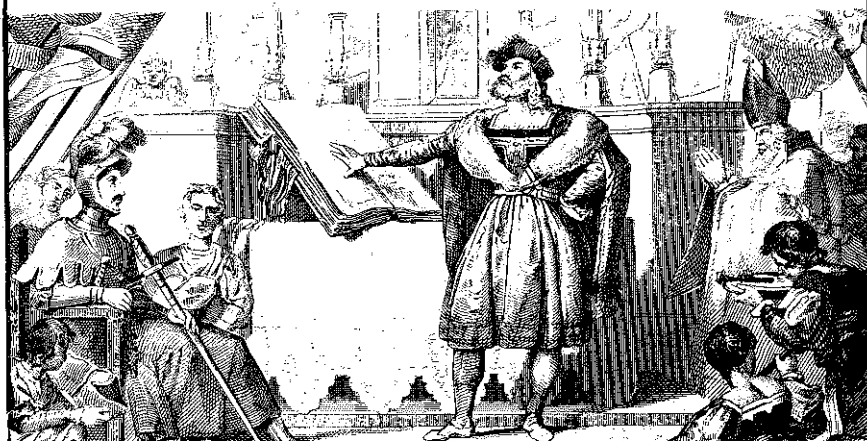
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A Message From Your President

ART MacKINNEY

We are off and running! I am delighted to report that we have an excellent group of officers, chairpersons, and committee members. Several committees already have good starts on their year's work. Several others are continuing important projects initiated last year. I have no hesitation in making the generalization that Division 14 members are "do-ers."

There are so many important topics that all members need to be informed about, perhaps the best approach is for me to simply list them with a few words about each.

- **Convention.** Our just-completed convention was a resounding success. The program, thanks to last year's Program Committee, was first-rate. The social events upheld our usual standards for such things. Although I couldn't attend personally, I have it on excellent authority that our workshops were excellent as always.
- **APA Reorganization.** President-elect **Dick Campbell** reported on recent developments at the Open Forum and he continues to work closely with this development. At the August 26 meeting, APA Council approved the limited trial of two "forums" (analogous to coalitions of council). You will read about this in the *Monitor*, perhaps before you see this issue of *TIP*.
- **Incorporation.** We're on schedule. Some months ago, your Executive Committee established a schedule for review of the proposed by-laws changes. They were discussed at the Open Forum, and will shortly be presented in detail to the membership. A vote is expected as early as this fall. (Please keep in mind, as reported by Past-President **Vic Vroom** in the last *TIP* issue, that APA is considering an auditors recommendation that they encourage incorporation for all divisions.)
- **Reps to Council.** By accident of how our Reps were accrued, we have ended up electing three in one year. With a few dozen letters, phone calls, and personal conversations, I have worked out a way to stagger these terms. Henceforth, we should elect no more than two each election.
- **New members.** Elsewhere in this issue you will see the details of the good news that we now have 154 new members, 46 new associates, and 53 student affiliates.
- **Finances.** I hope all of you will review **Low Albright's** Treasurer's Report. The news is very good there also, thanks to past good management and a couple of unusually substantial income items. However, sales of the *Principles* are leveling off and we cannot expect equal income from that source next year.
- **Plans.** Each committee is undertaking a general review of their responsibility areas, in an attempt to wax creative on behalf of the Division. Some of the interesting questions that have surfaced thus far include:
 - * How can the Division reduce member attrition?
 - * Should the Division fund one or more student fellowships?
 - * Does the Division need a suborganization analogous to AAP?
 - * What can the Division do to help educate the judiciary about I-O psychology?

- * Should the Division undertake new initiatives of an international nature (such as exchanges)?
- * Should the Division develop a code of ethics for expert witnesses?
- * Should Division members be encouraged to do more lobbying?
- * What new kinds of continuing education programs are needed?
- * Should the Division sponsor some new and different kinds of awards?
- * Should the Division sponsor an additional journal of some kind?
- * Should the Division be more proactive in regard to social concerns?

I'm sure these are no more than a smattering of the many questions that will occur to us on close examination, and I emphasize that these questions have no "official" status. They are merely thoughts and I badly need to hear from the membership, not only about such questions as these, but with additional new ideas of things the Division might consider for the future. Please let me hear from you; **Vice-Chancellor for Academic Affairs, University of Missouri-St. Louis, 8001 Natural Bridge Road, St. Louis, MO 63121, 314-553-5372.**

SPECIAL REQUEST

Division 14 needs your 10 votes. Please consider giving all of your 10 votes to Division 14 when the APA Council Apportionment Ballot reaches you in November. APA Council will be considering issues of continuing education, licensing standards, incorporation, and other issues relevant to Division 14 members. We have had five effective voices. Division 14 needs to retain five Council members and five votes. Don't put your apportionment ballot in the "in-basket" or the "round basket." Encourage your friends to support Division 14.

ANNOUNCEMENT

The Committee on Scholarly Communication with the People's Republic of China (CSCPRC) announces opportunities under the National Program for Advanced Study and Research in China for graduate students and postdoctoral scholars in the natural sciences, engineering, social sciences, and humanities for 1982-83. This Program makes possible long-term study (10-12 months) or research (3-12 months) in affiliation with Chinese universities and research institutes. Application is open to citizens of the United States regardless of national origin, sex, or religious affiliation. Grants, the number of which depends on available funding, include transportation to and from China, stipend, living and travel allowances while in China, and a limited research and educational materials allowance. The Program does not provide dependent travel or support. The Program has two components; applications should be made either to the Graduate Program or to the Research Program. Inquiries should be addressed to the **CSCPRC, National Academy of Sciences, 2101 Constitution Avenue, Washington, DC 20418.**

APA DIVISION 14 FINANCIAL STATEMENT (As of June 30, 1981)

Division Account	Current Year 1980-81	1979-80	1978-79	1977-78	1976-77
Balance as of June 30:		\$14,349	\$16,375	\$11,618	\$10,626
Income over the year	\$22,901	\$18,593	\$18,295	\$17,759	\$16,582
Dues and Assessments	\$24,548	3,119	1,702	717	1,032
Advertising & Subscriptions — TIP	2,020	10	—	80	530
Amicus Curiae Brief	—	5	53	—	9
Writer's Kit	—	147	472	283	596
Principles	11,375	197	229	—	—
Graduate Programs Brochure	2	2,000	2,000	2,000 ¹	—
Workshop Donation	—	43	—	39	—
Refunds	—	—	—	—	—
Total Income:	\$37,945	\$24,114	\$22,751	\$18,878	\$18,749
Expenditures over the year	\$ 1,243	\$ 2,131	\$ 2,442	\$ 2,206	\$ 886
Printing & Mailing	11,752	9,899	5,091	5,678	4,985
TIP	14,334	12,493	12,914	9,602	8,385
Committee Expenditures	7	252	—	41	—
Awards to Past Presidents	—	247	400	141	260
Dissertation Award	500	234	500	78	500
Professional Practice Award	250	100	100	100	—
AAP Dues	3,181	—	—	—	—
Principles	—	—	—	—	—
Amicus Curiae Brief	—	295	—	—	298
Contributions	500	40	80	40	75
Insurance	—	—	175	—	40
Legal Services	—	150	—	—	—
Continuing Education Sponsorship Fee	50	83	—	—	—
Congressional Testimony Expenditures	—	—	—	—	—
Total Expenditures:	\$31,817	\$25,924	\$21,702	\$17,886	\$15,429

¹Accounted separately in 1977-78.

Profile: Richard J. Campbell

Your new President-Elect, **Richard J. Campbell**, was born in Philadelphia 52 years after Alexander Graham Bell exhibited his telephone in that city's Centennial Exposition. He began his undergraduate education at Villanova but after burning out as a chemistry major and turning on to psychology, he switched to Temple University from where he received his BA in 1954. It seemed as though he would never leave the "City of Brotherly Love" but Uncle Sam called and from 1954-1956 he saw heavy duty in Korea and Japan. Dick served as a "specialist" (something like a sergeant) and managed the office crew of an infantry division; much of his current managerial style as Director of AT&T's Management Staffing and Development group was tested and refined in those Army days.



Returning from the service, Dick pursued graduate work in I/O and experimental psychology at Ohio State University. His MA was taken at OSU's aviation laboratory where under the direction of **Paul Fitts** he studied S-R compatibility, practice effects, learning curves, European road signs (?), and other human factors topics. The origin of much of Dick's current work, management development, stems from his PhD study (with **Bob Wherry**) of small groups at OSU's Personnel Research Board. Working with **Polly Pepinsky**, Dick was particularly interested in originality in group productivity; he studied partisan commitment and productivity in a collective bargaining situation. This experience is the source of Dick's first assessment exercise. He developed a simulation exercise in which teams composed of students, with differing union-management attitudes, were required to bargain to solution on issues such as wage rates, working conditions, etc. His exercise was subsequently modified by **Bernie Bass** for his international assessment exercise.

Dick's first post-PhD organizational job was with **Orlo Crissey** (Division 14 President, 1961-62) at the General Motors Institute where he worked as internal consultant on staffing and organizational issues. His interest, however, was in assessment and the longitudinal study of life span developmental issues. He pursued this interest by joining AT&T's group (**Doug Bray, Don Grant, Wes Clark, and John Hopkins**) in 1962 as Personnel Supervisor of Research. Since 1962, Dick has moved up at AT&T to his current Director position, one with responsibility for development and implementation of policies and practices in the areas of recruiting, selection, and assessment; development programs; career management; and outplacement programs.

Most *TIP* readers are aware of Dick's service on APA's Commission on Organization, the committee to reorganize APA. Most *NY Times* readers are aware of some interest in breaking up AT&T. Well, Dick's experience in APA is paying off. One of his current major responsibilities is planning for staffing a restructured Bell System, particularly the issue of placing people into one of several proposed subsidiaries.

Dick has published many articles on assessment and selection, and the development of management potential. He is co-author (with Bray and Grant) of the book that describes the Bell System's longitudinal study, *"Formative Years in Business."*

For leisure, Dick enjoys the outdoors types of activities. He plays tennis, occasionally goes cross-country skiing, but most of all is out on Sunday afternoon racing his fleet of boats (1 canoe, 1 inflatable, and 1 sun fish). *TIP* is pleased to report that Dick and his crew usually finish the race.

TIP wishes **Richard J. Campbell** much success as he moves from President-Elect to President to Past President. We are certain that his experience in the Army, his service to Division 14 (Education & Training Committee, Member-at-Large, and Long Range Planning Committee) and APA (the Council, the Commission and several task forces), and his experience at and association with former Division 14 presidents from AT&T (**Doug Bray, Don Grant, and Mary Tenoppyr**) will all be valuable for his endeavors. We promise to always spell John's, uh David's, uh Donald's, uh Joel's, uh Dick's name correctly —CAMPBELL.

14 TIPBITS

SHELDON ZEDECK

At about the time you received this issue of *TIP* you should have also received some ballots from the APA offices. One of the ballots pertains to the apportionment for APA Council. I have worked with several Executive Committees over the past few years and have been particularly impressed with the seriousness and effectiveness with which your representatives have functioned. Division 14 has a voice in APA; a large part of that is due to having 5 vocal Council reps. The results of the last few ballots have been close and the Division has barely managed to keep its five seats. Important issues will be before the APA Council. Make sure that we are represented. Allocate your 10 votes to Division 14; ask your colleagues, friends, relatives, and significant others to do the same.

Another ballot in the future will be nominations for Division 14 officers. The Division has over 2000 members yet it appears that very few exercise their nominating rights. It has recently come to my attention that all that has been necessary to be placed on the ballot is to have received 4 or 5 nominations. So don't throw away the ballot—this is one election in which one vote (nomination) does make a difference.

Finally, there will be the ballot for the next President of APA. It would certainly be beneficial to the Division if one of its members got elected. So, again, nominate someone. By the way, **Bob Perloff** (past editor of *TIP*) is finishing his term as APA treasurer, and member of the Board and finance and investment committees.

NEWS AND NOTES...

Speaking of elections, **Ben Schneider** is the President-Elect of the OB Division of the Academy of Management (and thus will be President in 1982-83)... The new 1981-82 officers of the Metropolitan New York Association for Applied Psychology are **Richard Buchanan** (President), **Ronald Shepps** (Vice President), **Martin Greller** (Treasurer), **Linda Cassell Jones** (Secretary), and **Mark Mishken** (Placement Coordinator).

Warren S. Blumenfeld was named 1981 Alumni Distinguished Professor for the College of Business Administration of Georgia State University. He was also selected as the recipient of the 1980/81 Hammond Award, presented by the Doctoral Fellows of the College of Business Administration of Georgia State University. The award is presented to a faculty member in recognition of and appreciation for dedication and counsel to students, professional excellence and contributions to the advancement of higher learning. It was the second time he has received this award.... **Mike Flanagan**, Dept. of Business and Administrative Studies, Lewis and Clark College, has received a National Science Foundation/Industrial Research Participation Award. He will be spending the 1981 and 1982 summers at the Southwest Institute in San Antonio, Texas evaluating the effectiveness of decision support systems used by public utilities.... Other awardees in Division 14 include the seven new Fellows: **Virginia Boehm, Pete Dachler, Randy Dunham, Allen Kraut, Walter Nord, Barry Staw, and John Wanous.**

Bob Guion has been busy. This year he will serve as President of Division 5 and also become Division 14's Council Rep in January. *TIP* will apply item response theory to analyze his voting behavior. In addition, Bob will be the new editor of the *Journal of Applied Psychology*, effective January 1, 1982.

Texas A&M has been a busy place for Division 14 members. **Don Hellriegel** has been named their interim executive vice chancellor for programs. **Ron Johnson** (Chair of Division 14's Membership Committee) is now Texas A&M's assistant dean in the College of Business Administration. Also, **Lyle Schoenfeldt** has joined their OB group. *TIP* now has good sources for Aggie jokes.... Also moving into administration is **Gerrit Wolf** who is now head of the management department of the University of Arizona's College of Business and Public Administration.... **Pete Weissenberg** is the new Chair of the Department of Business Administration and Accounting at Rutgers University, Camden campus.... **Wayne Cascio** left Florida for the University of Colorado at Denver Business Administration School. Visiting eight months at Berkeley convinced him that west is best.... **Gene Stone** thought the east was best and left Purdue to go to the Business School at NYU. **Denise Rousseau** thought it best to stay in the midwest but moved from Michigan to Northwestern University's Business School.

New positions for 14ers. **James Flynn** is the new Director of Research at the Ball Foundation in Glen Ellyn, Illinois.... **Dee Ann Soder** has left the EEOC offices in D.C. to become Vice President for Human Resources Development for Prudential Insurance Company.... **D. A. Brookmire** has left GM to join the management development department of Frito-Lay.... **Tony Zinsser**, formerly of RHR Institute, has joined the Hawver Group in New York. His first task was to train Mid-East negotiators in Cyprus.... Finally, **Neal Gelfand** is now Senior Vice President, Human Resources, at Amerada Hess Corporation, an integrated petroleum company headquartered in NYC.

Ned Rosen has taken a leave of absence from Cornell's School of Industrial and Labor Relations to work as a half-time consultant to The World Bank in Washington, D.C. He is coaching an internal task force charged with the responsibility for designing an integrated system of management selection, development, performance appraisal, and related activities.... **Tom Stone** found Canada so interesting (he was at York University, 1980-81) that he is now spending a year at McMaster University's Faculty of Business. He will be

studying absenteeism research with the Ministry of Health. The University of Iowa is particularly interested in his findings.... **Dov Eden** is also on some leave from Tel Aviv University but spending it in a casual way. He has presented at the Academy of Management meetings in San Diego, presented at APA in Los Angeles, visited several campuses (UCLA, Berkeley, Michigan), and studied the presentations offered by the Forest Service in numerous national parks.

Frank Saal is again appealing. Shortly, you will be receiving a second call to complete a 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).... One appeal that has been successful is that of the Ghiselli Fund. Recent contributors include **Bob Morrison, Mickey Kavanagh, Mary Tenopir, Milton Blood, Shelly Zedeck, Richard Hackman, Irv Goldstein, Paul Thayer, Orlo Crissey, Al Glickman, Mike Gordon, William Walker, and Tom Harrell.** This fund needs to be built up for the future so keep sending your contributions (to **Virginia Boehm, SOHIO, 1521 Midland, Cleveland, Ohio 44115**).... Consistent with previous contributions, The Executive Committee voted to give \$25 to the Women's Coalition of APA and \$250 to the Third Annual Graduate Student Convention.

THE DEADLINE FOR RECEIPT OF ITEMS
FOR THE FEBRUARY ISSUE OF *TIP* IS
DECEMBER 15, 1981

DIVISION 14 ELECTION RESULTS!!!

Richard J. Campbell— <i>President-Elect</i>	
Virginia R. Boehm— <i>Secretary-Treasurer</i>	
C. J. Bartlett— <i>Member-at-Large</i>	
John P. Campbell	} <i>Council Representatives</i>
Robert M. Guion	
Mary L. Tenopir	

**DIVISION 14 EXECUTIVE COMMITTEE AND CHAIRS:
1981-82**

President: **Arthur C. MacKinney**
President-Elect: **Richard J. Campbell**
Past President: **Victor H. Vroom**
Secretary-Treasurer: **Virginia R. Boehm**
Members-at-Large:
Frank L. Schmidt (1979-82)
Irwin L. Goldstein (1980-83)
C. J. Bartlett (1981-84)

Representatives to APA Council:
Paul W. Thayer (1979-81)
Richard J. Campbell (1979-81)
Milton R. Blood (1979-81)
Milton D. Hakel (1979-82)
Lyman W. Porter (1980-83)
John P. Campbell (1981-84)
Robert M. Guion (1981-84)
Mary L. Tenopyr (1981-83)

Division 14 Committee Chairs:

Education and Training:

Richard Klimoski

Fellowship: Paul W. Thayer

Scientific Affairs: Manuel London

Long Range Planning:

Richard J. Campbell

TIP Editor: Sheldon Zedeck (1979-82)

Continuing Education: Erich P. Prien

Workshop: Tove H. Hammer

Public Policy and Social Issues:

Michael J. Kavanagh

Public Relations: Jarold R. Niven

Membership: Ronald Johnson

Professional Affairs: Ann Howard

Program: Edward L. Levine

Ad Hoc State Affairs: William C. Howell

Committee on Committees:

Irwin L. Goldstein

**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 **Virginia R. Boehm, SOHIO, 1521 Midland, Cleveland, OH 44115**. 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.

EEO ISSUES

JAMES C. SHARF

Good Validity Work and Good Legal Defense Withstand Challenge:
Cormier v. PPG, Daily Labor Report, 1981, 127 (July 2).

In 1977, a suit was brought by all present and former black employees at the Lake Charles Chemical Plant of PPG Industries alleging among other claims that PPG: 1) discriminated against blacks in hiring and job assignments, and 2) unlawfully used tests to discriminate against blacks. In June, 1981 after a trial in which the plaintiffs offered one expert and over forty employee witnesses and PPG eight expert witnesses, the District Court of the Western District of Louisiana found in favor of PPG's use of the Wonderlic and the Bennett.

Job Progression

Employees were promoted into one of 15 lines of progression from two entry job classifications: utility crew and yard crew. Employees qualified for the utility crew by passing two tests, the Wonderlic (originally the Otis had been used) and the Bennett. Utility crew employees were promoted into the skilled power generation, chlorine-caustic production, organic silica, lead loader and maintenance lines of progression. Other employees were hired into the yard crew without passing the tests and were promoted into the diaphragm, mercury & glanor cell repair, pigments packer, pels shipper and yard lines of progression. Because of the unskilled nature of the loader laborer and cell renewal jobs, these employees were selected from the unskilled yard labor job.

Promotions within each line were on the basis of seniority. Transfers between departments were not allowed except at the two entry jobs where employees passing the Wonderlic and Bennett were allowed to transfer from the yard crew to the more desirable utility crew.

The court held that "...the efficient and safe operation of the plant was significantly furthered by organization of related jobs into separate progression lines and by separating the progression lines into those containing skilled jobs requiring a high degree of judgment and responsibility and those containing unskilled repetitive type jobs, and by imposing more stringent hiring qualifications for employees being hired for the skilled jobs."

Prima Facie Case NOT Established

Plaintiffs submitted company EEO-1 reports for the '74-'78 period covered by the lawsuit and alleged PPG had discriminated against blacks because: "...defendants have instituted and/or maintained a practice or policy of failing to employ blacks because of their race or color and by failing to assign them to jobs on an equal basis as whites in violation of Title VII and/or USC PP 1981 (emphasis added)."

The court then analyzed work force/labor market and applicant flow statistics which the court concluded "...fully established there was no pattern of discrimination in the hiring or job placement of blacks." "(T)he court finds both the static examination of PPG's employment figures and the flow analysis of the selection figures during the time period relevant to this suit prove that PPG has employed and assigned blacks to all job categories without regard to their race."

Hiring and Assignments

In spite of the plaintiff's failure to establish a *prima facie* presumption of discrimination based on underutilization and/or adverse impact, the court nevertheless considered the plaintiff's allegation that: "...while the tests are neutral on their face, they are

having a disparate impact against blacks (although the plaintiffs did not present black/white selection rate comparisons) and...that because PPG did not require incumbent employees in the jobs fed by the utility crew to exceed the score of 15 on the Wonderlic in 1969 when the company changed from the Otis Test to the Wonderlic Test that, therefore, it is unlawful for PPG to require employees who were employed in the yard crew jobs at the time to achieve a 15 on the Wonderlic before being eligible for the utility crew."

The court observed: "Even assuming the tests have a disparate impact against blacks, ...the evidence fully establishes the tests are valid predictors of a person's ability to be trained for and perform the jobs for which the tests are used. Further, the tests, as used, serve a practical and substantial business purpose."

Plaintiff's Challenge to Validity Evidence

The plaintiff's expert challenged the subjectivity of the rating criteria, and "...testified that in his opinion a concurrent validity study was never adequate and that it could not be used as a substitute for a predictive study." In spite of PPG's validity evidence for black employees on both the Bennett and Wonderlic, the plaintiff's expert testified "...there was still some possibility that differential validity might occur..." While the plaintiff's expert "...admitted that PPG had sufficient evidence of validity to justify making 'conditional' decisions as to who should be eligible for the utility crew based on their test scores on the Wonderlic and Bennett tests," he "...criticized PPG's use of cut-off scores of 15 on the Wonderlic and 25 on the Bennett as being inappropriate," and suggested "...the company should investigate alternative methods by which employees could qualify for selection...including: 1) biodata systems, 2) work sample tests, and 3) trainability tests." It was also suggested that one valid test could have been used instead of two.

Court Upholds Validity

"The court finds the professional opinion of industrial psychologists is that the hypothesis of differential validity has not been established to be true by research. *The court finds there is no need to research this hypothesis in the context of each individual case because of the results of the accumulated research on this issue* (emphasis added)."

"The court finds PPG's use of the qualifying scores of 15 on the Wonderlic and 25 on the Bennett are reasonable and job related requirements. Using these scores as prerequisites for entry into the utility crew is justified in that it protects PPG's legitimate business interest in having a productive, safe, and efficient work force."

"Having examined and rejected the alternative selection procedures proposed by plaintiffs, and considering the testimony of the expert witnesses, the court finds there are no known alternative selection procedures to the use of general ability tests such as the Wonderlic and Bennett tests which would equally and as efficiently serve PPG's legitimate business needs in accurately selecting employees for the highly complex and hazardous jobs fed by the utility crew at PPG's Lake Charles plant all of which jobs require extensive on the job training and formal instruction with written manuals in order to properly familiarize the employee with the necessary information to enable him to safely and efficiently perform his job."

"Plaintiffs presented to the court, without any clear showing of the relevancy, practicality or job relatedness, a number of suggested alternative systems they contended PPG should use. Plaintiffs' expert admitted PPG made one alternative use of the tests (by lowering a cutoff score). However, plaintiffs suggested another. Had PPG used this alternative would plaintiffs be prevented from merely suggesting another? Plaintiffs' approach suggests a meaningless and endless cosmic search for possible alternatives."

"The court finds that plaintiffs' criticisms of PPG's failure to consider alternative selection devices or alternative uses of the Wonderlic and Bennett is without merit."

"There was no showing or even an indication that Dr. Ramsay selected these tests

for the purpose of discriminating against blacks. Dr. Ramsay selected the tests because they were professionally developed tests which he believed, based on his knowledge of the tests and the jobs at the Lake Charles Chemical Plant, would accurately predict job performance for the broad range of skilled jobs at the plant. His belief was proven to be accurate by the validity studies he performed."

CALL FOR NOMINATIONS

About the time you are reading this issue of *TIP* you will receive the Call for Nominations. Don't toss it. Fill it out. Help Division 14 put forward an outstanding slate of candidates for election to the Executive Committee by participating in the Nomination process.

DEFENSE ADVISORY COMMITTEE ON MILITARY PERSONNEL TESTING ANNOUNCED

Secretary of Defense Caspar W. Weinberger announced on July 2, 1981 the establishment of a Defense Advisory Committee on Military Personnel Testing. The Committee will advise the Department of Defense on enlisted selection and classification testing.

The Committee will review the development and calibration of enlistment tests to ensure the accuracy of scores and examine relevant validation studies to ensure that the tests have utility in predicting success in technical training and on the job. It will also review on-going testing research and development in support of the enlistment process and recommend improvements to make the testing program more responsive to the needs of the Department of Defense and the Military Services. The Committee will meet quarterly.

Seven psychologists from universities, industry, and testing corporations were asked to voluntarily serve on the Committee because of their wide-ranging professional expertise and interests in the field of psychological and educational testing.

They are: **Robert L. Linn** (Chair), **Lloyd Bond**, **Jenne K. Britell**, **John P. Campbell**, **Richard M. Jaeger**, **Melvin R. Novick**, and **J. E. Uhlaner**. **Dr. W. S. Sellman**, the DoD staff officer for military personnel testing from the Office of the Assistant Secretary of Defense (Manpower, Reserve Affairs and Logistics), will serve as executive secretary to the Committee.

NEW DIVISION 14 MEMBERS, ASSOCIATES, STUDENTS AND AFFILIATES—1981

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

MEMBERS

Nancy E. Abrams	Diane L. Ferry	Thomas M. Muha
Eugene S. Andrews	Donald L. Fischer	Marilyn H. Murphy
Amy A. Archambeau	Cynthia D. Fisher	Sarah G. Murray
Linda Argote	Richard M. Flicker	Carnot E. Nelson
Nathan Auslander	Robert L. Fowler	James C. Noah
Thomas S. Baldwin	David Friedland	George E. Nothnagel
Alice L. Bane	Bruce L. Gibb	John O. Connor
Janet L. Barnes-Farrell	Stanford B. Golden, Jr.	Frank J. Ofsanko
Kip Becker	Joel J. Goldstein	John R. Ogilvie
Henry E. Bender	Marvin Goodman	Gloria P. Olson
Corwin A. Bennett	Linda S. Gottfredson	James L. Outtz
David N. Berg	R. Bruce Gould	John J. Pass
John A. Berger	Ricky W. Griffin	Curtis C. Paulson
Lilly Berry	Gerald M. Groe	Gay Helen Perkins
William J. Bigoness	Richard A. Guzzo	Michael Pesci
Donald R. Birkeland	Dwight Harshbarger	Gregory L. Peters
Barbara A. Black	John J. Hater	Mark F. Peterson
Michael S. Black	V. Robert Hayles	Loyd S. Pettegrew
Richard S. Blackburn	Reginald L. Hendricks	Joseph F. Porac
John G. Blanche	Paul J. Hoffman	Jeffrey G. Reed
Melvin Blumberg	Joyce C. Hogan	Stephen Reich
Dennis I. Borinstein	B. L. Hopkins	Alan J. Resnick
Joseph L. Boyd, Jr.	Douglas N. Jackson	Adrian Robinson
Eric Ramsay Brown	Harold H. Jacobs	Robert M. Robinson, Jr.
Leonard Bucel	Todd D. Jick	John W. Rohrbaugh
Virginia M. Buxton	William M. Kahnweiler	Elliott Ross
Joseph P. Carnazza	Maureen M. Kaley	Richard L. Rees
Victor M. Catano	Robert E. Kelley	Harry E. Rollings
Thomas C. Chase, III	Thomas L. Keon	Paul E. Russell, Jr.
Rupert F. Chisholm, Jr.	Ronald R. Knipling	Connie A. Sandman
Mitchell H. Cohen	Martin I. Kurke	Andre Savoie
Ruth Comisarow	Mona Siu-Kan Lau	John F. Schesta
Elizabeth D. Conklyn	Paul R. Lee-Haley	Raymond K. Schneider
Joseph Conroy III	Jerome Lehnus	Chester A. Schriesheim
Michael P. Cook	Kevin G. Love	James B. Shaw
Walter T. Coonan	Renate R. Mai-Dalton	Michael A. Sheppeck
William H. Cooper	Robert W. Mann	M. Joseph Sirgy
Charles J. Cosentino	Michael R. Manning	David H. Smith
Kay L. Cotter	Bruce L. Margolis	H. Wayne Smith
Phillip J. Decker	James R. McDonald	Arnold R. Spokane
Dennis M. Dennis	Robert M. McIntyre	Michael F. Spratt
Mildred M. Doering	Peter D. McLean	Steven J. Stanard
Gail Drauden	Sheryl M. Moinat	Robert P. Steel
Craig Dreilinger	James H. Morris	Jack I. Stern
Bruce J. Eberhardt	James N. Mosel	Margaret Mary Stevens
Gordon R. Engel	Harriet S. Mosatche	William J. Strickland

Gary A. Szakmary
M. Susan Taylor
Philip E. Tetlock
J. William Townsend
Janet J. Turnage

James P. Viken
Richard M. Vosburgh
Jeffrey T. Walsh
Robert A. Weeks
John T. Wetzel
Michael L. White

ASSOCIATES

Thomas D. Affourtit	Steven I. Goodstein	Andrew G. Neiner
John W. Aldrich, Jr.	Andres S. Imada	Steven S. Nettles
John A. Anderegg	Arthur G. Irving	Marilyn K. Quaintance
Gary Behrens	Lorraine M. Jackson	Nambury S. Raju
J. Thomas Burns	Linda A. Jeleniewski	William F. Rothenbach
Jonathan M. Canger	Jessica R. Jenner	Batsheva Bock Salberg
John J. Cloonan, Jr.	Dennis L. Johnson	Marvin G. Scherr
Charles T. Copeland	Patricia J. Knight	Ira Schloss
Donald D. Davis	Lourdes A. Lacomba	David E. Smith
Frances E. Boulon Diaz	Raymond T. LaManna	Teresa Stoker
Edward R. Dragan	Linda Lauritzen	Carol W. Timmreck
R. H. George Field	Robert V. Lorenzo	Garth E. Wall
Howard M. Fine	Susanne Lucas	Sheila N. Webb
Franklin H. Foote	Robert Mann	Jeffrey M. Zegas
Joseph E. Garcia	Peggy L. Martin	Donald L. Zink'
	Susan Sloat Myers	

STUDENTS

Dennis R. Armstrong	James A. Halpert	Edward V. Palmer
Concetta M. Bazalo	Christopher H. Hatch	Barry J. Riegelhaupt
Wendy S. Becker	Norman R. Hertz	Joseph G. Rosse
Cynthia Ann Bentson	Scott Isensee	Daniel S. Schechter
Michael J. Burke	Susan E. Jackson	Joyce A. Shores
James W. Carillon	David Jalajas	Edward M. Silver
John M. Cornwell	Serge Jelenevsky	Gordon R. Simerson
Lea M. Curry	Deborah F. Kaye	Joseph K. Simonet
Steven Doerflein	Deborah A. Korcke	Kurt De Stigter
Gary E. Elliott	Karl W. Kuhnert	Garnett S. Stokes
Michael T. Farrell	Mary Anne Lahey	Carl J. Taylor, Jr.
Lynn H. Feller	Gary S. Levine	Cynthia A. Thompson
Gregorio R. Flores	Gardner Locke	David M. Van De Voort
Benjamin F. Gibbons	Katherina D. McClellan	Terry M. Wade
Patrice L. Gilliam	Gary Musicante	Margaret J. Wagner
Jill Goldberg	David F. Neumann	Mary M. Weltin
George Hall Grimes	Paul D. Newman	Debbie L. Wilcox
Leigh D. Hagan		Thomas S. Young

PROFESSIONAL AFFAIRS COMMITTEE REVIEWS ACCOMPLISHMENTS, SETS NEW OBJECTIVES

ANN HOWARD

The Professional Affairs Committee for 1980-81 (**Joe Cutcliffe**, **Martin Greller**, **Bill Grossnickle**, **Jack Larsen**, **Rod Lowman**, **Bill Roskind**, **Tim Stein**, **Ann Howard**, Chair) created quite a list of accomplishments for the year, many of which will be expanded by the 1981-82 committee. Notable actions took place and will continue to occur in the following arenas.

1. Identifying the practicing I/O psychologist.

Committee members conducted telephone interviews with 47 practicing I/O psychologists to explore conceptualizations of the field and associated credentialing issues. Based on this information and other background research, a symposium was presented at the APA convention in Los Angeles entitled "What is an I/O Psychologist? Implications for Professional Credentialing." Papers were presented by **Jack Larsen** and **Bill Grossnickle** on historical development of the field, **Rod Lowman** on licensing, and **Joe Cutcliffe** on competency evaluation.

A new approach to defining the I/O psychologist will be taken by the 1981-82 committee, who will research the characteristics of the Division 14 membership. Working with APA data, answers will be sought to such questions as field of Ph.D., where members practice, and the major subspecialties of those who declare I/O as their major practice field.

2. Licensing

Ann Howard and **Rod Lowman** made an intensive study of the issue of licensing of I/O psychologists and prepared a lengthy report (with editorial assistance from **Martin Greller** and **Tim Stein**) reviewing the historical background of licensing, the rationale pro and con licensure, and credentialing alternatives, both statutory and non-statutory. Finding the present status of licensing of I/O psychologists unsatisfactory, the Executive Committee was moved to take the action reported elsewhere in this issue of *TIP*. The report is under revision to reflect the new action and will be released soon to the membership.

3. ABPP Exams in I/O Psychology

Upon a request for help by ABPP, **Bill Roskind** and **Joe Cutcliffe** conducted several telephone interviews with diplomates and ABPP examiners for opinions and examples of good and poor work samples. Guidelines for work samples were then developed and sent to a gratified ABPP.

As Division 14's representative, **Ann Howard** attended a meeting hosted by ABPP with the support of BPA on the evaluation of competence. During the forthcoming year, she will represent the Division on ABPP advisory committees to better the diplomate exam and look into the technology of competence evaluation for that exam. The Professional Affairs Committee will continue to work with **Erich Prien** on the I/O psychologist's job analysis to focus on the criteria most important for competency evaluation.

4. Awards

In addition to judging this year's Professional Practice award (look elsewhere in this issue of *TIP* for a description of the winner), recommendations were proposed and accepted by the Executive Committee for changing the criteria for future awards. These, too, are described elsewhere in *TIP*, and will be used to judge the winner(s) of the 1981-82 award.

5. Guidelines for Education and Credentialing in I/O Psychology

Although there is presently no call for such guidelines from non-health care providers, Division 14 wants to be prepared with a draft in case this situation changes. Work will begin following completion of the preliminary draft of the new Education and Training guidelines in the process of development by the Education and Training Committee.

Continuity in the efforts of the Professional Affairs Committee from one year to the next will be provided by five members who agreed to serve another term—**Joe Cutcliffe**, **Martin Greller**, **Bill Grossnickle**, **Rod Lowman**, and **Ann Howard**, Chair. To invigorate the old team will be fresh ideas from new members—**Lorraine Eyde**, **Dick Reilly**, and **Bill Sauser**.

Report from Council—August, 1981

PAUL W. THAYER

Council took a number of actions of interest to Division 14 members. First the 1982 preliminary budget was reviewed and returned to the Board of Directors for amendment. It will be voted on formally at the January 22-24, 1982 meeting, but will probably contain the following:

- (a) A dues increase (the first in three years) of \$20 to bring dues to \$89.
- (b) An offsetting substantial discount for journals in 1982.
- (c) A graduated dues schedule for newly graduated members, starting at \$44 and increasing each year for four years until they reach regular dues.

This last provision is consistent with our own objective of encouraging new graduates to join APA and Division 14. Your representatives supported these measures. **Milton Blood** also initiated a successful amendment to ensure merit funds for APA staff big enough to match a 5.5% COLA already in the budget. Turnover has been very high as salaries for graded personnel have fallen behind federal salaries.

Still on the dues front, the Executive Officer was instructed to investigate the payment of optional, supplementary dues which could be targeted for certain purposes.

A move to require the APA membership committee to consult state associations before waiving a technical membership requirement (e.g., having a doctorate) failed. Incidence of such waivers is very small, consultation would be time-consuming and approval by states would be an inappropriate intrusion on APA affairs.

Of considerable significance was the passage of a proposed By Law Change which will come to you for a vote in several months. Division 14 representatives have been concerned with the phenomenon of "musical Council seats."

Current By Laws require a one-year hiatus before an individual can be re-elected to Council from a given division or state. Some have avoided this restriction by running from a different division; e.g. Division 12, then Division 29. The proposed change will require a one-year hiatus from *any* division or state. Your officers urge you to vote for this amendment when it comes to you.

The Task Force on Education and Credentialing was authorized to begin a pilot study of designation procedures for school, clinical and counseling graduate programs. As this may be expanded to other areas, we should all watch this pilot carefully.

An equally important trial will begin at the January Council meeting. Rather than attempting a full implementation of the Commission on Organization recommendations for restructuring APA (which would have been rejected), the Board recommended that Council try a limited experiment by dividing itself into two forums before regular Council meetings. The Board would direct agenda items to each forum according to its makeup, probably "health services providers" vs. "others." It is hoped that this new structure will permit development of additional items of interest to each forum. Although limited in scope, your representatives believed that maintenance of the status quo would have been a breach of faith with those who saw a need for change. We worked hard with the Research-Academic coalition and finally got support from all segments of Council.

Also important was a unanimously passed resolution objecting to the Reagan administrations stance against support of social research.

Finally, Council elected seven new Division 14 Fellows (**Virginia Boehm, Peter Dachler, Randall Dunham, Allen Kraut, Walter Nord, Barry Staw, and John Wanous**). Your Division representatives had substantial impacts on all these and other issues (**Milton Blood, Dick Campbell, Milt Hakel, Lyman Porter and Paul Thayer**). To keep five seats on Council, we need your allocation votes.

CALL FOR DATA

James B. Flynn, Research Director at the Ball Foundation, is seeking existing data-bases for a research study investigating the process by which different screening procedures contribute to variance in training and job performance at successive phases of job-task learning. Specifically, Jim is interested in job positions in which job performance data have been collected continuously through the job-task learning process; such measures being more sensitive to changes in increments-decrements in work behavior. Persons and organizations willing to share existing data with Jim or who are receptive to his collecting this data in their organizations, should contact him at the Foundation. Write: **James B. Flynn, Research Director, Ball Foundation, 800 Roosevelt, Glen Ellyn, Illinois 60137, (312) 469-6270.**

Scientific Affairs

MANUEL LONDON, Chair

The Scientific Affairs Committee is concerned with all aspects of Industrial and Organizational Psychology as a Science. Our charge is to encourage, promote, and facilitate greater contributions of a scientific or technical nature by the Division members. The 1981-82 committee has six goals, and it invites the participation of Division members to help achieve them.

1) Prepare criteria for a Division 14 Distinguished Scientific Contributions Award. The Division Executive Committee recommended that a new Division 14 award be established paralleling APA's Distinguished Scientific Contributions Award. To accomplish this, we must first write a statement of purpose and a set of criteria for the award as well as suggest ways to fund it. **Jim Ledvinka** is spearheading this effort with the assistance of **Angelo DeNisi**.

2) Solicit submissions and judge the Wallace Dissertation Award and the Cattell Research Proposal Award. The deadline for submissions to the Wallace Award is January 18th, and the deadline for the Cattell Award is March 8th. Brochures describing the awards will be mailed to the membership, but don't hesitate to contact me for information.

3) Prepare nomination papers for APA's Distinguished Scientific Contributions Award. **Don Brush** and **Lyle Schoenfeldt** are working on the nomination of **Bill Owens**. Suggestions for other possible nominees should be sent to me.

4) Consider nominations for APA's Distinguished Scientific Contributions Award for an Early Career Contribution to Psychology. We are not currently working on a nomination for this award, and names of possible nominees would be appreciated.

5) Contributions for Division 14's Ghiselli Award must be pursued vigorously since the Cattell funds will soon run out. **Karlene Roberts** is working on this task. Fund raising suggestions should be sent to her or to me. Tax deductible contributions made payable to "Ghiselli Fund" will be gratefully accepted by the Division's Secretary-Treasurer, **Gini Boehm at Sohio, Midland Building, Cleveland, Ohio 44115.**

6) Continue working on how Division 14 might contribute to the current demand for knowledge about productivity. **Ben Schneider** initiated work on this monumental task last year as chair of the Scientific Affairs Committee. The Committee's unanimous opinion was that we know a great deal about productivity but that our knowledge and accomplishments are not particularly well known. The Division Executive Committee recommended that we continue this work by forming a subcommittee to determine ways of (1) assembling what we know with respect to techniques and approaches and (2) disseminating the information. **Wayne Cascio** is chairing a subcommittee on productivity. Members of the subcommittee are **Jim Naylor, Abe Korman, and Karlene Roberts.**

Division members interested in commenting on, or contributing to, any of the areas addressed above should contact me at **AT&T, Room 2B45, 1776 On the Green, Morristown, New Jersey 07960 (201-540-6341).**

APPLIED BEHAVIOR ANALYSIS

Judi Komaki

How Are You Appraised?

Pause for a moment and think about how you're evaluated:

1. What indicators are used to assess your performance? Can you readily influence these indices?
2. Is desired performance specified so clearly that two independent judges would consistently agree on its presence/absence, frequency, or duration?
3. Is your performance directly observed or sampled?
4. Is information collected routinely and frequently so that variations in your performance are apparent?

If your situation is anything like mine, you will have a difficult time answering any of these questions with a resounding, or even a rather quiet, "yes."

An Alternative Measuring Approach

Take a look now at an alternative measuring strategy used by behavioral psychologists. Called behavioral measures (for lack of a better name), these indices differ from traditional indices in four ways (Table 1).

TABLE 1

Characteristics of Behavioral Measures

- RESPONSIVE: Sensitive to worker's efforts
- OBJECTIVE: Empirically specified
- DIRECT: Recorded on-site
- FREQUENT: Conducted often

1. Behavioral measures focus on those areas which employees can *readily influence*, like the quality of service rendered to customers, rather than results, which are affected by a variety of factors other than performance.
2. Performance is *objectively defined* in empirical rather than judgmental terms. Performance definitions are considered clear only after they pass the test of interrater reliability. Two independent observers must agree as to the presence/absence, frequency, or duration of virtually all the behaviors all the time.
3. Behavioral measures are *direct*. Performance is sampled by monitors who go to the work site and record a relatively isolated set of activities as they take place.
4. Finally, information is collected *often*, e.g., two to three times a week, and this information is not presented as an aggregate, but as it varies over time.

Behavioral psychologists have used these measures in a variety of settings, including business and industry (Komaki, Collins, & Thoene, 1980). Recently, several I/O psychologists—**John Campbell**, **Fred Luthans**, **Morgan McCall**, and **Bill Scott**—have begun to recognize their potential and call for their use in both work applications and research.

Because behavioral measures are sensitive to worker's efforts, empirically objective, and gathered directly and frequently, they can and have provided a firm basis for appraisal, training, and motivational efforts. Their increased

use will enable more of us to answer "yes" to questions about the fair and accurate measure of our on-the-job performance.

REFERENCES

Komaki, J., Collins, R. L., & Thoene, T. J. F. Behavioral measurement in business, industry, and government. *Behavioral Assessment*, 1980, 2, 103-123.

INNOVATIONS IN METHODOLOGY WRAP-UP

J. RICHARD HACKMAN

With the conference on innovations and methodology now behind us, the planning committee has turned its attention to the dissemination and publication of conference materials. This is proceeding on four fronts.

Loan of Materials

All of the conference discussion papers, handouts, and audio-visual materials are available on loan (for a nominal postage and handling fee) from the Center for Creative Leadership (where the conference was held). For information about what is available and how to borrow the materials, contact **Ms. Ann Morrison, Center for Creative Leadership, P.O. Box P-1, Greensboro, NC 27402 (919) 288-7210**. You should inquire well in advance of the date you will need the materials, as there is a growing waiting list for them.

Exchange Networks

Informal networks of people interested in exchanging notes, ideas, teaching aids, papers, or whatever have been created for the six topics covered in the conference. Contact persons for the networks are:

Innovative Ways of Collecting and Analyzing Qualitative Data: **Helen Schwartzman**, Institute for Juvenile Research, 1140 S. Paulina Street, Chicago, IL 60612.

Innovative Ways to Find and Define Research Problems and Questions: **John P. Campbell**, Department of Psychology (Elliott Hall), University of Minnesota, Minneapolis, MN 55455.

Better Ways of Making "Judgment Calls" in Methodological Decision-Making: **Philip J. Runkel**, College of Education, University of Oregon, Eugene, OR 97403.

Innovative Ways of Cumulating Evidence Across Studies: **Frank Schmidt**, U.S. Office of Personnel Management, 19th and E Street, N.W., Washington, DC 20415.

Making It Happen: Designing Research with Implementation in Mind: **Jarold R. Niven**, The Boeing Company, P.O. Box 3707 (M.S. 10-28), Seattle, WA 98124.

Innovative Uses of Quantitative Techniques in Organizational Research: **Larry James**, School of Psychology, Georgia Institute of Technology, Atlanta, GA 30332.

Please contact these individuals to obtain a mailing list of other people interested in the topics, to get yourself on one or more lists so that you will receive notes or papers on the topics that are prepared by other network members, or to pass along something you have prepared that might be of interest to other network members.

Publication of Conference Materials

The written materials prepared by the conference working groups will be published as a set of six monographs by Sage Publishing Company in the spring or summer of 1982. All royalties from sale of the monographs will go to Division 14. Authors of the monographs are:

Qualitative Methods: **John VanMaanen, James Dabbs, and Rob Faulkner.**
Finding and Defining Research Problems: **John Campbell, Richard Daft, and Charles Hulin.**

Judgement Calls in Methodological Decision-Making: **Joe McGrath, Joanne Martin, and Richard Kulka.**

Cumulating Evidence: **Jack Hunter, Frank Schmidt, and Gregg Jackson.**

Designing Research for Implementation: **Milt Hakel, Mel Sorcher, and Mike Beer.**

Quantitative Methods: **Larry James, Jeanne Brett and Stan Mulaik.**

Brochure

A short, printed brochure describing the conference and announcing the availability of conference materials is in the final stages of preparation. It will be distributed in quantity free of charge, and can be obtained from CCL (address above), from the Secretary-Treasurer of Division 14, or from either of the federal agencies that provided support for the conference (Office of Naval Research: **Bert T. King**, Organizational Effectiveness Research Programs, ONR, 800 N. Quincy Street, Arlington, VA 22217; National Institute of Education: **Fritz Mulhauser**, NIE, 1200 19th Street, N.W., Washington, DC 20036).

With the submission of the final report of the project to ONR and NIE, the project on innovations in methodology formally ended—even though we hope and expect that constructive reverberations from the project will be noticed and felt for many years to come. Without the generous contributions of time and talent from a large number of members of Division 14, the project could not have happened. Special thanks are due to the Long-Range Planning Committee of the Division which, in 1977, first recommended that conference activities on innovations in methodology be initiated. Members of that committee were **John Campbell** (chair), **Richard Campbell**, **Art MacKinney**, and **Virginia Schein**. In addition, the Center for Creative Leadership (particularly **David DeVries**, **Ann Morrison**, and **Jane Swanson**) made contributions to the project that far exceeded what was specified in their subcontract for hosting the conference event itself. The American Psychological Association kept the books and paid the expenses of the project without taking any "overhead" money, which allowed us to use almost all of our funds for directly productive activities. **Bert King** of ONR and **Fritz Mulhauser** of NIE not only helped us obtain financial support from their agencies, but provided ideas and assistance with all aspects of the project that proved invaluable. The members of the six "presenting groups" gave of their time and talent far in excess of what was required—and now are preparing monographs which will generate royalty income for the Division rather than for themselves. And finally, I would like to express my personal gratitude to the members of the conference planning committee—**Tom Bouchard**, **Joel Campbell**, **David DeVries**, **Joel Moses**, **Barry Staw**, **Vic Vroom**, and **Karl Weick**. It was their leadership, commitment, and energy that got the project off the ground, and carried it through to a successful conclusion. We all owe them a debt of thanks.

In-Basket Correspondence #1

(Editor's Note: In the summary of the Society of Organizational Behavior meetings, *TIP*, February, 1981, p. 18, it was reported that **Pat Smith** was seeking help in setting up a system for unequivocally identifying subjects in a longitudinal study which would still allow for complete anonymity. The following is **Martin Greller's** response. Pat would like to hear from some more.)

April 22, 1981

Dear Dr. Smith,

In a recent issue of *TIP* I saw that you were looking for ways of marking subjects for a longitudinal study without compromising their privacy. I have been facing a similar problem. I would like to share with you the solution that I believe I have found. I'd also be interested in learning of any good alternatives you've come up with.

I was looking for an alphameric that was unrelated to traditional identifiers (i.e., social security number, driver's license, home address) and would be reliably remembered across a number of years. It looks like the answer to the question, "What was your mother's home phone number while you were growing up?" serves the purpose. I have found that individuals in my target population ranging in age from 20 to the late 50s recall this number well. As they are not asked to provide the area code, the possibility of identification is negligible. So far, I have not run across anyone who does not recall this number. However, in such a case, I would ask for a similarly recallable number. Perhaps this would be the number of a close friend during adolescence or some other number that the individual would not be likely to forget.

I hope this is of use to you. If there are flaws in this approach that you spot, I'd appreciate your letting me know.

Sincerely yours,

Martin M. Greller, Ph.D.
Rohrer, Hibler & Replogle, Inc.
610 Fifth Avenue
New York, New York 10020

GUION WINS CATTELL AWARD

The Scientific Affairs Committee is pleased to announce that **Robert M. Guion** of Bowling Green State University is the winner of the 1981 James McKeen Cattell Award for Research Design. Guion's proposal was entitled, "A Parametric Study of Comparable Worth: Social Judgment Theory and Latent Trait Theory Applied to Job Evaluation." Bob has already received funding for the research which he will describe at APA's annual convention next year.

The Scientific Affairs Committee considered five nominations for the Wallace Dissertation Award and decided not to make the award this year.

Entries for the 1982 Wallace Award should be postmarked no later than January 18, 1982. Entries and inquiries about the award and procedures for submissions should be addressed to **Manuel London, AT&T, Room 2B45, 1776 On the Green, Morristown, New Jersey 07960**. Entries for the Cattell Award should be postmarked no later than **March 8, 1982**. Entries and inquiries about the award should be sent to the Secretary-Treasurer of Division 14, **Virginia R. Boehm, The Standard Oil Company, Midland Building, Cleveland, Ohio 44115**.

CARL F. FROST WINS DIVISION 14 PROFESSIONAL PRACTICE AWARD

The latest example of outstanding professional practice in I/O psychology comes from **Carl Frost**, winner of the 1981 Division 14 Award for Professional Practice. He was presented with a framed certificate acknowledging the honor and a check for \$500 at the Division 14 Business meeting at the recent APA convention in Los Angeles.

For more than 30 years, Frost was the nation's leading creative force behind the development, expansion, advocacy, and implementation of the Scanlon Plan. With a Ph.D. in clinical psychology (Clark University, 1948) and experience in cost accounting, he was able to integrate clinical and organizational psychological concepts with the disciplines of management, accounting and productivity measurement. From 1949 until his retirement in 1980, he was affiliated with Michigan State University as educator and consultant. There he refined the Scanlon Plan as a comprehensive, integrated organizational development process and articulated its theoretical psychological framework.

The following citation acknowledged Frost's accomplishments leading to his award.

This award acknowledges the remarkable achievements of Dr. Carl F. Frost in the continued development, refinement, and implementation of the Scanlon Plan. His work establishes a proven professional model for the attainment of organizational effectiveness while promoting individual growth and responsibility. His competence, energy and enthusiasm over the last thirty years inspired students and clients alike to reflect his professional standards and his dedication to the application of organization development through the Scanlon Plan. His creation and reinforcement of collaborative relationships between researchers and practicing Scanlon organizations stimulated numerous field studies of organization development and its consequences. In his continued effort to contribute significantly to organizational effectiveness, individual psychological health, competence in his students, and rigorous field research, Dr. Carl F. Frost has demonstrated truly outstanding professional practice.

Frost was the third recipient of Division 14's Professional Practice Award. The first went to Doug Bray in 1977 for his work with assessment centers; the following year Mel Sorcher was honored for his work applying behavior modeling to supervisory training.

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:

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MELTZER CONSULTING AWARD: 1982

The Division of Consulting Psychology of the American Psychological Association is pleased to announce an annual award for the most fruitful, completed research concerned with problems of special interest to the consulting psychology division. This invitation is directed to all behavioral scientists, who are involved in research of a consulting nature which contributes toward discovery of knowledge or improvement of method. Examples of studies are planned change or program development, the systematic use of case material for investigating consulting relations, consultation roles and processes, and the selection and training of consultants. Manuscripts should be limited to 200 pages, and a 300-500 word abstract must be included with each complete report. Four copies of each manuscript and abstract should be submitted to the Division 13 Research Awards Chairman no later than **March 1, 1982; Robert E. Kelley, Research Awards Chairman, APA Division 13, School of Business, Portland State University, P.O. Box 751, Portland, OR 97207.**

The winner will receive \$500 plus an appropriate certificate. The runnerup will receive \$250 and an appropriate certificate. Both winner and runnerup will be invited to present their studies at the September 1982 APA meeting in a program sponsored by the Consulting Division and chaired by the Director of the Research Awards Committee of Division 13.

The Committee welcomes studies that promise to lead to publicly observable change. The winning contribution may be that of any behavioral science, and doctoral dissertations have been among the winners in previous years. Research published prior to this announcement may not be entered into this competition, and studies previously presented will not be accepted for resubmission. The report must be sufficiently comprehensive to cover the problem investigated, the methodology, the findings, and implications of the findings.

CRITERIA—The following criteria will be used in evaluation of studies: (1) *Relevance*—Should be significantly related to and have meaning for consulting relationships and functions. The 300-500 word abstract should summarize relevance and significance; (2) *Originality*—Should be a contribution that offers a new perspective or opens up a new dimension in the field and serves as a model for future research; and (3) *Scientific Rigor*—Should be characterized by scientific rigor in the formulation of a problem or hypothesis, methodology, and in the description of the consequences.

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.

In-Basket Correspondence #2

(Editor's Note: I received the following letter from **Erich Prien** in his attempt to encourage me to respond to a survey. The letter is reprinted for all those who are seeking ways to increase response rates for their surveys.)

Dear Shelly:

A week ago you were mailed a job analysis inventory for the I/O psychologist's job. The job analysis data will be used for a variety of Division 14 activities including continuing education, education and training and professional affairs. I hope the following short story will encourage you to complete the inventory as soon as possible.

The Merchant's Dinner

In France before the war it was the custom on a certain holiday for thirty jovial tradesmen to meet at the home of a popular merchant. They gathered to renew friendships, to have speeches, and to make merry with wine and song. But a sad day came with the advent of the war. The good merchant's stock of wine was exhausted and, on account of business reverses, he had not the means to purchase more. Great were his misgivings as the holiday approached, for he could not think of the feast without the customary wine. The tradesmen all shook their heads sadly, until one made the bright suggestion that each procure a bottle of wine, to replenish the good merchant's cask with thirty bottles.

The holiday came. There was not lack of merriment and this served somewhat to dispel the host's fears. Unnoticed by him, the tradesmen one by one proceeded to the cellar, each withdrawing a small bottle from beneath his cloak, emptying the contents into the cask, and returning to the company unnoticed. While the feast was at its height, the merchant made the sad announcement that his wine cask was empty. One of the guests spoke up: "Good friend, perhaps the last drop has not been drawn. Let us at least see the color of a good glass of wine."

The merchant went down to his cellar and was astonished beyond measure when, upon turning the faucet, his pitcher was quickly filled to the brim. He hastened up the dim stairway to his guests. When lo and behold! In place of the golden liquid which he expected to see, there was nothing but water in the pitcher. It seems that every man had said to himself; "Among so many bottles, it will not matter if I fail to furnish good wine. I will fill my bottle with water, and no one will ever know the difference."

The job analysis study design is not a survey, but uses subject matter expert panels. It is extremely important that each panel member respond to the job analysis inventory. As the story of The Merchant's Dinner shows, it is only when everyone shoulders responsibility for a task that the task is successfully completed. Please take the two to three hours to answer the inventory and return it this week.

Sincerely,

Erich Prien
Division 14 CE Committee

REPORT OF THE CONTINUING EDUCATION COMMITTEE

ERICH P. PRIEN

The Ad Hoc Committee on Continuing Education met early in the year at A.P.A. headquarters in Washington to discuss the committee charter and establish priorities for committee action. Three areas of activity were identified and individual committee members selected their areas of interest. **Frank Scalia** and **Joe Weintraub** focused their attention on investigating the opportunities to expand continuing education opportunities through co-sponsorship workshops with METRO and the New England Psychological Association. While these two organizations and others do sponsor workshops, there appears to be little interest in formalizing their offerings to provide C.E.U. until such time that legislation is enacted which requires individuals in those states or regions to meet some continuing education standard. The workshop committee did co-sponsor a workshop at the Southeastern Psychological Association for which C.E.U.'s were recorded. At the SEPA workshop, **Brian O'Leary** conducted a pilot test of a self-assessment procedure for workshop evaluation. The evaluation procedure is based on a definition of workshop learning points and a standard set of workshop process statements for post-evaluation. The same procedure was used to develop a pre- and post-evaluation inventory for the 1981 workshop programs and **Brian O'Leary** will carry that effort forward to standardize the final step of providing workshop leaders with feedback of participant responses.

The third project area was the development of a job analysis inventory for industrial-organizational psychologists. The job content information developed by **Neal Schmitt** was used as a basis for constructing a multi-domain job analysis inventory. That inventory was distributed to a stratified sample of I/O psychologists who were nominated by members of the Executive Committee as representing identifiable job types/locations of I/O psychologists. Because of the length of the inventory and the number of judgments required for a comprehensive job analysis an SME panel method was used rather than the survey method. A Q-type factor analysis (principal components) was performed on the early returns to determine clusters based on similarity of responses to the task portion of the inventory. This was accomplished by correlating across the 172 tasks on the frequency rating. Four clusters were identified among the 36 inventories which were defined as follows: Cluster A consists of project managers and administrators with a relatively high average number of years experience holding jobs which primarily involve management and consulting operations. Cluster B consists of academic psychologists with a very clear and definite association with either psychology departments or business schools. Cluster C consists of research psychologists/engineering psychologists who are engaged in the design, conduct and administration of psychological research primarily in the engineering psychology area. Cluster D consists of I/O psychologists who are research practitioners corresponding to the conventional mold of individuals who *do* the work as contrasted with Cluster A manager administrators. The amount of experience varies but the average is fairly high with individuals located in consulting, business, and government settings.

Following the clustering, panel profiles of the inventory responses to both tasks and the knowledge, skill, and abilities domains were prepared. Summary

reports (job analysis information displays) were prepared for task frequency and task importance average judgments with the tasks rank-ordered on the basis of importance. The second report consisted of the knowledge, skill, and ability data with a composite index reflecting what is labeled the continuing education display. The KSA statements were ordered in terms of the composite with the highest composite values identifying those KSA's most important, most difficult to learn, and which could be acquired only after job entry. The third job analysis display consisted of the knowledge, skill, and ability statements ordered in terms of a composite labeled for the purpose of licensing and certification. In this composite, the highest valued items are those which are important, difficult to acquire, and which are acquired prior to entry to the job. Thus, three job information displays were prepared for each of the four clusters.

Analysis of the results of the completed sampling will be conducted during the 1981-82 year and those results will be made available to other Division 14 committees engaged in projects which can utilize some portions of the job analysis data.

Events In The Training World

IRWIN L. GOLDSTEIN

One hopeful aspect of training research is the amount of support it regularly receives from the military services. This *TIP* column reviews some of the training research programs of the Air Force Office of Scientific Research (AFOSR), the Army Research Institute (ARI) and the Office of Naval Research (ONR). I have only selected a few of the training research programs for each of the sponsors with the purpose of informing *TIP* readers concerning the type and diversity of projects being emphasized.

As might be expected, the AFOSR programs are especially concerned with training issues related to flight and technical training. However, it is interesting to note how many of the projects are concerned with training questions that are being asked in many diverse settings. One project being explored (**P. Caro**, Seville Research Corporation) is the issue of simulator training effectiveness. With the increasing cost of training this project is designed to determine what components must be contained in a simulator in order to effectively use them as training devices. In another study (**R. Williges**, Virginia Polytechnic Institute, State University), the investigators are examining the development of efficient training strategies which allow for individual differences in order to optimize training for motor skills. This research is exploring three approaches to individualized training: training group assignment using prediction models, computer-optimized task difficulty scheduling and student controlled task sequencing. Another interesting project (**G. Miller**, Air Force Human Resources Laboratory) is a program to determine if instruction strategies can be developed to utilize mental imagery techniques to enhance learning and retention of materials which are non verbal such as diagrams and flow charts.

ARI has an equally interesting series of sponsored programs. Some of the programs include research to determine a sound method for conducting both

a cost and effectiveness analysis systems in order to provide input for decisions concerning the utility of particular programs. Another project is the development of training requirements for situations where there are interactions between individuals that are based upon stringent time requirements. The question here concerns how do you develop and assess training programs where individual actions are secondary to team work.

ONR also has a program of research related to training and instructional efforts. One program (**E. Fleishman**, Advanced Research Resources Organization) is investigating the proposition that some basic abilities are trainable. Several studies are examining the idea that training procedures for a particular ability will produce positive transfer to all tasks that require that ability. Another program (**Buchanan and Clancey**, Stanford University) is investigating techniques to develop individualized instruction via computer based systems. In another research effort (**Rigney**, University of Southern California), the investigators have noted that most technical manuals are not organized effectively for instructional purposes. One goal of this program is to develop computer based instructional systems to teach self directed reading skills for learning from job related texts.

The above studies only represent a small fraction of the research programs sponsored by AFOSR, ARI and ONR on training related issues. We all look forward to seeing the fruits of these labors appearing in the literature. If you hear of anything interesting concerning the world of training, I would love to hear from you. Write to **Irv Goldstein, Department of Psychology, University of Maryland, College Park, Maryland 20742.**

Call for Fellows

The Division 14 Fellowship Committee urges you to nominate qualified Members for APA Fellowship status. Any Division 14 Member may nominate, but the nomination must be supported by three APA Fellows, two of whom must be Division 14 Fellows.

For further information and appropriate forms, write to: **Paul W. Thayer, Psychology Department, 640 Poe Hall, North Carolina State University, Raleigh, North Carolina 27650.** The deadline for nominations is **March 15, 1982.**

Publishing for Professionals

MARILYN M. MACHLOWITZ

I got into popular publishing by accident. While researching my Yale master's thesis on workaholism, I wrote to Marilyn Bender, who was then a financial reporter and editor for *The New York Times*. She graciously supplied some references and requested a copy of the report that resulted.

When I sent this some months later, she called me immediately and asked if I "minded" if *The Times* excerpted this the following Sunday. That article led me more-or-less directly to my writing the bestselling book *WORKAHOLICS* (Addison-Wesley, 1980, \$5.95) as well as regular columns in both the *Daily News* and *Working Woman Magazine*.

While we practitioners need not "publish or perish," we can share our knowledge with the public through publishing. To do so, I recommend the following strategy:

1. Select an appropriate publication that addresses your industry, your client group, or the general public.
2. Obtain the editor's name by reading the masthead or by calling the switchboard.
3. Send a letter outlining your idea and describing the source of your expertise on the subject. Attach any articles on the topic that you have written. Scholarly pieces are acceptable, but popular pieces are preferable.
4. Follow up by phone.

Appearing in print may not benefit your business directly. In fact, you're likely to receive more job inquiries than job offers. But even a short article can lead to invitations to appear on radio and television and interviews in other publications.

When this occurs, please refer to the following "commandments" I came up with after completing a whirlwind—15 cities in 13 days—book promotion tour.

1. Know when to say "I don't know." When presented with an inquiry outside your area of expertise, do not answer off the top of your head. Rather, whenever possible, refer the reporter to a colleague who might know.
2. Cite the source of any expertise. The public can well understand the difference between "the results of 10 years of research involving 1000 subjects" and "the findings of a small pilot study."
3. Do not shirk from appearing on programs you do not watch or being quoted in publications you do not read. I had never watched *Donahue*, but millions of people do. It was *The National Enquirer*—and not *The Wall Street Journal*—that verified that I had indeed received a Ph.D.
4. Instead of referring to nameless colleagues and students, mention them by name.
5. But know when to say "No." When *People* asks you to pose in an unprofessional position, do decline. That unflattering photograph will, after all, be decorating dentists' offices for years.

(Editor's Note: The above article was published in *Lamplighter*, April 1981. *Lamplighter* is a publication of the NY metropolitan chapter of ASTD. Marilyn Machlowitz, a Division 14 member, can be reached at 211 E. 35th St., N.Y., N.Y. 10016).

PRODUCTIVITY CENTERS: THE AMERICAN PRODUCTIVITY CENTER

Report by the Scientific Affairs Committee

In 1978, the now defunct National Center for Productivity and Quality of Working Life, at one time an agency of the federal government, listed 29 productivity/QWL centers in the U.S. and about 100 such centers in other countries. The vast majority of U.S. centers are somehow University related and most are small and have only regional interests (e.g., Georgia Tech's "Georgia Productivity Center"). Almost all such programs, however, share four major objectives: (1) Information dissemination, (2) Training, (3) Organizational diagnosis and change (OD) and (4) Research. Training typically takes the form of prepackaged programs and workshops on measuring and improving productivity and QWL. OD often takes the form of introducing participative management/quality circle programs, gain-sharing programs, engineering assessments, technological development and technology transfer. Research is typically contract evaluation research and documentation of case studies.

The American Productivity Center (APC) in Houston is both typical and atypical of such centers. It differs from others in that it is unaffiliated with a University setting and is funded solely by 200 sponsoring organizations and contract income. Having a national public and private focus, it is certainly the most ambitious of nonprofit productivity organizations. With a full-time staff of 100 (including support personnel) it is much larger than the typical college-affiliated centers.

On the other hand, the APC is similar to other centers in sharing the four major objectives cited above. At this time, however, training appears to be given the most emphasis and is regarded as "one of the most basic, vital, and visible arms of the Center" according to APC literature. Standard programs include:

- (1) Productivity Improvement: Planning, Managing, and Measuring (2 days)
 - (2) How to Involve Employees in Productivity Improvement (2 days)
 - (3) Increasing Productivity Through Gainsharing (2 days)
 - (4) How to Measure Productivity in Your Organization (3 days)
- and several self-contained video-tape programs for internal use. Promotional material for these programs is relatively hard-sell as the following quotation illustrates:

At this practical, comprehensive seminar, you'll have an opportunity to hear key executives from companies that have developed successful employee involvement programs... and learn how they did it.

You'll also study and discuss the detailed accounts of over a dozen other programs in the Center's 300-page workbook, highly praised by previous attendees for its practical value in evaluating the various alternatives.

And you'll learn how to use the various diagnostic "tools" to help you select the most appropriate program for your organization.

Sign up today and take the first step toward enhancing job security for everyone in your organization through the development of more effective teamwork.

The Center does, however, provide a 10-day money-back guarantee.

In the first six months of 1981 the Center had 33 training programs scheduled in 14 different cities. Tuition for a two-day seminar (excluding accommodations) is \$465. Program instructors are often individuals not employed by APC and include many University-related personnel.

"Custom services" (i.e., OD) appears to be the second area emphasized by APC. These services include tailored intervention and measurement techniques introduced using traditional OD models. According to APC literature:

Custom Services can combine the expertise of the client and the professionals at the Center to create: (1) the educational resources and environment to bring about the change, (2) the diagnostic process to help develop definite plans of action and achievable goals. (3) selective advisory services to implement and track co-development programs which can further productivity efforts in given sectors.

APC is much less active as an information clearinghouse or as a research center, although personnel there indicate these are areas of future development. The center did at one time have a research staff, most of whom were terminated last year. They are, however, searching for a new Director of Research.

In conclusion, APC appears to be capitalizing on many developments in the applied behavioral sciences with respect to productivity improvement. For how long they will be able to maintain their developmental activities without their own research unit is, obviously, an unknown. This, combined with a tendency to emphasize selling rather than the evaluation of outcomes from programs results in researchers feeling somewhat uneasy about the long-term effectiveness of APC programs.

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, **Virginia R. Boehm, Standard Oil Company, Midland Building, Cleveland, Ohio 44115**, 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.

PROGRAM COMMITTEE: CALL FOR PROGRAMS FOR THE 1982 CONVENTION

ED LEVINE

Kudos to the past program committee chaired by **Randy Dunham** for the excellent, diversified convention program presented in Los Angeles! An unobtrusive indication of the program's success was the only major complaint registered: The meeting rooms were too small.

At the Los Angeles convention, a number of program committee activities were undertaken in anticipation of the 1982 meeting, including solicitation of reactions to this year's program and ideas for next year's, as well as consideration of several items under study by the APA's Board of Convention Affairs. Reactions and ideas have been captured below in the sections on types of proposals and topics for next year.

With respect to some of the issues under study by the APA, several items of interest raised at a meeting of the Board of Convention Affairs deserve mention. First, the subject index in the 1981 *Convention Program* (those little numbers that appeared after each listing) was constructively criticized. The absence of any categories within the generic "Industrial Psychology" rubric was briefly discussed, and a promise was made by the Board of Convention Affairs to revise the index in accordance with this and other suggestions. Secondly, there was discussion about offering continuing education credits for attendance at convention paper sessions and symposia. Division 14 voiced concerns about the location of records and about control of the process, but expressed support for the notion of attending several related sessions for continuing education credit. The subject index will be most helpful for crediting purposes. Third, the idea of clustering divisions and mounting a more concentrated convention program in a shorter period of time was considered. Division 14 expressed support for further study of the idea, but insisted that the days allocated to it should follow the Division 14 workshop program directly. Finally, the two-hour limit on sessions was affirmed again as a rule for next year's convention.

CALL FOR PROGRAMS

You will soon be receiving the official APA Call for Programs for the 1982 convention to be held in Washington, D.C. Authors of papers and program proposals should follow the rules listed in that Call. This brief statement contains additional items of interest for Division 14 members.

Deadline

Papers will be accepted for review if they are:

1. received in Tampa, Florida by January 20, 1982, OR
2. postmarked by January 19, 1982 and received in Tampa by January 22, 1982.

Types of Proposals

1. Poster sessions: The reaction to the poster session mode of presentation has been favorable. All papers submitted will again be offered in poster sessions at next year's convention. Poster sessions encourage collegial interaction by "advertising" the paper's contents on a 4 foot x 6 foot poster to attract interested "consumers."

2. Symposia. The program committee is interested in proposals that provide a consideration of particular areas of interest from several points of view, so

Government Research Activities

LAUREL W. OLIVER

that a balanced perspective is provided. In addition, the committee strongly requests that discussants should be fully prepared in advance, and offer strong criticism of ideas, research methods, etc., when and as appropriate.

3. The 8-9 AM time slot. These hours represent extra time over and above the formal hours allocated to Division 14 to be scheduled at the discretion of Division 14. The past two program committees have established the precedent of scheduling sessions during this time that would be of interest to I/O graduate students, and the success of these sessions has indicated that this precedent should be continued. We welcome ideas you might have for programs during this one-hour time slot that would be appealing to graduate students. Your ideas need only be submitted in letter form at minimum, and at maximum should not exceed the space limitations for symposia provided in the APA Call.

4. Innovative Programs. The success of this year's Barrett-Hunter debate stimulated interest in innovative programming for next year. Proposals for debates and discussion sessions are encouraged. The discussion sessions might be organized around a particular topic, where experts are on a panel to discuss their recent research, emerging trends and the like in open interaction with the audience. Submissions for programs like these should follow the requirements for symposia set forth in the APA Call as closely as possible.

Topics

Any area of Industrial/Organizational Psychology is fair game, since program diversity will be sought. However, some topical areas or themes that were singled out for particular attention by this year's program committee and Division 14 members who met with the program committee were as follows: applications of research in I/O Psychology, unions and collective bargaining, cross-cultural/multi-national research, performance standards/evaluation, I/O Psychology and the law, and uses of validity generalization (i.e. how to move from data base to applications).

Evaluation of Papers and Program Proposals

Each proposal is read and evaluated by at least four members of the Program Committee. Poster proposals will be evaluated using blind reviews. Ratings will be cumulated, and the final program decisions will be made at the February, 1982 meeting of the program committee. Notification of these decisions will be sent to authors of proposals shortly thereafter.

Co-Sponsorship

Suggestions for co-sponsorship or co-listing of your program proposal with another Division of APA should be made when a proposal is submitted. This would have the effect of increasing the audience, should a proposal be included in the program.

Program Committee for 1982

Ed Levine, University of South Florida (chair); **Ed Cornelius**, University of South Carolina; **Madeline Heilman**, New York University; **Allen Kraut**, IBM; **Eugene Mayfield**, LIMRA; **Naomi Rotter**, New Jersey Institute of Technology; **Neal Schmitt**, Michigan State University; **Lynn Summers**, Hardee's Food Systems; and **Howard Weiss**, Purdue University.

Send Proposals To:

Edward L. Levine, Department of Psychology, University of South Florida, Tampa, FL 33620.

In September 1980, at an APA Symposium on "Industrial/Organizational Research Questions for the 1980's," **Frank Schmidt** stated that the "most important problem in psychology and the social sciences today is the failure to produce cumulative knowledge." Schmidt was referring to the dilemma resulting from the plethora of studies in various research areas of psychology and other disciplines. Many studies can produce complex and conflicting results which may leave researchers and potential users of the research not only bewildered but also disenchanted with the research enterprise. For Government researchers, having one's sponsors become disenchanted with research may impair one's future research activities. (Admittedly, many decisions in Government are more influenced by political considerations than by technical ones. But I maintain that if our research is well done and adequately communicated to decision makers, these decisions will be more informed than they would otherwise be.)

In the past, greater professional recognition has been accorded researchers who produced original research. Lesser rewards have gone to researchers replicating findings or to those attempting to integrate the results of other people's research. Within the last few years, however, increasing attention has been focused on the problem of developing better techniques for integrating research results.

Frank Schmidt is one who has addressed the problem of research integration. **Gene Glass**, **Mary Lee Smith**, and their colleagues have also published on both the methodology of research integration and on the results of such integration. **Robert Rosenthal**, **Richard Light**, **David Pillemer**, and others have made substantial contributions to this emerging field. Perhaps the most widely used technique (or set of techniques) is "meta-analysis," an approach described by **Gene Glass** in a seminal article in the *Educational Researcher* in 1976. Meta-analysis, as developed by Glass and his colleagues, makes it possible to quantify the results of individual empirical studies by means of a common metric similar to Cohen's *d*. This metric is the "effect size" (ES), a standardized mean difference between the outcomes of the treatment and control conditions. More precisely, the effect size is the difference between the mean performance of the experimental and control groups divided by (usually) the standard deviation of the control group ($\{M_E - M_C\}/SD_C$) on a dependent variable. The effect size becomes the unit of analysis.

Integrative analyses have also been conducted by **Frank Schmidt**, **John Hunter**, and their associates, whose approach was developed concurrently with that of Glass and the others mentioned above. Briefly, the Schmidt and Hunter procedures involve averaging effect sizes expressed as correlations (validity coefficients) across studies and correcting the mean for the attenuating effects of criterion unreliability and range restriction. The variance attributable to artifacts is subtracted from the total variance of the distribution (of coefficients) to obtain a residual standard deviation or variance. If this residual is near zero or below a specified percent, one can conclude that the corrected mean is a good estimate of the true effect size (correlation).

The purpose of the preceding discussion has been to introduce the problem Schmidt poses ("to produce cumulative knowledge") and to indicate that there are techniques available for grappling with this problem. Government labora-

tories and research groups have been producing research reports on various topics for decades. Probably only a small proportion of such research is published in journals, and the research reports themselves may be difficult to obtain. Currently, there are several efforts underway by Government researchers to integrate the results of research. At the Army Research Institute (ARI), planning is underway for a meta-analysis of research on military personnel retention. This project is under the direction of **George W. Lawton** (Army Research Institute, 5001 Eisenhower Ave., Alexandria, VA 22333, 202-274-8275 or AUTOVON 284-8275). People who have data (especially unpublished data) relevant to military personnel retention are requested to contact Dr. Lawton.

At the Office of Personnel Management (OPM), Schmidt and his colleagues have applied their approach (validity generalization model) to clerical occupations, computer programmer jobs, two types of petroleum industry jobs, and military specialties. The OPM research program is continuing, and the procedure has been used for the research on the relationship between supervisory style and employee satisfaction with the supervisor. Although not Government research, the Schmidt and Hunter procedure has also been applied by other researchers. **James Terborg**, for example, has investigated the relationship of job satisfaction and organizational commitment to employee absenteeism. We should note, too, that both Glass and Schmidt are publishing books on their meta-analytic techniques.

In a future column, I shall describe a Department of Defense (DoD) program involving the development and validation of a centralized automated system for evaluating Quality Assurance (QA) trainees in DoD organizations. A paper describing this work can be obtained from **Steven D. Norton, Department of Defense Centralized Referral Activity, DODCRA-R, 1507 Wilmington Pike, Dayton, OH 45444 (513-296-5091 or AUTOVON 850-5091).**

In-Basket Correspondence #3

Division 14 Relays Official Position on Licensing to State Psychology Boards

Division 14 has established an official position on the issue of licensure of Industrial/Organizational psychologists, which has been communicated to each of the 51 state or territorial psychology boards. The action followed a discussion of the licensing situation at both the outgoing and incoming Executive Committee meetings during the APA convention in Los Angeles. The following letter was sent to the psychology boards over President **Art MacKinney's** signature, with copies to the state associations, the American Association of State Psychology Boards, and APA's Board of Professional Affairs.

[State Psychology Board]

I would like to bring to your attention a recent development within the American Psychological Association regarding the licensure of Industrial/Organizational psychologists. Specialty guidelines have now been established for the delivery of services by Clinical, Counseling, School and Industrial/Organizational psychologists. In January,

1980 the APA Council of Representatives adopted the four documents as APA policy; they were subsequently published in the June, 1981 issue of the *American Psychologist*. These guidelines state that the majority of activities performed by Industrial and Organizational psychologists do not require licensure. The pertinent passages (Section 2.3) follow:

"Although I/O psychologists may be required by law to be licensed or certified, most I/O psychological services can be provided by persons who are not licensed or certified. Examples of such services are the administration of standardized group tests of mental abilities, aptitudes, personality characteristics, and so on for instructional or personnel screening uses; interviews, such as employment or curriculum advisory interviews, that do not involve the assessment of individual personality characteristics; the design, administration, and interpretation of opinion surveys; the design, and evaluation of person-machine systems; the conduct of employee development programs; the counseling of employees by supervisors regarding job performance and work relationships; and the teaching of psychological principles or techniques that do not involve ameliorative services to individuals or groups."

Since the majority of Industrial/Organizational psychology activities are not deemed licensable, it may not be necessary to use the state's time and resources to monitor such regulation. Consequently, it is our position that most I/O psychologists should be exempt from state licensing laws. On the other hand, since a few services performed by a minority of I/O psychologists fall within the rubric of providing health care or ameliorative services, those performing these activities should be regulated in the same way as other psychologists for the protection of the public. Thus I/O psychologists should not be excluded from the *option* of licensure when their activities so require.

At the present time, statutes adopted by the 50 states and D.C. appear to be quite inconsistent with respect to the licensure of I/O psychologists, with none to all I/O activities deemed licensable in different states. Since a great many I/O psychologists practice interstate, this situation is particularly troublesome for our members. In our opinion, the new APA guidelines represent a most appropriate posture on licensing of I/O psychologists and we want to exert our efforts toward getting them established as a consistent national policy.

My specific question to you is whether the current regulations of your state regarding the licensing of psychologists are consistent with these APA guidelines. Since the guidelines are relatively new, we are concerned that they may not be, and we want to be able to advise our members about their possible liability under existing statutes. Furthermore, if your regulations are not consistent with the APA guidelines, we would like to know if there are any plans under way for revising them in this direction. We would particularly appreciate your counsel on how the Division of Industrial and Organizational Psychology can assist in the process of making your state consistent with this accepted national policy.

I look forward to your reply.

Arthur C. MacKinney
President

A lengthy report detailing the issues involved in licensing and the background of events leading up to this position has been prepared by **Ann Howard** and **Rod Lowman** of the Professional Affairs Committee. The report is presently undergoing revisions to reflect the Executive Committee's recent action, but will be available to the membership following approval at the next Executive Committee meeting at the end of January. *TIP* will advise when the report is available and how it can be acquired.

NOMINATIONS SOLICITED FOR DIVISION 14 PROFESSIONAL PRACTICE AWARD

To recognize outstanding contributions to the practice of I/O psychology, Division 14 is again sponsoring the Professional Practice Award. The award is given for the development, refinement and implementation of practices, procedures or methods that have had major impact on people in organizations and on the profession of industrial and organizational psychology.

Evaluations will be based on the following criteria:

- a. Primary emphasis will be placed on contributions to *professional practice* rather than other accomplishments in the field, such as teaching or research.
- b. The award acknowledges achievement in both development *and* implementation. Development may include the origination of techniques for practice and/or the creative expansion of methods or procedures in practice.
- c. Completion of scientific evaluations of the effectiveness of the methods or practices is considered highly desirable.
- d. The contributions must have had a significant impact on the practice of industrial and organizational psychology; that is, the field is better because of the work of the awardee(s).
- e. The contributions of the nominee(s) should be visible and documented. Nominators should go beyond testimonials in providing evidence for evaluations of effectiveness (criterion c) and impact (criterion d). This is not meant to discourage letters of recommendation, which can also be quite helpful.
- f. The work should have been widely disseminated through publications, presentations, workshops, etc., and utilized by other I/O psychologists. The techniques should be available to the profession.
- g. The organizational setting of the awardee(s)' work (industry, government, academia, etc.) is *not* relevant.

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

Nominations must be submitted by or sponsored by APA members. Nominating letters should describe in detail the contributions of the nominee(s) and their impact, and include a list of references and illustrative materials. A sample nomination packet is available upon request. The Division 14 Committee on Professional Affairs will review all entries and submit their recommendations for the award(s) to the Executive Committee of Division 14 for final approval. Send nominations to: **Ann Howard, AT&T, 1776 On The Green, Room 2B47, Morristown, New Jersey 07960.** The deadline for submissions is **March 15, 1982.**

Third Annual National Graduate Student Convention to Be Held at University of Maryland, April 23-25, 1982

For the past two years the **National Industrial-Organizational Psychology and Organizational Behavior Graduate Student Convention** has provided a forum for students to share ideas and research, learn about other programs and schools, and meet representatives from a wide array of I/O and OB professions. Most of all, the Convention enables graduate students in programs throughout the United States and Canada to establish contacts, friendships, and networks of communication that will be kept throughout their professional careers.

The I/O and OB graduate students of the University of Maryland are proud to announce that we will host the **Third Annual National I/O & OB Graduate Student Convention in College Park, April 23-25, 1982.** The Convention program will feature student colloquia, panel discussions, and poster sessions, as well as a number of workshops. Highlighting the three-day event will be keynote addresses by **Victor H. Vroom** (Yale University) and **Edwin A. Locke** (University of Maryland).

All graduate students in I/O Psychology, Organizational Behavior, or related fields are invited to submit papers for presentation. Theoretical, experiential, and empirical papers are all welcome. For more information contact: **I/O & OB Convention Steering Committee, Department of Psychology, University of Maryland, College Park, MD 20742.**

Academic and nonacademic members of Division 14 who wish to support this important event are encouraged to participate in the Convention by leading workshops on relevant topics or discussing employment in their organizations with students. Another way to help ensure the continued success of the Convention is to provide much-needed financial support. For more information on how you or your organization can help, contact **Gary Musicante** at the address above.

NEW GOVERNMENT MODEL HUMAN SUBJECTS AGREEMENT

R. F. BOLDT

In this year's May issue of *TIP*, page 36, we noted the publication of new human subjects regulations by the Department of Health and Human Services (HHS). The Office of Protection of Research Risks (OPRR), which is the part of HHS that has administrative responsibility for the regulations, has circulated a model form of general assurance that is to be made to HHS by each institution that is to receive HHS funds for research. The assurance relates to the treatment of human research subjects, and is required by both the new and old regulations. The model has two features that you may wish to evaluate for appropriateness for your institution: (1) it agrees to put *all* of the institution's research that involves human subjects under the HHS regulations (not just the HHS funded studies), and (2) it adopts a paper called the "Belmont Report" (Federal Register of 18 April 1979, 23192-23197) as the institutional philosophy on research with human subjects.

Since the regulations apply only to HHS funded research, the model clearly overreaches the regulation. Since the regulation has categories of exempted research however, some of which apply to management or survey research, they may or may not complicate your efforts. You could examine the regulation, particularly the exemptions and the definition of informed consent, to see whether or how your research should be affected. Keeping in mind that HHS regulations require Institutional Review Board action on individual projects, consider the attitudes of your local Board toward research of your type. Perhaps there is a potential problem and perhaps not.

The possible desirability of considering the second feature mentioned above arises because the new guidelines require a "statement of principles governing the institution in the discharge of its responsibilities for protecting the rights and welfare of human subjects of research conducted at or sponsored by the institution, regardless of the source of funding." The statement used in the OPRR model, the Belmont report, is a paper on ethics that was instigated by the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. This paper is highly medically oriented, as was that Commission, and is inadequate in its coverage of applied behavioral research. It would be a rather strange statement of philosophy for a testing organization or a university that doesn't have a medical school. It is perhaps the path of least resistance to adopt the Belmont report as the model suggests, as opposed to writing your own or adopting the APA research ethics, for example. But it is also probably not desirable that anyone be able to say that "eleveny three universities have adopted the Belmont report as their philosophy without complaint, so it must be a representative statement of research ethics." I do not feel that it gives adequate coverage to the special problems, purposes, contexts and conditions of applied research in the industrial, consumer, survey or human factors areas; indeed it doesn't even mention them.

OPRR would like to complete modifications of the general assurances within the year, so probably your institution will be deciding these matters soon. Be assured it has already been contacted.

(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 decree was to result in the phasing out of the PACE examination. The May 1981 issue of *TIP* contained *Washington Post* editorials that took issue with the decree. The following is the latest (*TIP's* press time) *Post* editorial regarding PACE.)

WEDNESDAY, AUGUST 12, 1981

Keeping Pace

ONE OF the first decisions that the Reagan administration faced upon entering office was whether to stand by the terms of a consent decree negotiated by the Carter administration with a group of plaintiffs claiming that the Professional and Administrative Career Entrance examination (PACE) discriminated against Hispanic and black applicants for federal professional jobs. With most appointive jobs in the involved agencies still unfilled, and with the government's right to call for renegotiation far from clear, the new administration hastily accepted the agreement with only minor modifications.

Many people—ourselves included—found the basic terms of the agreement unfair and inconsistent with the requirements of a merit-based, tenured Civil Service. The decree requires that agencies stop using the PACE exam and, for a period of three to five years, ensure that PACE jobs are filled with Hispanics, blacks and whites in roughly the same proportions as they apply for them—a quota system pure and simple. Other provisions allow hiring of Spanish-speaking applicants without regard to their relative scoring on exams if the job might arguably be "enhanced by having bilingual and/or bicultural skills"—an open invitation for favoritism in local hiring decisions.

After the three- to five-year period, proportional hiring would no longer be required outright. However, under current government guidelines, agency screening procedures would still be open to attack as discriminatory if passing rates for black, Hispanic and white applicants were not comparable. As a result, it is likely that agencies would resort, as some have already done, to subjective examination procedures emphasizing self-evaluation by applicants and, per-

haps, brief observation of their performance on selected job tasks.

Although the agreement was tentatively approved late in February, the District Court has delayed final judgment—probably until after Labor Day—to allow plaintiffs to comment on the decree and both parties to prepare supporting documents. Now, however, the new acting general counsel of the Office of Personnel Management, Joseph Morris, has called upon the administration to reopen the issue before the decree becomes final. In a memorandum to OPM Director Donald Devine, Mr. Morris argues that the proposed agreement threatens the integrity of the professional Civil Service and imposes high costs on both agencies and applicants by requiring development and monitoring of hundreds of special purpose examinations linked to each special job skill. Noting that many of the 47 agencies affected—some of which, like the Federal Reserve and the General Accounting Office, are not part of the executive branch—were not consulted in the negotiations, he recommends that the government seek further delay of the court's decision to allow time for reconsideration.

Although it is by no means clear that the court would honor a government request to withdraw from a previously negotiated, if not yet final agreement, we agree with Mr. Morris that it is well worth a try. There will, no doubt, be strong resistance from many quarters to reopening the issue at a time when affirmative action plans are generally under fire. But adopting a hiring system for the federal government that is offensive to common notions of fairness does nothing in the long run to aid the very important cause of ending racial and ethnic discrimination in the job market.

COMMITTEE ON COMMITTEES 1981-82

IRWIN GOLDSTEIN, *Chair*

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

NOMINATION FORM FOR STANDING COMMITTEES OF DIVISION 14

Your Name _____
(Last) (First) (Middle Initial)

Your telephone number and mailing address (_____) _____
(Telephone Number)

(Department/Location) (Company/Institution)

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

What is your job title? _____

Education:

Highest Degree _____ Year Granted _____

Granting Institution _____

Division 14 Status: _____ Fellow _____ Member _____ Associate

Do you possess the ABPP Diploma? _____ Yes _____ No

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

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

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

_____ Education and Training _____ Public Policy & Social Issues

_____ Membership _____ Public Relations

_____ Professional Affairs _____ Scientific Affairs

_____ Program _____ Workshop

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

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

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

(Name) (Address)

(Name) (Address)

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

_____ Yes _____ No _____ Not Sure

Signed _____ Date _____

NOTE: PLEASE RETURN THIS FORM TO:

Irwin Goldstein
Department of Psychology
University of Maryland
College Park, Maryland 20740

DIVISION 14 MEMBERSHIP INFORMATION AND APPLICATION BLANK

Below is a description of the requirements and procedures for becoming a member of Division 14. These materials are intended to be photocopied for the use of individuals in applying to the Division. Make them available to friends, students, relatives, colleagues, etc. Note that applications are to be submitted to the Membership Chair in **duplicate**; deadline for receipt by the Membership Committee is **July 1**. Send applications to **Ron Johnson, Assistant Dean, College of Business Administration, Texas A&M University, College Station, Texas, 77843**.

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

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

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

- Selection and placement of employees
 - Development of selection programs
 - Optimal placement of key personnel
 - Early identification of management potential
- Organization development
 - Analysis of organizational structure
 - Formulating corporate personnel strategies
 - Maximizing the effectiveness and satisfaction of individuals and work groups
 - Effecting organization change
- Counseling employees for purposes of improving employee relations, personal and career development, and superior-subordinate relations
- Conducting small group sessions for purposes of team building, personal and career development, conflict resolution, role negotiation and training
- Training and development of employees
 - Identifying training and development needs
- Formulating and implementing technical training, management, and organizational development
- Evaluating the effectiveness of training and development programs relating to productivity and satisfaction criteria
- Personnel Research
 - Continuing development of assessment tools for selection, placement, classification, and promotion of employees
 - Validating test instruments
 - Measuring the effect of cultural factors on test performance

- Improving Employee Motivation
 - Enhancing the productive outputs of employees
 - Identifying and improving factors associated with job satisfaction
 - Redesigning jobs to make them more meaningful

- Consumer research and product evaluation
 - Assessing consumer preferences
 - Identifying consumer reactions to new products
 - Developing governmental consumer policies

- Design and optimization of work environments
 - Designing work environments
 - Optimizing man-machine effectiveness

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

QUALIFICATIONS FOR *STUDENT IN I/O PSYCHOLOGY* STATUS

Must be current APA Student in Psychology.

QUALIFICATIONS FOR *AFFILIATE* STATUS

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

QUALIFICATIONS FOR *ASSOCIATE* STATUS

1. Associates must meet the standards for Associates in the APA:
 - a. The person must have completed two years of graduate work in psychology at a recognized graduate school.
 - b. The person must have a Master's degree in psychology from a recognized graduate school and, in addition, must have completed one full year of professional work in psychology.
2. Presently must be engaged primarily in professional or graduate work related to the purpose of the Division, "to promote human welfare through various applications of psychology to all types of organizations providing goods or services."
3. Applicants must be approved by both the Membership Committee and the Executive Committee of the Division of Industrial and Organizational Psychology.

QUALIFICATIONS FOR *MEMBER* STATUS

1. Members must meet the standards for Members in APA:
 - a. Have a doctoral degree based in part upon a psychological dissertation conferred by a graduate school of recognized standing.
 - b. Be engaged in study or professional work that is primarily psychological in nature.
2. a. Must be engaged in professional activities, as demonstrated by research, teaching, and/or practice, related to the purpose of the Division as stated in Article I, Section 2 of the Bylaws, "to promote human welfare through various applications of psychology to all types of organizations providing goods or services." Such activities may be performed in a variety of settings, such as private business or industry, educational institution, consulting firm, government agency, public service foundation, or self employment, and shall represent the equivalent of at least one year of full-time service in these activities.
- b. It would be helpful to the Membership Committee if individuals who did not receive a Ph.D. in I/O psychology, or the equivalent thereof (e.g., Ph.D. in organizational behavior from a business school), supported their statement that they are engaged in professional activities related to the purpose of the Division

APPLICATION FOR MEMBERSHIP
DIVISION OF INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY
AMERICAN PSYCHOLOGICAL ASSOCIATION

(Please Type)

Name and address

Current Member ☐ Year List memberships in other divisions

APA status & Associate ☐ Year List associate status in other divisions

year elected: Student ☐ Year

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

EDUCATION BACKGROUND (Show undergraduate and graduate education)

Institution	Degree	Date	Major area of specialization

Masters thesis title

Advisor(s)

Ph.D. thesis title

Advisor(s)

PUBLICATIONS (List your two most significant publications, if applicable)

Title of Publication	Publication	Date

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

Employer	Title	Supervisor	Dates	
			To	From
1.				
2.				
3.				

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

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

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

Date

Signature of Applicant

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

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

APPLICATION MATERIALS

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

GENERAL PROCEDURES

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

AMERICAN PSYCHOLOGICAL ASSOCIATION

1982-83 Congressional Science Fellowship Program

The APA is now accepting applications for its 1982-83 Congressional Science Fellowship Program. The purpose of the APA program is to familiarize psychologists with the workings of government and to prepare them for leadership roles in policy-making positions. Administered by the American Association for the Advancement of Science (AAAS), the program also seeks to broaden the perspective of both the scientific and governmental communities on the value of science-government interaction.

Fellows spend one year working as special legislative assistants on the staff of a Congressperson or a Congressional committee. Two awards will be made for the 1982-83 program, one emphasizing *scientific psychology* and the other emphasizing *psychological applications*. Candidates for the award emphasizing scientific psychology must demonstrate exceptional scientific ability and expertise in some area of psychology. Candidates for the award emphasizing psychological applications must demonstrate exceptional expertise in applied psychological science in areas such as mental health program evaluation, testing and test construction, or industrial applications. All applicants must have a doctorate in psychology plus a minimum of two years postdoctorate experience and must be a member of APA (or be an applicant for membership).

The fellowship period covers one year beginning 1 September 1982 and requires living in the greater Washington, D.C. area. It provides a \$21,000 stipend plus nominal relocation and travel expenses. Final placement will be made in late September 1982 by mutual agreement between fellows and a Congressperson or committee in consultation with the APA and AAAS. Finalists will be interviewed by an APA selection committee in early February 1982. Announcement of the award will be made by late February 1982.

Interested psychologists should submit the following application materials: (a) a detailed vitae, including professional employment, scientific or technical reports, legislative experience, committee and advisory group appointments, etc.; (b) a statement of *500 words or less* addressing the applicant's interest in the fellowship within either the *scientific psychology* or *psychological applications* emphasis and how the award relates to his/her career goals; and (c) three letters of reference on the applicant's ability to work on Capitol Hill (sent directly to the address below).

Application materials should be sent to **Dr. Joann Horai, APA Congressional Science Fellowship Program, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. 20036** and must be postmarked no later than December 15, 1981.

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 Title VII of the Civil Rights Act of 1964, *University of Michigan Journal of Law Reform*, 12, 1979, p. 397. Nelson, Opton and Wilson, Wage discrimination and the "Comparable worth theory in perspective," *University of Michigan Journal of Law Reform*, 13, 1980, p. 233. Blumrosen, R. G. Wage discrimination and job segregation: the survival of a theory, *University of Michigan Journal of Law Reform*, 14, 1980, 1-14. Pros and cons of Blumrosen's theory that segregation in a job should constitute a prima facie case for wage discrimination. (RFB)

Braun, L. J. Statistics and the law: hypothesis testing and its application to Title VII cases, *The Hastings Law Journal*, 32, 1980, 59-89. Elementary discussions of tests of contingency and means, and of types of errors. (RFB)

Equal pay for comparable work. *Harvard Civil Rights-Civil Liberties Law Review*, 15, 1980, 475-506. Covers laws and cases on the topic including the roles of Title VII and the Equal Pay Act as effected by interpretation of coverage of the Bennett amendment, defenses, and developing standards for assuring compliance with Title VII's prohibition of discriminating compensation. (RFB)

Fisher, J. State regulation of psychologists. *Washington University Law Quarterly*, 1980, 58, 639-676. Discussion of principles, procedures, and case law regulating the licensing and practice of psychology. (RFB)

Granados, L. L. Employee stock ownership plans: an analysis of current reform proposals. *University of Michigan Journal of Law Reform*, 14, 1980, 15-50. Gives a factual and legal discussion of the proposals, but little organizational and motivational perspective is included. (RFB)

Lerner, B. Equal opportunity versus equal rights: monsters, rightful causes, and perverse effects. *New Directions for Testing and Measurement*, 1981, 9, 1-13. Discussed the two selection goals and present evidence on their relative effectiveness. (LBP)

Malmowski, A. A. An empirical analysis of discharge cases and the work history of employees reinstated by labor arbitrators. *Arbitration Journal*, 36, 1981, 31-46. Follow-up of 202 grievants who were discharged and reinstated; no control group. (RFB)

Minton, L. E. Expert testimony based on novel scientific techniques: admissibility under the federal rules of evidence. *The George Washington Law Review*, 48, 1980, 774-790. Discusses the various standards set by the rules and includes particular cases. (RFB)

Rodwig, S. T. Employment discrimination-plaintiff's prima facie case and defendant's rebuttal in a disparate impact case. *Tulane Law Review*, 54, 1980, 1187-1197. Supreme Court rejected as inadequate a prima facie case on the ground that the labor market was not defined sharply enough. (RFB)

Wade, D. L. Racial discrimination on IQ testing—Larry P. vs. Riles. *DePaul Law Review*, 29, 1980, 1193-1214. Discussion of the case law and the Larry P. case itself. (RFB)

_____. Business necessity: judicial dualism and the search for adequate standards. *Georgia Law Review*, 15, 376-422. Development of the concept, and discussion of the cases. (RFB)

MEASUREMENT

Carroll, J. B. Review of A. R. Jensen's bias in mental testing. *Psychometrika*, 1981, 46, 227-233. The reviewer includes evidence from relevant literature and from his own analysis of several psychometric issues discussed in the book. (LBP)

Cunningham, W. R. & Birren, J. E. Age changes in the factor structure of intellectual abilities in adulthood and old age. *Educational and Psychological Measurement*, 1980, 40, 271-290. Group studied includes 96 males first tested in 1919 and retested in 1950 and 1960. Findings indicate changes in the factor structure within the group after age 60 but no significant differences from 1919 to 1972-74 in comparable age groups. (LBP)

Divgi, D. R. Model-free evaluation of equating and scaling. *Applied Psychological Measurement*, 1981, 5, 2, 203-208. Using a predictor as a measure of the ability being scaled, a quadratic relationship between that measure and differences between supposedly parallel Rasch-type estimates of ability based on hard and easy reading tests was noted—hence the acceptability of the Rasch vertical equating is denied. (RFB)

Forsyth, R., Upatham, S. & Gilmer, J. Some empirical results related to the robustness of the Rasch model. *Applied Psychological Measurement*, 1981, 5, 2, 175-186. Used reading comprehension test not constructed to fit Rasch assumptions; nevertheless, found approximate ability parameter invariance with change of group tested and items used. (RFB)

Guskey, T. R. Comparison of a Rasch model scale and the grade equivalent scale for vertical equating of test scores. *Applied Psychological Measurement*, 1981, 5, 2, 187-202. Used Rasch model to calibrate and vertically equate reading comprehension test forms, then compared ability scale estimates with norm referenced grade equivalent results; author favored Rasch results. (RFB)

Jaeger, R. M. Some exploratory indices for selection of a test equating method. *Journal of Educational Measurement*, 18, 1981, 23-38. Compares several indices for the selection of a test equating method to see if they can detect samples where linear equating is questionable. (RFB)

Kolen, M. J. Comparison of traditional and item response theory methods for equating tests. *Journal of Educational Measurement*, 1981, 18, 1-12. A comparison of equatings

of tests of similar and different difficulty using item response theory, equipercentile and linear equating methods, favored the equipercentile method. (RFB)

Linn, R. L., Levine, M. V., Hastings, C. N. & Wardrop, J. L. Item bias in a test of reading comprehension. *Applied Psychological Measurement*, 1981, 5, 2, 159-174. Item characteristic curve (ICC) study of bias; includes use of four indices for comparing ICCs based on different populations. (RFB)

Saunders, J. C. Ryan, J. P. & Huynh, H. A comparison of two approaches to setting passing scores based on the Nedelsky procedure. *Applied Psychological Measurement*, 1981, 5, 2, 209-218. Finds that using an "undecided" category in the Nedelsky rating procedure does not produce a substantial effect on the passing scores obtained, but notes a relationship between the raters' levels of achievement and the passing scores they set. (RFB)

Yen, W. M. Using simulation results to choose a latent trait model. *Applied Psychological Measurement*, 1981, 5, 2, 245-262. One-, two-, and three-parameter item characteristic curve models were used to simulate real test statistics; a procedure for choosing among them is proposed, based on the results. (RFB)

STATISTICAL METHODOLOGY

Jung, J. Is it possible to measure generalizability from laboratory to life, and is it really that important? *New Directions for Methodology of Social and Behavioral Science*, 1981, 8, 39-49. Discusses research on similarity of laboratory results to real life and argues that such research has focused too narrowly on generalizability of individual experiments. (LPB)

ORGANIZATIONAL BEHAVIOR

Clayton, K. & Gatewood, R. The development of a managerial performance appraisal system in a social service agency. *Public Personnel Management*, 1981, 10, 2, 261-269. This article discusses the step-by-step development of a system to evaluate the job performance of middle-level managers.

Craddock, S., Lewis, T. & Rose, J. Flexitime: the Kentucky experiments. *Public Personnel Management*, 1981, 10, 2, 244-252. In its third trial of flexitime, the Kentucky state government reports employees and division directors in 22 agencies were favorable in assessing flexitime's effect on productivity, absenteeism, morale, and transportation. (MR)

Geringer, W. M. Identification and evaluation of data necessary to establish "equitable" pay scales for federal government employees. *Public Personnel Management*, 1981, 10, 2, 207-215. This article gives an analysis of the type of data necessary to establish a federal pay scale. (MR)

Meetings: Past and Future

(1) **Scientists and Practitioners Meet:** Approximately 125 scientists and practitioners met in Virginia Beach on April 23-24, 1981 for the "Second Annual Scientist-Practitioner Conference in Industrial-Organizational Psychology." The conference, sponsored by the Department of Psychology of Old Dominion University, focused on the changing composition of the work force and its effects on future research and applications. From all observations, both the formal day sessions and the informal night sessions were highly successful. **Al Glickman**, the conference coordinator, is to be congratulated on the high quality of all events. The emphasis of the conference, like its predecessor, was on bridging the gap between academic researchers and users (both applied scientists and managers) of scientific results.

Each day consisted of two formal sessions. The morning session of the first day, "The 1990 Age Mix," featured papers by: **Harold Sheppard**, Associate Director, National Council on Aging; and **Pual Andrisani**, Associate Professor of Industrial Relations at Temple University and **Thomas Dayton**, Senior Research Associate at the Center for Human Resource Research at The Ohio State University. The discussant was to be **Ross Stagner**, but unfortunately, he had to cancel at the last minute. However, he sent a paper, which, after apologizing for not having the personalistic style of Stagner, Al Glickman read. Ross, in his paper, raised some interesting issues—Is the stereotype of the older worker as less efficient an accurate one? Do different functions (physical and psychological) age at different rates, thus affecting profile changes differentially? Who is to decide that older workers are obsolete in terms of their skills? These questions and others raised by the speakers generated many research ideas for the conference participants.

The afternoon session, "The 1990 Gender Mix," led to considerable heated debate from the participants. **Mary Tenopir** presented the practitioner's viewpoint while **Ronnie Nieva** presented that of the scientist. **Abe Korman**, as discussant, managed to successfully stir things up. As the topic of sexual harassment was being discussed, the atmosphere got so heavy (and not with breathing) that it appeared the boys and girls were going to have to sit on opposite sides of the room. Besides that controversy, one of the most interesting comments was that I/O psychologists, while doing research on working women, concentrate almost exclusively on upper middle-class females. All panelists agreed more research is needed on women from all socio-economic classes.

After the evening session, the next day began too early, but with a much mellow audience. The first session, "Labor and Management in the '90s," featured **Jim Reynierse**, Vice President of Human Resources Planning for Virginia National Bank, and **Doug Kuhns**, Assistant Director of Research for the International Association of Machinists and Aerospace Workers, as the presenters. **Bernie Bass**, the discussant, provided thoughtful insights on the first two presentations as well as some of his own observations. This was clearly the outstanding session of the conference with considerable controversy and arguments presiding. It would be impossible to provide highlights of this session since there are so many, and this probably reflects the growing concern in I/O psychology with union-management relations.

With a difficult act to follow, the afternoon session, "Higher Education in the 90s," proved to be equally provocative. Presentations by **Dwight Allen** and

Helen Astin challenged some deeply held ideas of the academicians present. One often had the feeling that the presenters were right, but, how could we ever do it! The practitioners were not left out, as they came in for their share of criticism by **John Moore**, Vice President for Educational Services and Planning at Old Dominion University. That all-so-critical relationship between the labor market and the educational organization received considerable attention.

The afternoon session concluded with kudos for **Al Glickman** and a farewell from **Ray Kirby**, Chairman of the Department of Psychology. The plans for next year's conference were discussed in the evening session. Several potential topics were: team performance; job-related stress and burn-out; methodological innovations in I/O psychology; and job design and redesign. The Department of Psychology is seeking any additional topics that are currently relevant in the field of I/O psychology. If you have a suggestion, please send it to: **Michael J. Kavanagh**, Department of Psychology, Old Dominion University, Norfolk, VA 23508.

(Editor's Note: This review was written by **Mickey Kavanagh**.)

(2) **1981 Academy of Management Meetings:** The Academy of Management meetings, initially scheduled for the Las Vegas MGM Grand Hotel, were held at the Town and Country Hotel and Convention Center in San Diego, August 2-5, 1981. The program included its usual large complement of Division 14 members as organizers, presenters, and discussants. Included were **Steven Stumpf**, **Dennis Umstot**, **Chet Schriesheim**, **Larry Cummings**, **Dave Herold**, **Dave Caldwell**, **John Bernardin**, **Rick Steers**, **Rick Mowday**, **Karlene Roberts**, **Tove Hammer**, **Dan Ilgen**, **Lyman Porter**, **John Wanous**, **Rich Klimoski**, **Randy Dunham**, **Don Schwartz**, and many others.

The Proceedings of the meetings publish selected papers presented as well as the abstracts of all other papers on the program. For those Division 14 members who did not attend the meetings, a review of this publication may be of interest. Three Academy Divisions appear to be most central to Division 14 members: Personnel and Human Resources (PH/R), Organizational Behavior (OB), and Organizational Development (OD). Papers in the PH/R division included coverage of comparable worth (**Marc Wallace**), performance appraisal (**John Bernardin**, **Bill Mobley**), and stress (**Rabi Bhagat**, **Robert Keller**), and job choice (**Ray Aldag**). OB division papers covered topics such as job design (**Joe Champoux**, **Dave Caldwell**, **Rickey Griffin**), leadership (**Larry Pate**, **Les Berkes**, **Janet Fulk**), motivation (**Terry Connolly**, **Gerrit Wolf**, **Joan Pearce**), and stress (**Art Brief**, **Sam Rabinowitz**, **Dan Ganster**). OD papers by Division 14 members included those by **Chet Schriesheim**, **Barry Macy**, and **Ed Conlon**.

The final day of the conference, August 5, also marked the beginning of the air traffic controllers strike. Many conference participants risked being stranded in downtown San Diego in order to attend the convention; another tribute to the leadership which Division 14 members are willing to endure in the pursuit of science and sun tans.

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

POSITIONS AVAILABLE

LARRY FOGLI

- (1) The Organization Consulting Group has a career opportunity for an I/O psychologist who has his or her doctorate and is eligible for state licensing. The key criteria are some experience working in industry and the ability to market services. Some experience with individual assessment would be a plus. We are a small but rapidly growing organization that works with all types and sizes of clients, most of whom are located in upstate New York. Assignments range from career counselling to organization development. Starting income will be based on qualifications and includes generous fringe benefits as well as profit sharing. If you want to avoid being lost in the crowd, are interested in joining a team that works hard and has great fun, send your resume to **Dr. Michael Perlson, Vice President, Organization Consulting Group, 756 East Main Street, Rochester, New York 14605.**
- (2) Industrial/Organizational Psychologist, Master Degree Level: A major Washington, D.C. corporation has an opening for an industrial/organizational psychologist at its headquarters. This position will be responsible for preparing psychological evaluations of current employees recommended for promotion/transfer plus other projects. Based in the Washington area, this position will require about 35% travel throughout the Southeast. The successful candidate will possess a Masters Degree in Psychology with concentration in applied areas, and 1-2 years industrial experience. An outstanding benefit package and starting salary are offered. For consideration, send resume and salary history to **Director of Employment, P.O. Box 1808, Washington, D.C. 20013.**
- (3) Vanderbilt University, Owen Graduate School of Management: Two tenure-track faculty positions are available for Fall 1982. 1) Assistant Professor to teach in the areas of Personnel, Manpower Planning, and Labor Relations. Secondary interest in Organizational Behavior is preferred. Candidates must have the potential to conduct significant scholarly research. Ph.D. preferred but A.B.D. will be considered. 2) Full Professor (possibly a chaired position) to teach in the areas of Organization Theory and Behavior. Requires national recognition for scholarly research. Candidates with prior research experience in Organization Theory are particularly desired, but those whose research has focused on individual and small group behavior will also be considered. For both positions, send a resume to: **Robert A. Ullrich, Associate Dean, Owen Graduate School of Management, Vanderbilt University, 2505 West End Avenue, Nashville, Tennessee 37203.**
- (4) Texas A&M University, Assistant Professor in Industrial/Organizational Psychology for Fall 1982. Responsibilities would include teaching introductory courses in organizational and/or personnel psychology at both the undergraduate and graduate levels. The individual we are seeking should be active in research and be interested in developing new courses in I/O Psychology to meet the growing demand for such courses here at Texas A&M. Individuals applying for the position should have obtained a Ph.D. in Industrial/Organizational Psychology or be in the *very final* stages of their dissertations. If you are interested in applying for this position please send vita, three letters of recommendation, and any recently published materials to: **Dr. James B. Shaw, Department of Psychology, Texas A&M University, College Station, Texas 77843, Telephone: 713-845-2554.** Note: NO LATER THAN JANUARY 15, 1982. Texas A&M is an Equal Opportunity Employer.
- (5) Industrial/Organization Psychologist: The Department of Psychology, Michigan State University is seeking outstanding applicants for a tenure system appointment as assistant professor effective September 1, 1982. There is also the possibility of a

second position in the same area at the assistant or associate level. Primary consideration will be given to candidates who can develop a productive program of field research. Candidates with both organizational and more traditional industrial psychology interests are encouraged to apply. Teaching assignments will include graduate and undergraduate courses in industrial and organizational psychology. Send vitae and letters of recommendation to professor **Neal Schmitt, Industrial/organizational Search Committee, Department of Psychology, Psychology Research Building, Michigan State University, East Lansing, MI 48824.** We are an equal opportunity/affirmative action employer.

- (6) Personnel Selection Consultant I and Personnel Selection Consultant II: California State Government needs several specialists in Sacramento. The work involves planning, organizing, and conducting original research to evaluate existing selection methods and techniques; developing selection research hypotheses; advising staff on methods to be used in refining selection and/or occupational licensing-certification programs; assisting in planning and conducting the training of staff in research methodology and design. Hiring list will be used over the next 12 or 24 months. Personnel Selection Consultant I (\$2278-2748) can be a working supervisor level or be responsible for multi-phase projects of a difficult and sensitive nature. Personnel Selection Consultant II (\$2501-3019) is a full supervisory level coordinating programs that may involve all phases of personnel selection. For information concerning minimum qualifications and the application process contact **Jerry Beaman** in Sacramento at (916) 322-5436. FINAL FILING DATE: Spring 1982.
- (7) Industrial/Organizational Psychologist—Assistant or Associate Professor—The Department of Psychology at Bowling Green State University anticipates an opening beginning in the Fall of 1982. Individuals from all specialties within Industrial will be considered. The position entails teaching undergraduate and graduate courses and the direction of graduate student research. Opportunities exist for outside work in applied settings. Salary is dependent upon experience. Send curriculum vita, availability date, graduate transcripts, and three letters of recommendation to **Dr. Kenneth M. Alvares, Chair, I/O Recruiting Committee, Department of Psychology, Bowling Green State University, Bowling Green, Ohio 43403.** An Affirmative Action/Equal Opportunity Employer. Applications must be received by **December 31, 1981.**

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