

THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST

TIP

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Manuscripts and News Items:

TIP welcomes articles or news items of interest to Society members and subscribers. Especially encouraged are integrative articles or updates on current topics in I/O Psychology, commentaries on professional and practice issues, and articles on the teaching of I/O Psychology and international developments. Manuscripts should be typed double-spaced and be no more than 10 pages in length. Accepted submissions may be edited to meet newsletter requirements. All articles and news items should be submitted to the **TIP** Editor.

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PERFORMANCE MEASUREMENT AND THEORY

Edited by

Frank J. Landy, Sheldon Zedeck,
Jeanette Cleveland

For more than 20 years performance measurement has languished in trivial concerns about the cosmetic aspects of collecting performance data. In the process, more important issues have either been ignored or dealt with in an irrelevant manner. This collection of solicited chapters from recognized scholars is an attempt to substantiate and bring to the forefront some of the important questions and assumptions that must be considered before performance measurement can be effectively accomplished.

Behavior scientists from different disciplines were asked to prepare theoretical statements in a number of areas including socio-political considerations in performance, methodology, organization structure and process, and intra-individual processes such as cognition and satisfaction. In order to present a well-articulated and complete consideration of the topical areas, other contributors were assigned the role of "commentator." The breadth and depth of the presentations not only should spur further research, but also will provide an opportunity for some careful considerations of how performance is currently measured in various applied settings.

Contents: F. Landy, S. Zedeck, Introduction. **Part I:** Organizational Considerations. D. T. Hall, Effect of the Individual on an Organization's Structure, Style, and Process. B. M. Staw, Proximal and Distal Measures of Individual Impact: Some Comments on Hall's Performance Evaluation Paper. T. R. Mitchell, The Effects of Social, Task, and Situational Factors on Motivation, Performance, and Appraisal. P. S. Goodman, M. Fichman, Comments on Mitchell. Mitchell, Reply to Goodman and Fichman. R. M. Steers, T. W. Lee, Facilitating Effective Performance Appraisals: The Role of Employee Commitment and Organizational Climate. L. L. Cummings, Performance Evaluation Systems in the Context of Individual Trust and Commitment. **Part II:** Individual Considerations. D. S. Palermo, Cognition, Concepts, and an Employee's Theory of the World. E. T. Higgins, Effort After Meaning in Personnel Evaluation: The "Similarity Error" and Other Possible Sources of Bias. W. C. Borman, Implications of Personality Theory and Research for the Rating of Work Performance in Organizations. R. A. Shweder, In Defense of Surface Structure. A. M. Mohrman Jr., E. E. Lawler III, Motivation and Performance Appraisal Behavior. C. J. Bartlett, Would You Know a Properly Motivated Performance Appraisal If You Saw One? E. E. Lawler III, A. M. Mohrman Jr., Reply to Bartlett. V. E. O'Leary, R. D. Hansen, Performance Evaluation: A Social Psychological Perspective. D. R. Ilgen, Gender Issues in Performance Appraisal: A Discussion of O'Leary and Hansen. **Part III:** Methodological and Measurement Considerations. R. Vineberg, J. Joyner, Performance Measurement in the Military Services. C. R. Curran, Comments on Vineberg and Joyner. J. E. Hunter, A Causal Analysis of Cognitive Ability, Job Knowledge, Job Performance, and Supervisor Ratings. R. M. Guion, Comments on Hunter. J. P. Campbell, Some Possible Implications of "Modeling" for the Conceptualization of Measurement. J. C. Naylor, Modeling Performance. **Part IV:** Socio-Political Considerations. E. A. Locke, Performance Appraisal under Capitalism, Socialism, and the Mixed Economy. B. Lerner, Reality, Utopia, and Performance Appraisal: Another View. E. A. Locke, Reply to Lerner. P. Goldman, A Socio-Historical Perspective on Performance Assessment. F. L. Schmidt, Alternative Theories: Comments on Goldman. P. Goldman, Reply to Schmidt. S. Zedeck, F. Landy, Concluding Remarks.

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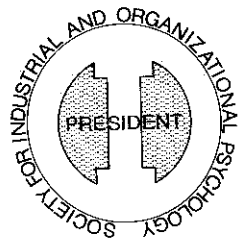
May, 1983

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A Message From Your President

Dick Campbell

As those of you who have served on our committees well know, we are at that period of the year when the committees are busily working toward bringing projects to the recommendation or implementation stage. One of the things I've been looking for as we pass through this annual process is the extent to which our incorporation as a Society is influencing our thinking and action. My main source of data, of course, is the Executive Committee.

The development of a feeling that we are somehow different is evolving slowly. But there were definite indications at the January Executive Committee Meeting that we are developing a new identification, manifested by a greater sense of autonomy and a more acutely felt need to provide leadership and service to I/O Psychology. The change is rather subtle so far, but it is liberating and stimulating.

LRP has been leading the effort to get us thinking and acting as a Society. Their first set of ideas, shared with the Executive Committee in January, were bold and exciting. Implementation of some of these suggestions involves risk and money. To their credit, LRP had some good ideas on fund raising, too. They are now fleshing out the ideas that seemed most attractive. If we can make some of them happen, the Society will indeed become an energizing force in I/O Psychology.

LRP's suggestions have some nice tie-ins with the ideas being generated by your Scientific Affairs committee. I'm hopeful that through some integration of these proposals we can make substantial progress in enhancing our scientific program.

Several unusual events occurred during the past few months. On a personal level, I had the rare experience of attending a Division 12 Executive Committee meeting. Bonnie Strickland, President of Division 12, invited several Division Presidents (Ursula Delworth, Division 17; Judith Alpert, Division 16; and me) to discuss items of common interest. The subject that received most of our attention was Specialty Recognition. Much to our surprise, the four Divisions represented held largely similar views on this issue. We concluded Bonnie's initiative was a good one and that the four of us would meet again later this year.

The biggest event of the year, perhaps the decade, for APA unfolded over the past few months. The purchase of *Psychology Today* by APA represents a huge commitment of resources and funds. It was a controversial decision, as reflected by the 6-5 vote of the Board of Directors. It is now a fait accompli, and your Executive Committee has decided to help make this a successful venture. The appointment of Kitty Katzell to the Editorial and Management Advisory Board is an encouraging sign. The Society will work toward placing excellent I/O articles in the magazine. With a circulation of one million, *Psychology Today* presents an excellent opportunity for sharing I/O Psychology with the public.

As this issue of **TIP** goes to press, your ad hoc Committee on Testing is preparing a formal Society/Division 14 response to the third draft of the Joint Technical Standards. The draft is in the hands of the voting members of the Executive Committee as well. Jack Bartlett and his committee members are striving to produce a response that will eventually lead to a viable set of standards that the Society membership can endorse. The ad hoc Committee's response will be reviewed and approved by the Executive Committee; the mechanism is in place to do this by May 1.

I will close by encouraging you once again to stay in contact with our committees on these and other issues of concern to you.

TIPBITS

Ann Howard

We at **TIP** headquarters are blessed lately with an abundance of interesting material to print, enthusiastic readers (especially students who would like a free copy), and a new printer in New York City who develops our typeset copy from microfilm. Unfortunately, we still don't quite have the funds to pay for this enterprise as well as support all the other Society functions.

We had a serious discussion of our financial situation at the last Executive Committee meeting, especially related to the question of the 1000 students who would like to receive **TIP**. A temporary decision was made to increase our circulation to 3500 from 3000, which will provide some partial relief for the problem. This month, interested I/O and OB departments will receive packages of **TIPs** for at least some of their students.

At the same time, the Executive Committee has requested that we trim the length of **TIP** somewhat to help offset the cost of

producing the extra copies. You can help cost containment too with a book or position available ad; contact **Ed Adams**.

This issue provides an array of exciting features. The recently emphasized issue of productivity is faced by two authors in our lead feature. **John Campbell** looks at what I/O Psychology has had to say about all this in the past and points the way for more productive productivity research in the future. **Bill Byham** addresses the futuristic topic of robots, which may give a big boost to our productive efforts, and tells how I/O psychologists may be needed to smooth the transition to these "steel-collar workers". Back on the human worker side, **Frank Ofsanko** offers a review of the latest on validity generalization for personnel selection.

Two features focus on the development and recognition of I/O psychologist-practitioners. **Rich Klimoski** provides Part II of the series on internships by looking at the students' point of view. **Doug Bray**, in his role as President of ABPP, tells of the latest developments in that credentialing organization, which is expanding in new directions at a surprising rate.

Two other series continue in this issue. **Lynn Summers** presents another side of stress management in business organizations with a major research study of the causes and consequences of managerial stress. The international series contains a view of I/O Psychology in Germany by **Bernhard Wilpert**.

Last but not least, don't forget to peruse the APA convention workshop program prepared by **Stan Silverman** and his Continuing Education and Workshop Committee. Sign up for a workshop in Anaheim, and encourage your friends to do the same!

In other plans for the convention, disabled individuals desiring assistance should outline their needs on the APA Advance Registration and Housing Form, which will appear in the *American Psychologist*, March through June. Escorts are wanted to assist the disabled at the Division Social Hour: contact **Candy Won** at the **APA Convention Office** by August 1.

NEWS AND NOTES...

Ken Pearlman, winner of the Society's 1982 Wallace dissertation award, has joined the abundant group of psychologists at AT&T. Two other 1982 student thesis awards were presented by the New Jersey Psychological Association to graduates of the Applied Psychology Program at Stevens Institute of Technology. The doctoral dissertation award was won by **Phillip L. Quaglieri**, now at Northern Illinois University's Department of Management; the dissertation was supervised by **Joe Carnazza**. The award for

a master's thesis, supervised by **Seymour Adler** and **Dick Skov**, went to **Nat J. Salvemini**; he is currently pursuing his doctorate at Stevens.

Michael L. White, a Manager in Human Resources Consulting with Arthur Young & Company, has relocated from their Detroit to Cincinnati office. **J. L. Hunt**, of Texas Tech University, was appointed editor of the *Journal of Management*, a biannual, international journal of management research sponsored by the Southern Management Association (the Southern Division of the Academy of Management). Submissions to the journal are invited.

Meanwhile the academic musical chairs continue, although not without humor. When the University of Maryland rehired **Ben Schneider** away from Michigan State University last fall, **Irv Goldstein** sent a telegram to **John Wanous** reading,

"Dear Dr. Wanous. Because you are such a concerned person, I wanted you to know that Professor Benjamin Schneider arrived safely. We hope it won't take long to rid him of the experiences of the last 3 years. With sincerity and love, your friend Irv."

Not to be outdone, John replied with a prototype Job Aptitude and Motivation, Interest Test that he hoped Drs. Goldstein and Schneider would help him validate. The acronym revealed the nature of the instrument.

The next participant in this saga may be Purdue University: **Dan Ilgen** has accepted the vacated position at Michigan State. He will be Hannah Professor of Organizational Behavior, a joint chair shared by Management and Psychology. Also rotating from Purdue will be **Janet Barnes-Farrell**, who has accepted a position in the Psychology Department of the University of Hawaii.

APA PRESIDENTIAL ELECTION

The Society is proud that one of its senior and distinguished members is a candidate for President of APA in the upcoming election. **Bob Perloff** previously served as our Representative to APA Council and is a Fellow of the Division. Of special interest, he is also the founding editor of **TIP**.

Other candidates in the election are Joseph H. Grosslight, Gregory A. Kimble, Virginia Staudt Sexton, and Logan Wright.

PRODUCTIVITY

The nation is concerned about productivity; how about us? John Campbell questions what is really meant by productivity and reviews how I/O psychologists have contributed and can better contribute to its enhancement. Bill Byham focuses on the I/O psychologist's role in the implementation of a major technological development that may spur productivity markedly in the future -- robots.

I/O Psychology and the Enhancement of Productivity

By JOHN P. CAMPBELL

Given the current concerns with productivity problems, my task is to say a little bit about how I/O psychology seems to view them, what some interesting issues might be, and what some of the contributions of the I/O psychologist have been.

It is rather obvious to virtually everyone that thinking, talking, and doing something about productivity is made difficult by the ambiguous nature of the topic. It means different things to different people, and attempts to define it tend to lead to despair. Consider at least the following possibilities.

1. Some people make "productivity" virtually synonymous with individual *performance*, where performance refers to the competence with which the individual can perform certain specified tasks. Thus from this point of view productivity is focused on the behavior of the individual, and its antecedents are the knowledges, skills, and abilities that control performance on the specified tasks. This "model" of productivity is well known and time honored within I/O psychology.

2. Another individual focus is to equate productivity with individual *effort*. To be productive is to work hard. While effort would probably never be labeled explicitly as an end in itself by anyone, the notion that an increase in effort will lead to an effective economy is such a strongly held theory for some people that effort almost becomes synonymous with output.

3. Another view would be to make productivity equivalent to *individual outputs* averaged over numbers of people, hours of work, or dollar costs of labor. I/O psychologists who exhibit strong preferences for "hard" or "objective" criteria would tend to represent this view.

4. Still at the individual level of analysis, productivity is sometimes defined as *time on the job*. That is, what lowers productivity are things like vacations, coffee breaks, long lunch hours, going home early, birthday parties at work, TGIF parties, and absenteeism. The way to enhance productivity is to promote a closer correspondence between the hours paid for and hours actually worked. Alternative work schedules such as flexible time have this as one of their goals.

5. At a more aggregate level, there are a large number of different meanings for productivity associated with different models or theories of what constitutes *organizational effectiveness*. People tend to concentrate on two general classes of such models, commonly called the goal view and the systems view. The former says an organization is effective (i.e. productive) to the extent it accomplishes its goals, whatever they are (e.g., a specific return on investment). The latter says that if an organization has certain characteristics (e.g., open communication, good techniques for resolving conflicts, advanced technology, significant time spent on long range planning, etc.) it will over the long run be effective/productive. The moral here is that there are as many measures of productivity as there are discernible varieties of these two models.

6. The definition(s) and productivity indicators that are most often used to compare "us" to "them" (e.g., the U.S. vs. Japan) are not really like any of the above. They operate at the level of national policy and are collected or aggregated by the federal government or national associations. At this level of aggregation there are a number of possible indicators. Two that seem to be popular are the ratio of the total value of goods and services produced to the number of labor hours used to produce them. Another is the percent share of the world market obtained by a particular industry in a particular country. Such indices of productivity are a long distance from individual performance, or even the performance of individual firms, and are a function of a complex array of factors that only economists understand.

The above list is not exhaustive, but even so brief a recitation illustrates the wide variety of "meanings" given to the term productivity. In general they vary along two dimensions: the substantive nature of the indicator and the level at which it is aggregated. This plethora of meanings would not be so troublesome if it weren't for the fact that the choice of indicators has a lot to do with the choice of remedies or treatments. There is also the usual confusion between independent and dependent variables. One is often not quite sure whether the variable or index being talked about is an indicator of the state things are in

or is something to be manipulated in hopes of influencing something else.

Consideration of the various meanings for productivity also clearly illustrates that these are not new issues. They have been worried about virtually since the beginning of the industrial revolution.

The Focus of I/O Psychology

The focus of Industrial and Organizational Psychology traditionally has been on the individual as a unit of analysis. Individual performance and individual job satisfaction have been the primary dependent variables, and for a lot of us performance *is* productivity. Thus, almost all of our literature is aimed at productivity enhancement, and it includes a large number of improvement strategies. There are many ways of describing this array of strategies, but the major categories are something like the following:

1. Improving personnel selection.
2. Enhancing individual training and development.
3. Influencing individual motivation.
4. Improving the person/machine system.
5. Facilitating individual and group problem solving and deciding making.
6. Removing barriers to effective communication and problem solving via organization development.

These are all statements of the obvious. The point to be made is that there is nothing new here. The ontogeny of the productivity issue essentially recreates the phylogeny of research and practice in Industrial and Organizational Psychology. All the "programs" now labeled as "productivity" programs have been seen before. Since Munsterberg's development of the modern form of personnel selection, I can think of no major innovation in organizational behavioral sciences that is not on the current list of productivity enhancement strategies. Again, the only real difference is the urgency created by foreign competition, scarce resources, and costs that are rising at an ever increasing rate.

However, there is one very pragmatic reason for labeling these concerns as something new. A new label catches the eye of policy makers, potential clients, and potential providers of research funds. Perhaps that is reason enough. However, productivity concerns are fundamentally important problems. I wish we did not have to rely on buzz words to attract support.

"The ontogeny of the productivity issue essentially recreates the phylogeny of research and practice in Industrial and Organizational Psychology".



Some Issues of Concern

I would like to mention a few general issues that are of concern in all of this and that occurred to me when looking over the offerings in the productivity literature.

A. The behavioral science productivity literature seems to pay relatively little attention to needs analysis. As in many areas of this field, there is a great tendency to look for places to apply a particular solution rather than first committing significant resources to describing the problem in some detail. As has been true throughout most of our history, careful problem description and needs analysis is dull work; implementing new solutions is interesting and lucrative.

B. Thousands of papers have been written about job satisfaction. However, it is still unclear to me whether a significant portion of the productivity literature does or does not adopt the model that job satisfaction *is* productivity (i.e. satisfaction is the dependent variable), or whether it believes that increasing job satisfaction results in higher individual performance, greater organizational effectiveness, less "labor unrest," and the like (i.e. satisfaction is the independent variable), or none of the above. If it were asked to vote, I think the membership of Division 14 would hold that job satisfaction is not a particularly useful variable to use when attempting to change or explain individual and/or organizational performance. However, much of the productivity literature seems to assume that it is.

C. If productivity is equated with quantity or quality of output and we assume that much of the variance is under motivational control, then one issue is simply how hard can, or should, we expect people to work? For example, if higher and higher goals mean greater and greater output, is the sky the limit? Organized

labor worries about this a lot, but the bulk of the productivity literature tends to be relatively silent on the issue.

What are the value judgments here? Is the motivational level of this country so abysmally low that all we are talking about is an increase to some minimal level? Is it reasonable to assume that under an incentive system the individuals will always act in their own best interests and expend effort at some level that is optimal for them? Such questions tend not to be asked systematically in experiments or field trials of motivational programs, but they easily could be, if only to ask participants if the effort required was excessive or how they would react over the long run.

D. Using a selection strategy to increase the average individual contribution to the organization is a strategy of fundamental importance. There is little doubt that even a moderate amount of incremental validity can, under a fairly wide variety of conditions, considerably enhance average individual productivity. However, it is also apparent that the strategy is constrained to some degree by the general lack of differential validity across *jobs*. That is, there are limits on how much can be gained by striving after the appropriate match of people with different ability patterns with jobs that differ in terms of their ability requirements. Consequently, if one organization acquires a higher percentage of high ability people, other organizations have fewer such people to choose from. A cosmic but relevant question is, for the nation as a whole, just how zero sum is this game?

If differential validity across job types exists to no great degree, then the reallocation must be across job levels. Individuals with high predicted scores must be moved up the difficulty hierarchy. That is, lower level jobs must be raided for their high ability people. One obvious source of talent is the traditional jobs for women which are populated by thousands or millions of high ability people.

Attempts to aggregate productivity gains via selection across the entire economy must also cope with things like the cost of increased competition for labor, the inverse relationship between the average capability of those hired and the number of people needed, and effects of whether or not the firm or industry is operating at or near capacity. While we must recognize these factors, I agree with Dunnette that we have been far too conservative in judging the benefits of our methods. For example, the Hunter and Schmidt approach to estimating the effects of selection are really quite general and could be applied to any kind of intervention.

E. It has been my experience, and it is shared by others, that attempting to specify the precise nature of performance, or

effectiveness, or productivity, either for individuals or organizations is an aversive business for people in organizations. They don't like to do it. It almost seems as if there is a point beyond which things get too explicit. Why is that? What are the contingencies that promote this kind of behavior? Is it in fact not in an organization's best interests to make these issues explicit? If we had a better answer to these questions, I think we would have taken a significant step toward productivity improvement.

F. Another very intriguing issue has to do with what I will call the "Japanese mystique." Many people seem to believe that Japanese management has the answer, if only we could discover what it is. Some people are convinced it's quality circles, or lifetime employment, or the Japanese educational system, or a cultural norm that values loyalty and commitment, or high level corporate/government cooperation in strategic planning, or the Japanese decision-making style, or the fortuitous opportunity to start fresh in a series of high growth industries (e.g., "they" recognized that small cars were a high growth industry; "we" didn't).

The interesting part is that many Japanese industrial psychologists see things differently. Several of them spoke at the 1982 International Congress of Applied Psychology in Edinburgh, Scotland and exhibited considerable concern about the "mystique". That is, quality circles don't always work well, lifetime employment doesn't apply to everyone and the proportion involved is shrinking, management obsolescence and the need for retraining are becoming a problem, public school curricula are in danger of being watered down, there is beginning to be too much deadwood in organizations, and the younger generation isn't what it used to be. The Japanese seemed worried that their success was due in part to a rather fortuitous set of circumstances that is slipping away and may never present itself again. One paper by Kimoto even addressed incentive systems, performance appraisal, and feedback as possible solutions. It had a rather familiar ring and it should remind us that the Japanese mystique will not solve all our problems any more than sensitivity training, the Scanlon plan, or MBO will. There are no quick fixes, and nothing will substitute for careful problem analysis and long term commitment to painstakingly worked out solutions.

G. Is the productivity of the individual, however it is defined, actually decreasing (or increasing at too slow a rate), or are our expectations changing? Which of these is true (and the answer may be different for different kinds of productivity indices) will have some effect on the solution strategies that are designed and implemented. If it's the latter, and if Japan's economy slips in the future, will we then forget all about productivity issues?

Some Strategies of Particular Interest

Since comprehensive reviews of the I/O literature as it pertains to productivity enhancement have already been done, particularly by Ray Katzell and his associates, and a formal meta analysis of the accumulated data is underway by that group, I certainly will not attempt to do the same. Rather, I would like to discuss briefly some directions that seem particularly promising to me.

Performance (Productivity) as Tracking Behavior

For the most part we tend to think of job performance as a continuous variable that approximates a normal distribution, both when the distribution is generated by measuring several individuals at one time or when measuring the same individual several times. A somewhat different view is to borrow a page from human factors and think of complex job performance as tracking behavior. That is, some standard is defined and the important data are deviations from the standard, or error rates. Error distributions are usually not normally distributed and require a different kind of statistical analysis, but if errors are costly and there is payoff in avoiding them, then this is a potentially powerful way to look at performance and productivity improvement. The general strategy would be to concentrate on the definition, description, and analysis of errors to the point of developing error taxonomies for jobs in the same fashion that we now build performance dimensions.

Thinking of performance in this way seems particularly suitable for the development of training and motivational strategies. It provides a clear focus for establishing training objectives, modeling, reinforcement contingencies, and the like. Thus it is quite compatible with the behavioral objectives approach to instructional theory, with operant principles, and with goal setting and interaction modeling approaches.

It might also be helpful to use such a performance model for selection. Instead of concentrating on the normal bivariate distribution and all that it implies, why not try to identify the major ways an individual can fail in a particular job and develop prior indicators of those events? This doesn't really get us out of the zero-sum problem mentioned earlier, but it might point the way to more focused remedial action that could contribute to an upgrading of the labor force.

Obviously, this model of performance should not be the only one we use. It focuses on the negative rather than the positive and cannot provide for innovation. However, errors-- broadly defined-- surely must account for large decrements in performance, and they provide a clear focus for how to improve performance. Such a model might help finesse the difficulty in

developing productivity or performance indicators that are continuous and quantifiable.

Feedback and More Feedback

I am motivated to mention the next item because of standing in a Bell Telephone office one day a few years ago and hearing the office manager say that they had "no more performance problems" after new equipment was installed that provided continuous information about individual and office performance on a number of indices, such as "average work time" (AWT = the average time a directory operator spends on each request). There is a large literature substantiating powerful effects of feedback on behavior, given certain conditions, and we could make more of it than we do. To the extent that productivity type indices can be developed that can be validly communicated in some fashion and the individuals in the firm view them as credible, fair, and congruent with the organization's goals, the effect on performance should be significant.

Obviously such a strategy can be horribly mismanaged and could lead to all kinds of game playing, but the same danger is inherent in virtually all productivity enhancement strategies. Life is not easy.

Modeling/Goals/Reinforcement

Consideration of feedback issues leads to a discussion of the goals/feedback/reinforcement trilogy that has been a big part of the productivity enhancement literature. Ed Locke's debates with all comers are a part of this discussion. After carefully going over the literature on goal setting, interaction modeling, reinforcement interventions, and the role feedback plays, and after attempting to guide a number of students through dissertations in this array, I've come to the conclusion that it is virtually impossible to separate these components in any actual intervention. All the goal-setting studies have reinforcement and feedback components of some kind, and vice versa. In fact, we should not attempt to separate them.

It has been illustrated a number of times that if we apply the paradigm of clearly articulating the task behaviors that are desired and undesired (i.e. goals), modeling the desired behavior, providing feedback and reinforcement, and attempting to remove the contingencies that support the undesired behavior, significant changes can result. It goes without saying that the paradigm must be applied with due appreciation of the difficulty in defining the desired behavior, especially for complex tasks, finding ways to give feedback, and maintaining the strategy over long periods of

time. This merely means it's not easy and requires careful preparation. This is true of technological innovations as well.

New Technologies in Training

Many types of applied psychologists who operate under the motivational banner place great emphasis on the clear specification of goals, tasks, or desired behavior. The same is true of many people in training and development. Gagne's dictum that the specification of training content is the fundamental step in designing instruction is still alive and well. Given this paradigm, I think we are just on the threshold of its being a tremendous boost by improved micro computer technology and even more efficient programming languages.

Present day computer-assisted instruction is still relatively expensive and cumbersome compared to what it will be in 10-15 years. // (and it's a big if) the development of instructional content is not given the short end as the development of the technology progresses, then it should be possible to provide very thorough and quick computer-assisted instruction for many important facets of many kinds of jobs. We should soon have a vastly increased capability for skills instruction, skills updating, error elimination, etc.

The prospect of being able to identify quickly task errors that lower productivity, develop a sound instructional program to correct it, and immediately make the software available to any installation in the country is a bit mind boggling. An entire training installation will soon fit inside a brief case and will be interactive with other brief cases all over the world. The real challenge will be to develop faster and better ways of identifying training needs, establishing objectives, and developing content. The psychology of instruction must keep pace with the technology of instruction.

Of course these effects could not materialize if the people in the field become so entranced with the technology that they forget what Gagne said. It's happened before and it may happen again.

Summary Comments

I mention the above strategies only because they seem particularly interesting or straightforward to me. I can't deny that in the hands of skilled practitioners things like quality circles and job redesign are also useful. In fact, there seems little doubt that a number of productivity improvement strategies of the kind we study will produce results if they are used carefully, by people who understand them, in situations where they are appropriate. The I/O literature as a whole supports this conclusion.

My next list is more speculative, but I think the major reasons that productivity type interventions fail are the following.

1. The scientist/practitioner does not understand it completely, or has not yet mastered the technique. Application is not easy; it requires expertise. One has to master techniques in applied psychology just as in other professions.

2. The management does not understand the technique. Even if they are committed to it they may not have a very full understanding of what will really be expected of them. We probably don't do a good enough teaching job in this regard.

3. The interventions are seen too much as discrete "packages" or "programs" that can be implemented much like a piece of hardware. Consequently, not enough time and resources are budgeted for monitoring things as they go along and trying to incorporate the intervention in the ongoing life of the organization with all the cutting and splicing and readjusting which that implies.

4. A specific application tends not to be based on an explicit needs analysis such that it is clear to everyone why a particular intervention is being made.

Where To From Here

A major point here is that I don't think these kinds of interventions fail because they don't have merit. I really think we can conclude that they do. With this in mind, what might we think about doing in the future?

1. Research on the *process* of implementation and maintenance of productivity interventions seems imperative. A boost in this direction is contained in the monograph by Hakel, Sorcher, Beer, and Moses, based on the 1981 *Innovations in Methodology Conference* which the Division sponsored, that deals with implementation issues.

2. Some of the time we should act more like anthropologists and learn how to systematically document what happens to an intervention over a long period of time. If some good case books were built up in this way, it would really help graduate education in I/O psychology and would reduce some of the trial-and-error learning that some of us have had to experience.

3. At least some research should be done to develop better methods and clearer models for doing needs analyses that are particularly relevant for productivity concerns.

4. As was suggested by a recent Navy-sponsored conference on productivity, organizations need to constantly consider how they want to define productivity and identify productivity problems. It should be a normal and ongoing work assignment, not something that is undertaken after trouble starts. How this function can be incorporated into the ongoing management of the

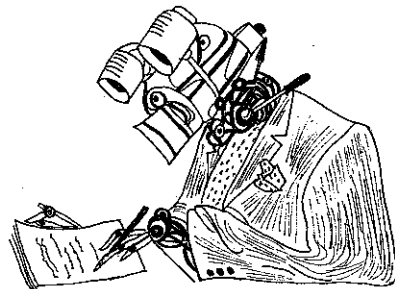
organization is certainly a researchable topic. It is replete with measurement, scaling, cognitive processing, and group dynamics issues.

5. Finally, I want to mention one of my favorite hypotheses, and that is that one major reason that many productivity interventions work is that they serve as a catalyst for the people in the organization to give renewed effort to some of their major problems. That is, it is the problem-solving skill of the parties involved that carries the day. The technique just gets them started again. To say it another way, we can never have enough research on the construct validity for the technique itself.

In sum then, in spite of the projective nature of the term productivity, I think I/O psychologists have contributed a great deal and that the contribution is growing. The new areas of research are numerous and exciting. Perhaps in the not too distant future foreign competition will again be at our door looking for ideas.

This paper was presented at a symposium at the 1982 APA Convention. References can be obtained by writing the author at the Department of Psychology, Elliott Hall, University of Minnesota, 75 East River Road, Minneapolis, Minnesota 55455.

THE STEEL- COLLAR WORKER

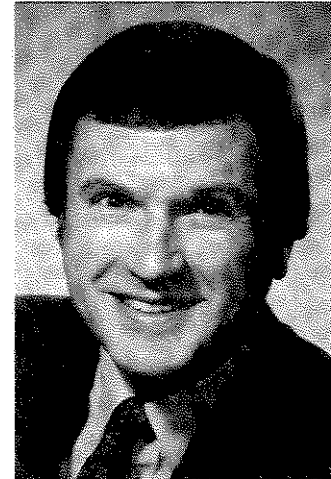


AND THE I/O PSYCHOLOGIST

By WILLIAM C. BYHAM

The current recession has produced a slight pause in the projected expansion of steel-collar workers - industrial robots -, but we can expect them to play an increasingly important role in organizational life over the next century. There are now approximately 5,000 robots in the United States and about 14,000 in Japan. Analysts estimate that by 1985, the Japanese will be producing about 32,000 robots a year and the U.S. 5,000-10,000.

Hundreds of thousands of employees, supervisors, and managers will need to be replaced, or retrained, or their jobs drastically changed, as a result of steel-collar workers. These changes must be made efficiently while maximizing the positive human benefits. The accomplishment of this will be one of the great challenges for the I/O psychologist of the 1980's and 1990's.



"Hundreds of thousands of employees, supervisors, and managers will need to be replaced or retrained, or their jobs drastically changed, as a result of steel-collar workers"

A robot is a multi-access, programmable manipulator that can do useful work automatically without human assistance. It is nothing more than a very sophisticated manipulator that gets its commands from a computer -- a machine tool that can "think". Like any machine tool, it can repeat a task over a long period of time with great precision. The difference between a robot and a machine tool is that the robot can be easily taught to do new tasks, and to "sense" changes and react to those changes much like a human operator would.

Currently, the industrial robots used in the United States are rather primitive. Basically they do things over and over again with great precision and their reprogramming is fairly complicated. Also, few robots have elaborate sensing capabilities. That is, they cannot respond as a human would to slight changes in inputs (e.g., poor tolerances in parts to be assembled, or changes in color of output produced).

This will be very different in the near future. Research by organizations that manufacture robots, academic institutions such as Carnegie Mellon University, and Tsukuba, Japan's "science city," is leading to the development of robots with the sense of sight, touch, and hearing. Computers relate the stimuli obtained

through sensing devices and command the robot to react in a manner similar to how the brain commands the muscular system.

Phases of Installation

Robots are generally installed in three phases:

Phase 1 - Replacing human beings in situations where humans don't like to work (hot, noisy, smelly), don't want to work, or cannot work effectively. Examples include lifting heavy materials, spray painting cars, making highly repetitive movements, and handling radioactive materials.

Phase 2 - Replacing or supplementing people in a single task. In this application, the robot basically does what a human being has been doing only better (e.g., more precisely, more consistently, and cheaper).

Phase 3 - A series of robots are linked to form a manufacturing process. As opposed to Phase 2, this requires a total redesign of a work area.

Most U.S. applications are in Phase 1 with a few in Phase 2. Phase 3 applications are rare everywhere in the world, but more common in Japan and Europe.

Impact on Humans

Researchers at Carnegie Mellon University have estimated that today's 5,000 one-armed, Phase 1 and 2 robots are capable of doing 44% of all production painting required in U.S. plants, 27% of the welding and frame cutting, 20% of the machine tool operating, 20% of all scheduled electro-plating, 10% of the heat treating, 16% of the packing jobs, 13% of inspection, and 10% of assembly tasks. Further, they estimate that the second generation of more sophisticated robots with "senses," which will be out between 1985 and 1990, will increase these numbers substantially and will represent approximately 2 million jobs potentially replaced by robots. Raj Reddy, the Director of Carnegie Mellon's Robotic Institute, feels that the 28 million American workers today in manufacturing jobs could be down to 3 million by 2010.*

Installation Problems

For the last three years, Development Dimensions International (DDI) has conducted a series of research studies into the installation of robots. The insert provides a list of some of the characteristics of effective and ineffective robot installations.

Robotic Implementations That Did and Did Not Work Well

WORKED WELL BECAUSE.....

Fully defined problem/solution

Well-developed implementation plan

Guarantee that no one will lose job

Retraining and job transfer policy and procedures planned in advance

Started where robot would have greatest acceptance -- in unhealthful, hazardous, boring job

Advanced publicity about robotic technology

Early communication to unions, business leaders, politicians

Effective participation at each stage in implementation process

Up front participation enhancing ownership

Planned phasing and start-up

Early and effective communication (e.g., invite all plant employees to view demonstration of new technology, meetings with affected management section, employee and union committees discuss new technology, and view videotape on robotics' expected results)

Implementation strategy revised constantly and changes made

Publication of operating information after implementation

Good timing: during growth

DID NOT WORK WELL BECAUSE.....

Misapplied technology at expense of productivity

Lack of advanced planning

Job security not addressed

No plan for retraining

Implemented in wrong group first

Failure to gain initial acceptance by direct users

Didn't define responsibilities (union jurisdiction). Lack of anticipation of social impact

Lack of appropriate participation in planning

Did not obtain "buy in"

Unanticipated landmines encountered and inadequate reaction

Failure to communicate technological change in advance of implementation

Did not define payoffs to business and employee

No flexibility in plans

Lack of ongoing communications

Poor timing: laying people off

The installation of robots in the United States has not gone smoothly. DDI's survey indicated that approximately 20% of the robots installed are either not working or not working up to specifications. There have been examples of sabotage -- both subtle and overt. In general, all the problems of introducing a major change have been found.

Often management doesn't have an accurate reading on the success of its robots. In one large organization, top management was absolutely convinced that all of the robots that had been installed were working very well. Yet, when field trips were made to see these miraculous robots in operation, many were experiencing real problems while others had cobwebs on them.

Installation failures have been found to occur primarily when the workers, supervisors, and middle managers were not appropriately involved in the installation decision. In the usual situation, top management would decide to put in a robot, would send in staff experts to study the job, and would later send in other experts to install the robot. Middle managers, supervisors, and workers were left out of the communications loop.

There are numerous reasons why the installation of a robot would be unpopular for workers, supervisors, and middle managers.

The worker fears: possible loss of job, working at the robot's pace, change of job structure to "feed" the robot, safety problems (the first recorded death from an industrial robot occurred in Japan in 1981), and reduction in socializing (individuals may not work near enough to each other to easily communicate).

The supervisor fears: possible loss of job, difficulty in correcting production errors, no one to do non-routine tasks so the supervisor ends up doing them, loss of self-image resulting from managing machines, loss of status (when status is defined by the number of employees reporting to an individual), loss of the challenge that comes from effectively managing people, and lack of perceived expertise (often the supervisor cannot fix the robot or doesn't know as much about it as a subordinate does).

The middle manager fears: possible loss of job, subordination to staff experts, narrowing of advancement possibilities, difficulty in learning new technology, resentment of loss of technical know-how acquired over time, loss of status (when status is defined by the number of employees managed by an individual), and headaches from introducing any change while maintaining production quotas.

The primary negative for individuals at all levels is the possible loss of their jobs. Recognizing this, many companies are considering guaranteeing employment for those replaced, or

whose job becomes obsolete, by robots. This is a big decision for an organization to make --especially if layoffs caused by other factors are taking place in other parts of the company.

Often middle management is the biggest problem. Typically, they are not involved in a robot installation, yet they must make it work and must shoulder the problems when it doesn't. After the glamour fades from the project and management's eyes are diverted to other new robotic installations or to new projects, the bypassed middle managers will often start determining numerous reasons why the installation of the robot was not a good idea, or why the robot is not working properly and needs "a human touch."

Roles for the I/O Psychologist

So far I/O psychologists have played a relatively minor role in connection with robot installation. Possible roles for I/O psychologists in assuring the successful implementation of robotics are many, dealing mainly with applications or theory and research on the introduction of change, group dynamics, and organizational structure. The following list of recent projects gives a sample of the kinds of tasks that need to be performed.

1. A middle management program aimed at sensitizing managers to the potential problems involved in installing robots, and helping them devise an appropriate installation plan for their area of responsibility.
2. A training program for managers on how to set up a steering committee and how to announce an installation of a robot.
3. A training program for supervisors on how to gain cooperation in making a robot installation a success.
4. Development of participative management technologies within an organization to assure the surfacing of concerns and ideas.
5. A training program for individuals replaced by robots.
6. A training program for individuals who will operate robots.
7. Revised compensation (performance, measurement) systems for supervisors and managers who will now manage robots.
8. Revised organizational structures and reporting/interfaces relationships.

*Finkelstein, A., Robotics Era Dawns in Pittsburgh. *Pittsburgh Business Journal*, March 22, 1982.

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ABPP CHANGES I/O DIPLOMA REQUIREMENTS TWO NEW PRACTICE AREAS ADDED

By DOUGLAS W. BRAY

At its meeting of March 4-5, 1983, the American Board of Professional Psychology voted to no longer require that the Doctorate be earned in Industrial/Organizational Psychology in order to qualify for the Diplomate examination in that field. This rescinded the imposition of this requirement on July 1, 1980, an action taken to make ABPP policy consistent with the direction in which APA's Board of Professional Affairs was moving. This was that practice in each of the four recognized specialties should be restricted to those earning a Doctorate in that specialty.

In November 1982, ABPP asked Division 14 for advice on requirements for Diplomating in I/O Psychology and received a series of recommendations from its Professional Affairs Committee through its Chair, Ann Howard, which have since been pursued by the current Chair, Rod Lowman. Among these recommendations was one that urged that a degree in I/O *not* be required. ABPP's agreement with this recommendation was consistent with final action on the specialty guidelines for delivery of services by APA Council, which dropped the requirement of a Doctorate in I/O.

The ABPP action, although opening up the Diplomate once again to the many I/O practitioners whose Doctorate was not earned in I/O Psychology, leaves in place the rule that an applicant must hold a Doctorate in Psychology. In addition, of course, experience presented to satisfy the five-year post-Doctoral requirement must be clearly within the area of I/O Psychology.

At the same meeting ABPP voted to offer the Diplomate in two practice areas additional to the four offered for the past 16 years (Clinical, Counseling, Industrial/Organizational, and School Psychology). The two new areas are those of Clinical Neuropsychology and Psychoanalysis. Although many details remain to be worked out, it is expected that examinations in these areas will start to be given within the next few months.

The Board reached this landmark decision almost exactly one year from its initial vote to consider examining in additional practice areas. Major inputs to subsequent deliberations resulted from the Conference on Evaluating Professional Competence in Psychology organized by the Board last October. (*See article in Feb., 1983 TIP-Ed.*) At that meeting 35 representatives of credentialing and examining bodies, APA Boards and Committees,

APA Divisions, and existing examining boards in various practice areas exchanged data and ideas on both the technology of and directions for competency evaluation. Following that, the Board was in contact with APA Divisions and independent boards who were receptive to some form of affiliation with ABPP.

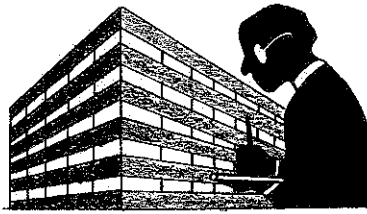
The complexities of adding new practice areas to the Diplomating process are imposing and persuaded the Board that no more than two such new areas could be included for the present. The Board was also interested in experimenting with two models for expansion. One would simply add the new practice area to the current system in which the Regional ABPP Boards arrange exams in all the current practice areas by appointing a Chair and Examiners in the candidate's specialty. The other would have the ABPP Central Office forward the materials for candidates who meet training and other requirements to a separate Board in the candidate's practice area. Clinical Neuropsychology and Psychoanalysis were ready to follow these different routes, Neuropsychology the separate Board direction and Psychoanalysis the more traditional. In addition, these two areas had numerous prospective candidates for the Diploma waiting in the wings and, of considerable importance, had not yet done any Diplomating on their own. All in all, they appeared ideal for the experimental period on which ABPP is now embarking.

Immediate next steps include a review of each area's proposed training and experience standards and of planned examination procedures. It is, of course, essential that these meet ABPP's requirements that only highly competent practitioners be granted the diploma. When this review has been accomplished, the ABPP Central Office can begin processing applications. All applications will be reviewed there, as in the past. Those currently holding the Diploma in another area, such as Clinical, may seek an additional Diploma in Neuropsychology or Psychoanalysis. On the other hand, holding such a previous Diploma is not a prerequisite for being Diplomated in either of the two new areas.

In taking its action ABPP was not in any way declaring that either Neuropsychology or Psychoanalysis is a Specialty or a Special Proficiency according to the criteria being developed by BPA's Subcommittee on Specialty Criteria. The Board had no doubt, however, that the two fields are discriminable and legitimate areas of the professional practice of psychology. Nor does the selection of these two fields mean that additional areas of practice will not be included in ABPP Diplomating in the future.

INTERNSHIPS

PART II



In the last issue of TIP, this series on internships was inaugurated with an overview of their role in developing I/O psychologists (by Rich Klimoski) and a view of the process from the corporation's perspective (by John Hinrichs). For Part II, Rich Klimoski has surveyed a number of students and summarized their view of the internship experience.

Internships in I/O Psychology: The Student's Perspective

By RICHARD KLIMOSKI

When discussing internships in I/O psychology from any perspective, one must keep in mind the wide variety of experiences which get classified as such. At one extreme is a nine month to one year assignment in an organization physically distant from a graduate program. At the other might be a 2-3 month summer commitment to a company in the same city as the student's graduate program. Such experiences also vary in the degree to which it's a program requirement. And if it is a requirement, internships differ with regard to the extent that the student must personally seek out or develop the arrangement (in contrast to being part of a formal agreement between a university and a sponsoring organization).

Why Seek Out an Internship?

Regardless of the existence of any requirement, students seem to have a common set of motives in taking an internship. Many use it as a testing ground to determine the direction of their careers. What is it really like "out there"? Will they like working in organizations as a staff person or researcher? Will they actually have something to contribute to the projects assigned?

Most students also seem interested in using the internship period as a break from the routine of academic demands. Certainly all are looking forward to earning a living wage (even if only for a few months). And if you can get a placement close to a

home town or in an attractive part of the country, so much the better. Besides, an internship, especially several summer appointments, will look good on one's vita at the time regular employment is sought. Finally, more I/O programs than ever are encouraging this preprofessional activity (see the 1983 I/O and OB program survey recently published by Division 14).

Getting an Internship

Getting an internship can present quite a challenge. There is no "clearinghouse" for such opportunities. Faculty contacts, alumni, word of mouth, an occasional ad in **TIP** --all are potential sources. At Ohio State, students submit their vitae to likely sponsors early in each calendar year for summer placements. The best timing for such contacts seems to be just prior to the point of budget submissions for the likely sponsor. That way, if there is mutual interest, funding can be built into a budget rationale. It is also advantageous for a vita to be received about the time the sponsor finds itself with a new project and inadequate numbers of staff. The secret here is to determine just when this might occur. All too often (as in recent years), the funding for interns is one of the first things to be cut in a budget crisis.

Even if the position is prearranged and guaranteed, many students find themselves in competition with their peers for an appointment. For established internships (e.g., Exxon or IBM), sponsors can frequently choose from among the best and brightest students in the country. Where more than one person from a particular program applies, it is almost a certainty that only one will be selected (to insure fresh perspectives? to share the "wealth"?). But it certainly is satisfying to learn that you have been awarded the internship in spite of such high quality competitors.

The Internship Itself

The nature of the work performed by interns varies considerably. Most of the time they are assigned to a subtask as part of an ongoing project. Both students and organizational sponsors seem to like assignments that have some boundaries to them. In an ideal form, the intern would be involved in the formulation of the work plan to be followed and would be expected to have some product to show for his or her efforts. It seems rare, however, for the student to have complete independence in selecting the work to be accomplished.

The Necessary Skills

Students seem to agree that certain skills are more important than others in doing well in their intern experience. Most frequently nominated are the social and interpersonal skills needed in establishing rapport and trust with others, sensitivity to the views of non-psychologists, and written and oral communication skills. With regard to the latter, many interns find themselves being asked to make presentations of technical material to non-technical and quite heterogeneous audiences. Still other personal qualities are needed. For example, it also helps if you can work with minimal supervision, if you are comfortable taking a fair amount of initiative, and if you have a tolerance for ambiguity. Some "common sense" also goes a long way to insuring success.

Strong academic training does help, although it is not always obvious while actually working on an internship. In general, proficiency in data analysis and research methodology seems to be expected or required in many assignments. Designing and conducting research, interviews, surveys, and their analyses (including content coding) are frequently cited as valuable methods skills. There may be experts in computer analysis on staff to whom the intern can turn for advice, but he or she is still usually expected to be able to deal with standard program (e.g., SPSS, SAS) output. In fact, it is frequently the intern's responsibility to interpret such output for members of management.

When it comes to specific content mastery, the areas of assessment centers, performance appraisal program design and administration, career planning systems and yes, EEO, seem to be especially relevant to working in recent intern assignments. But all things considered (as one student put it), it doesn't hurt to know something about most content areas of our field. It prevents a lot of misdirected effort.

Supervision of Interns

The nature of the internship (and the student's reaction to it) depends a great deal on the quality of supervision received. The intern's immediate boss is frequently trained as a psychologist and often holds a Ph.D. But this is not always the case. The intern may have been hired in order to make up for the lack of technical training in his or her manager. In any event, a supervisor's title is frequently that of Manager of Personnel Research; Supervisor, Organizational Research; Manager of Personnel Research and Selection; Manager of Employment (or some variation on these terms).

For the most part, interns are given only general supervision and are expected to function as professionals. Occasionally, other social scientists will be working in the same department as the intern. However, it is surprising how many "one person" operations there are in the country.

Is It Worth It?

Is participating in an internship worth it? After all there are "costs". For some it means relocating (apartment-hunting, etc.), postponing ongoing university (thesis) research, or even having to buy new clothes appropriate for the work environment. For others, it means losing continuity of funding within their department and increased uncertainty about means of support upon return.

In spite of these drawbacks, most students think it is worthwhile. They report learning a great deal about the nature of organizational life. They also learn a lot about themselves. For some, it confirms their desire for professional work in consulting or applied research. For others, it seems to increase enthusiasm for a career in academics.

In any event, the internship creates confidence in the students' sense of professional development. They are left with the feeling they really do have a set of skills that are valued by others. And by all accounts, this is a great feeling.

NOTE: Special thanks to Leslie Bart, James Bunting, Jerry Guttman, Kathryn Wilson, Nancy Thomson, and Scott Wright for their help in gathering material for this essay.

The internship series will conclude in the next TIP with the faculty point of view.

STRESS MANAGEMENT IN BUSINESS ORGANIZATIONS PART II: RESEARCH

By LYNN S. SUMMERS

In Part I of this article, we examined the stress management activities of some Society members. We described *programs* developed by John Adams and James Manuso, who presented the case for initiating such efforts in organizations. Part II focuses on a major *research* effort now being carried out in AT&T. The

principal investigator, Kerry Bunker, although not totally opposed to the types of programs we described in Part I, has concerns about trends in stress management practice.

Kerry Bunker: What's Going On?

Over the past five years, Bell System medical and personnel staff were seeing more and more employees with stress-linked illnesses. During this same period, the company had been experiencing the early effects of what has since become the largest corporate reorganization in history. These separate threads came together at a time when the Basic Human Resources Research unit was receiving its charter under Doug Bray, and stress was designated as one of four major research areas.

Kerry Bunker has been in charge of the stress research program since its birth four years ago. His intensive review of the literature and several pilot projects yielded these "facts of life" about stress:

- Despite the glut of articles and programs, we really don't know as much as some would have us believe.
- The stresses and strains of work and non-work life are not independent. To make sense of the subject, you have to study "whole" people.
- The individuality and complexity of the subject demands an intensive study of a small sample, rather than a large-scale questionnaire approach.
- Individuals are often not the best judges of the causes and consequences of stress in their lives. Multiple measures and multiple perspectives are required.
- The objective of meaningful research in the field must be to develop an understanding of the phenomenon. The findings should point the way, with the end product not necessarily being a stress management program.

Although Kerry at first thought of studying personal coping strategies and reactions in simulated stressful situations, it became clear that a different approach was called for. Preliminary findings suggested that short-term situational stress and chronic life stress are two distinct phenomena. A decision was made to focus on the causes, consequences, and coping associated with major *ongoing* stressors. Bunker emphasized that ability to cope with high levels of situational stress is not always a good predictor of effective adjustment to chronic life stress. Those at high risk would "blow the top off" of performance measures under situational stress! Yet, many cope so well that they tend to take on even more stress.

Stressment Center

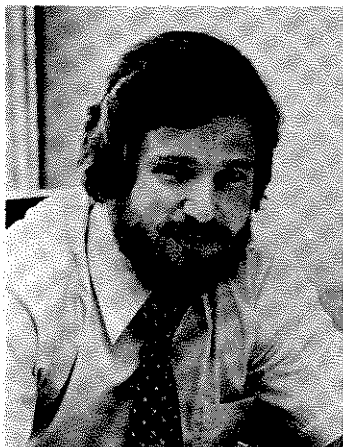
Participants in the research undergo a rigorous two-day assessment. Prior to the assessment, they complete a self-report stressor identification exercise, which is literally almost a blank sheet of paper. They describe, in their own words and with minimal classification cues, the positive and negative sources and consequences of stress in their lives.

During the assessment, participants are "taken back to the womb" in an in-depth interview. The 2 1/2 hour interview is conducted by a clinical psychologist and is structured to get at the origins and development of their stressors, coping styles, and defense mechanisms. Participants also complete a multitude of tests and questionnaires, including personality inventories (Edwards, Eysenck, Myers-Briggs), projective tests (TAT, Sentence Completions, Loevinger Scales), standard stress and medical questionnaires (Jenkins, ambiguity, conflict, work structure, locus of control, job satisfaction, health and habit surveys), and some personal measures (self-esteem, support systems, and marital satisfaction).

So far, 200 managers have gone through the full-scale program. Some components have been dropped and new ones added as data are accumulated and analyzed. For example, several instruments designed by Robert Plutchik to identify coping styles and defense mechanisms have been given a more prominent role. Perhaps most significantly, spouses were added to the investigation with the last wave of participants. They provide an additional perspective by completing a variety of questionnaires about the employee.

Data on a given participant are pulled together -- integrated -- in much the same way as in an assessment center. But there are some differences. It takes much longer to analyze data from a particular component and prepare a narrative report. Integration sessions typically involve about five assessors, each holding different pieces of the puzzle, and require about two to three hours per participant. Each participant is rated on a large number of dimensions including stressors, moderators and outcomes. Specific *work* stressors include task and role, evaluation concerns, career issues, and interpersonal relations. *Nonwork* stressors are also rated, including those having to do with marital relations, family, personal issues, financial matters, interpersonal relationships, and the impact of work on non-work life. Bunker emphasizes the importance of the personal dimension. It includes such diverse factors as physical appearance and weight, self-esteem, academic credentials, health, and so on. Perhaps because of perceived control over personal concerns, such stressors take on extraordinary significance.

A Portrait in Stress



In our discussion, Kerry painted a picture of the evolving findings -- a picture that is both rich and complex. Using multiple measures and perspectives enables the AT&T team to look beyond scores and self-perceptions. For example, one measure might indicate that a person perceives his job demands as highly ambiguous, thus suggesting that he is under considerable stress. But through the in-depth interview and other instruments, the message may be: "My job is really ambiguous, but that's the way I like it".

Thus beyond the individual pieces of data lies an understanding of the person's needs, desires, defenses and coping styles.

Although coping styles differ widely, they tend to play a key role in determining stressor impact. Intact organizations can create and reinforce certain patterns of coping and behaving in response to stress. For example, the dominant symptom in one company experiencing change was "optimistic anxiety", while in another company, at the same stage of reorganization, it was "depressive resignation".

For individuals who live under high stress, what distinguishes those who adjust successfully from those who do not? Bunker calls those who successfully turn stress into a positive condition as "stress seekers". These individuals tend to see the up side of stressful situations and to view change as a challenge and opportunity, rather than a threat or demand. Effective copers also have a positive, but accurate, self-image. They have a keen knowledge of both their strengths *and* their weaknesses; unlike poor copers, they don't distort things -- they know what their real stressors are. Whereas poor copers show little behavioral flexibility, effective copers are highly flexible, capable of trying out a variety of strategies in response to obstacles and frustrations. They also tend to be action-oriented and are likely to confront their stressors head on, rather than focusing on symptom relief. Not surprisingly, they often possess more of the skills needed to solve their problems.

It is interesting to note that there were no immediate health differences between effective and ineffective copers. All were "fairly healthy". But, Bunker says, "the data suggest that those

in the ineffective category may be doing things now that will put them at risk later on". (The research group is in the 28-45 age range.) This suspicion of differences showing up down the road had led Bunker to consider looking into possible breakdowns in circadian rhythms as a means of predicting maladaptive physiological effects in the long run.

Whither Stress Management?

Bunker's research findings have led him to question some of the current trends in the stress management area. Many of the programs are oriented toward symptom reduction, with little or no attention paid to identifying or acting on the causes. He notes,

"While symptom management, relaxation, exercise, and cognitive restructuring are certainly important skills for the individual to possess, I think we would be doing organizations a great disservice if we suggest that such programs are solving the major stress problems. People with really serious stress problems aren't the ones who generally self-select for such programs -- they either deny their stressors or are too busy coping unsuccessfully. And if they did attend, they would be unlikely to benefit, since the intervention most suited for them is often a highly personalized, intensive treatment. They have a lifetime of learning and conditioning driving their responses to stress, and they are not likely to make significant changes as a result of a short-term intervention".

Thus, while Bunker does not deny the potential benefits that the typical stress management program may have for some individuals, he believes money might be better spent to beef up the one-on-one programs that can impact those in most need of assistance. According to Bunker,

"We need to find better ways to identify those in need of short-term intensive help, whether it be personal counseling, financial management, alcohol treatment, supervisory skills, family therapy, etc. We also need to remove the stigma and fears attached to making meaningful use of these services. In addition, we need to keep management's attention focused on those stressors that could be eliminated or reduced at the organization level."

As we conclude this brief series, the thought may occur that our recent preoccupation with stress management may indeed be a fad. But what is not a fad is the larger fabric of which stress management is a thread. The current emphasis on physical fitness and health promotion requires self-management of one's life style, both at and away from work, and that may well include understanding and handling stress.

VALIDITY GENERALIZATION

Report of a Conference

By FRANK OFSANKO

The state of the art of validity generalization and related issues was presented at the fall conference of the Personnel Testing Council of Southern California. Featured were John Hunter, Frank Schmidt, Marvin Dunnette, Norman Peterson and Paul Sparks. Among the approaches discussed were meta-analysis of cumulative research, large scale studies (e.g., military), national cooperative validation studies, Monte Carlo techniques, and literature reviews. The conference converged on major technical problems which have been plaguing testing programs for years: 1) small sample sizes which produce validity results affected by chance, 2) low passing score cut-offs which result in loss of information and test utility, and 3) local validation studies as a basis for validity.

The various approaches appear to confirm that the variability of test validities for the same job type is the result of artifacts such as small sample sizes, restriction of range, and unreliable criteria. Tests generally are valid for the job instead of being situationally specific.

Two large scale cooperative validation studies were discussed in depth. Both studies found general validity which was empirically robust over specific organizations, industries, geographic regions, and ethnic groups. Monte Carlo techniques used in the studies supported these findings. One study compared the predictive accuracy of a multiple regression on overall job performance with a synthetic model predicting the various job elements; no difference in predictive accuracy was found.

Other multiple-company consortia studies have found general test validity for other jobs and other industries. Recent summary analyses of the 515 validation studies done on the GATB test battery add to the congruent findings of the cumulative research. The GATB analysis now allows the estimation of test validity for the 12,000 jobs listed in the DOT, i.e., virtually all jobs in our economy. Results of cooperative test validations on management and supervisory jobs indicate the validity generalization also extends to non-cognitive predictors such as background and biodata items.

Analysis of GATB validities also indicated that the typical gamut of aptitude tests may be subsumed into three general factors which yield virtually all of the validity power. The three general GATB factors are cognitive, perceptual, and psychomotor, with the

perceptual factor adding minimal incremental validity to the other two. Five different job analysis systems used in the cumulative research indicated that "job complexity" was the single factor influencing the cognitive-psychomotor validity weights. That is, cognitive ability tests increase in validity and psychomotor tests decrease in validity as jobs get more complex (and vice versa). There is a varied pattern of rank orders among racial-ethnic groups on jobs of different complexities. Discussed in some detail were implications of these findings on specific aptitude theory vs. general ability theories relating to job performance.

There were other findings based on cumulative research and meta-analysis which expand the scope that selection specialists usually use in applying their findings. Among the more dramatic findings was that validity of cognitive tests may not even be limited to specific job families. A cognitive test valid for specific jobs may be valid to some degree for all jobs. Validity may be boosted somewhat for specific jobs by the addition of another test to the battery.

Other cumulative summaries indicated that success in training programs generally indicates future job success, rather than acting as a relatively separate, independent factor. Tests accurately measure the abilities of minority applicants. The overprediction of minority job performance shown by single tests tends to vanish when the relevant ability composite is used. Differential validity and single group validity also appear to be artifactual. The validity of standardized cognitive tests does not vary much across settings or time periods.

Cumulative analysis of past validity studies also allows estimates of the relative true validities of the various alternative selection procedures used for entry level jobs. Findings indicate that cognitive ability tests are the most valid (estimated true validity of .53), followed by job tryouts (.44), biodata (.37), reference checks (.26), college GPA (.21), experience (.18), the interview (.14), training and experience (.13), education (.10), and age (-.01).

Taking an overview, it now appears possible to construct a valid, effective, *total* selection system based entirely on our cumulative knowledge. Various selection procedures tapping various aspects of applicants can provide a combination of known validities in a comprehensive selection system.

Also discussed were general findings relating to test utility and work force productivity. Cumulative research shows a linear monotonic relationship between ability and job performance, with maximal productivity obtained by using workers of highest ability. The most productive and economic selection strategy appears to be ranking job candidates on their abilities and hiring from the top

down. Hiring by rank order is more cost effective than using multiple cut-offs, a low cut-off, or a quota system. The economic utility of using valid tests can be easily estimated. Using tests as screens for minimum competence was shown to be inconsistent with job expert judgment (from a content validity viewpoint), and with empirical data related to job performance.

Criticisms of validity generalization were discussed, and its legal and scientific defensibility. Its acceptability appears to be growing as it becomes better known and as various researchers obtain independent, confirmatory results. Several industries and organizations currently are using it as a basis for selection, as are many organizations using new methods of estimating selection utility. The state of the art in both areas is vigorous, dynamic, and flourishing.

HAIOP TURNS FIVE

By ED KAHN

In December of 1977, four I/O psychologists in Houston sent a letter to every I/O type they knew in the area asking if anyone might be interested in forming some sort of organization - to meet socially, exchange ideas, or do anything else not illegal or immoral. They were on to something. Beginning with about 30 enthusiastic I/O'ers who showed up for the first dinner meeting, Houston Area I/O Psychologists (HAIOP) has grown to 140 card-carrying members. HAIOP celebrated its 5th birthday February 27, with the sense of having become a local institution with a solid history and a solid future.

Some bits of history: the first speaker was Paul Sparks; the first executive committee chair was Bob Pritchard; the first power-play was sponsoring Bill Howell and Darv Winick to represent HAIOP's views on state licensing to the Texas legislature; HAIOP's first nationally advertised conference - "New Directions in Productivity" - co-sponsored by BNA, was held last Spring.

HAIOP's future seems assured by the same factors that have helped sustain it so far:

- healthy graduate programs at several area universities;
- a thriving economic climate (tempered of late) that has fostered many staff positions for psychologists in Houston's business community, and corresponding opportunities for consulting psychologists;
- an informal but effective organizational style that provides a focus for HAIOP's direction, activities, and programming; and

a cash bar at our meetings.

HAIOP's monthly newsletter for members includes information about any job openings that come to the attention of Jim Caplan (713 656-3226). Visitors to Houston are encouraged to drop in on meetings (the first Monday of each month from 5:00-7:00 p.m.) and, of course, new members are welcome. In either case call **Pat Sanders** at (713) 241-2672 for information.

SUPPORT SOUGHT FOR

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, Assessment and Development Associates, 12900 Lake Avenue - Suite 824, Lakewood, Ohio 44107**, today. All contributions should be made out to "Ghiselli Fund." Let's make this happen by showing our commitment to research.

TIP

invites you to submit articles and news items of interest to our readers. Send submissions to the Editor, or present your ideas to any Editorial Board member.

THE DEADLINE FOR THE AUGUST ISSUE OF **TIP** is
JUNE 15, 1983

I/O PSYCHOLOGY IN GERMANY RECENT DEVELOPMENTS AND TRENDS

By BERNHARD WILPERT

Anyone who has been following European developments in I/O Psychology has noted that there is some rumbling going on which is heralding or reflecting a process of awakening and new orientation. I believe that this is taking place in virtually all European countries. However, one must be mindful that this process, in spite of its similarities across countries, is far from being homogeneous. In fact, there is no such thing as "the European I/O psychologist". This is why my contribution here will focus on Germany (sometimes on German-speaking countries), and only where the nature of developments demand a European framework will I transcend national borders and try to take a wider look at themes, theories, and organizational aspects.



I/O PSYCHOLOGY INTERNATIONAL

A TIP Series

Themes

1. Humanization of Work/Quality of Work Life

Since 1974 the government of the Federal Republic of Germany has initiated a large-scale humanization of work program which links governmental funds (600 million DM so far), enterprises, and social scientific evaluation research teams in a large variety of more than 600 projects. These range from an improvement of intrafirm medical services to the introduction of robots and the implementation of semiautonomous work groups. The program goals are: a) definition of minimum requirements and norms for machines and work places, b) prototype development of humanized work technologies, c) development of proposals and models for new work organizations (e.g., flexible production systems), and d) transfer of relevant social-scientific knowledge into practice at the work place.

During the first four years, 53% of the funds were geared to the reduction of stressful (inhuman) work demands. The first twenty monographs describing the efforts and effects of the

program have recently appeared (mainly through Campus publishers, Frankfurt). The majority of projects center on the restructuring of work processes. Although practically all projects were initiated by management, all projects must have the concurrence of works councils (unions), usually in the form of a company-specific collective bargaining agreement.

The program has recently come under heavy fire from all sides. Management feels the research teams frequently function as 'revolution-inciting' agents. Unions perceive the humanization of work projects as disguised forms of increased rationalization and exploitation. Parliament is worried that only large companies who don't need the money anyway are profiting, while the central administration is over-bureaucratized, and the research output is meager. For the research teams, it is hard and often impossible to get management and works councils into a fruitful project partnership. Nevertheless, under the present government, the program is likely to continue and it has so far funded a large number of I/O researchers and OD specialists. But history may very well show that too much was expected of personnel with too little training and in too short a time.

2. New Technologies

Technological change and especially the micro-electronic industrial revolution is also affecting I/O Psychology. CAD-CAM research and studies of the effects of automation in the office world are clearly the present ascendant vogue in Germany as in most European countries. No doubt, these technological developments pose serious challenges to I/O Psychology on an individual, organizational, and societal level.

On an *individual level* it is the issue of changing work content and associated stress phenomena that receive growing attention. Another problem on this level, and fortunately meeting growing attention, is the demand for compensatory qualificatory intervention. A particularly significant and promising area appears to be the domain of "software ergonomics" or "software psychology".

On the *organizational level* issues of changing hierarchical patterns as a consequence of new technologies and the problems of new divisions of labor are badly in need of intensive studies. Finally, on the *societal level* there is the problem of increasing unemployment and the respective coping strategies. A good overview of present studies in the area of technological change in Europe is provided by a periodic Information Bulletin of the Commission of European Communities, entitled "Social Change and Technology in Europe" (EPOS).

3. Participation and Codetermination

The German variant of industrial democracy is the statutorily regulated participation of employees or their representatives in organizational decision making. After a research boom in the early 1950s and 1960s, interest subsided for a decade or so and picked up again in the late 1970s. Now a set of important national studies and international comparative studies are coming out which can be considered genuinely European in both topical and methodological profile. On the whole, they show that in spite of valiant attempts to expand employee participation in European companies by means of normative devices (laws, collective bargaining agreements), industrial democracy remains in an embryonic state although some advances can be noted. But the area remains an important issue for organization studies whether we consider comparisons of de jure and de facto participation or studies of organizational and individual conditions and consequences of participation.

A particularly socially virulent subissue here is the--alas, underresearched--problem of integrating foreign workers into the German workforce.

"in spite of valiant attempts to expand employee participation in European countries by means of normative devices (laws, collective bargaining agreements), industrial democracy remains in an embryonic state"



Theories

Theoretical developments of some importance are, unfortunately, not in abundance. Some, however, are worthy of mention:

1. Handlungstheorie (Action and Regulation Level Theory)

Developed by the East German Winfried Hacker, *handlungstheorie* is a line of theorizing about human regulatory behavior in the workplace which is heavily grounded in a framework of cognitive theory. This theory posits that work

activities take place under hierarchically-ordered control levels, including the sensimotoric, perceptual-conceptual, and intellectual levels. The operationalization of higher levels of control and an integration of the theoretical approach into social phenomena at work are still wanting, although current work in the universities of Dresden, Zurich, and Berlin seems to be promising.

Inasmuch as the action and regulation level theory assumes that personality development and development of individual competencies in higher control levels depends on the qualitative niveau of work, this theory is linked to theoretical approaches of lifespan socialization theory and feeds into a second theoretical line, mentioned next.

2. Human Growth and Development Theory

Here an attempt is being made to integrate workplace demands and its socialization consequences with Rotter's locus of control theory and Seligman's theory of helplessness. Theoretically interesting and practically of quite some importance might be recent attempts to postulate and empirically identify people with mixed control attributions, i.e., to show that at least some people attribute both internally and externally in a characteristic and predictable pattern, depending on situational contingencies (work ongoing in Berlin).

Concluding these comments on recent theoretical developments, it must be said that the integration of theory and research practice described above is at best to be considered quite loose.

Organizational Aspects

A few words on the organizational infrastructures that facilitate and constrain some of the ongoing work described above.

1. Division of I/O Psychology

This section (recently revitalized as part of the German Association of Psychology) meets biannually and presently discusses reprogramming of university and post-graduate training of psychologists. Certainly quite linked to this reawakening interest in professional and academic affairs of I/O Psychology is the news that the first issue of a new scholarly journal will appear in January 1983 on work and organizational psychology (*Arbeits- und Organisationspsychologie*), filling a badly-felt gap in the array of German language journals in psychology. An "International Yearbook of Organizational Democracy" will also make its appearance beginning in 1983 (published by Wiley).

2. Research networks

Functioning research teams are a precious good. So much more if they are international, interdisciplinary, and do comparative work. No wonder that one tries to keep them alive even after completion of the original joint research project. In several instances we can observe in Europe just such developments. The Industrial Democracy in Europe (IDE) International Research Team includes some 25 members who carried out the 12-nation comparative study on industrial democracy. They still continue to hold regular meetings to discuss new research ideas, plan new in-depth analyses of their own existing data bases, and implement replication studies: several new projects have sprung out of these meetings. A substantial sub-group of the original IDE team is now involved in an eight-country study of the Meaning of Working, which also includes the U.S.A. with G.E. England as the main collaborator.

3. Formal European infrastructures

Two years ago a new professional group was formed on the European level: the European Network of Organization and Work Psychologists (ENOP). It is composed of some 35 professors of organizational and work psychology from about 15 different east and west European countries. ENOP has set its aims as a) improving collaboration among European I/O psychologists, b) increasing information exchange on training research, c) carrying out annual thematic symposia and workshops, and d) intensifying the exchange of post-graduate and post-doctoral colleagues among the research and training centers in Europe.

A periodic ENOP Newsletter is issued through the services of the Maison des Sciences de l'Homme (Paris), which also gives general administrative and financial support. Since three years ago there is the journal *Organization Studies*, edited by David Hickson, which is--on a European level--ever more becoming an important scientific link and symbol of what I have earlier called the awakening of European I/O Psychology and organization sciences.

This paper was presented at a symposium at the 1982 APA convention. References can be requested from the author at Technical University Berlin, Dovestr. 1-5, 1000 Berlin 10, Federal Republic of Germany.

The 31st Annual

INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY WORKSHOPS

Sponsored by the Society for
Industrial and Organizational Psychology, Inc.*
and presented as part of the annual convention of
The American Psychological Association

Thursday, August 25, 1983

HILTON AT THE PARK
Anaheim, California

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WORKSHOP SCHEDULE

Thursday, August 25, 1983

Hilton At The Park

Anaheim, California

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

- Section I GETTING RESULTS THROUGH ORGANIZATION DEVELOPMENT
Cecil H. Bell, Jr.
- Section II EEO UPDATE
R. Lawrence Ashe and John Turner
- Section III NEEDS ASSESSMENT APPROACHES IN THE DESIGN OF TRAINING SYSTEMS
Irwin L. Goldstein and Kenneth N. Wexley
- Section IV JOB ANALYSIS: A CONTINGENT APPROACH
Erich P. Prien and Marvin D. Dunnette
- Section V REDUCTION IN FORCE
Fred Bice and Peller Marion
- Section VI THE STRATEGIC USE OF PAY
Edward E. Lawler, III
- Section VII CAREER DEVELOPMENT AND ORGANIZATIONAL REALITIES
Douglas T. Hall and Kenneth C. Christiansen
- Section VIII APPLICATIONS OF UTILITY ANALYSIS AND COST ASSESSMENT PROCEDURES TO P/HR ACTIVITIES
Wayne F. Cascio
- Section IX JUDGMENT CALLS IN VALIDATION RESEARCH
C. J. Bartlett
- Section X DESIGNING ASSESSMENT CENTER EXERCISES
Virginia R. Boehm

SECTION I (Full Day) GETTING RESULTS THROUGH ORGANIZATION DEVELOPMENT

Cecil H. Bell, Jr.
University of Washington

This workshop is designed to achieve the following objectives: provide a comprehensive overview of the field of organization development (OD); describe the major intervention techniques; analyze several OD techniques in depth; examine and critique several long-term OD programs; and evaluate the effectiveness of OD as an organizational improvement strategy. The intended audience is those persons located somewhere between novice and expert--moderately knowledgeable about the field, but wanting to know more about the practical aspects of conducting OD programs.

The presentation format will be lecture and discussion with time set aside for exploring participants' questions and analyzing participants' own programs.

Cecil Bell is an Associate Professor of Management and Organization in the Graduate School of Business Administration at the University of Washington. He is an author (with Wendell L. French) of *Organization Development: Behavioral Science Interventions for Organizational Improvement*, and an editor (with Wendell L. French and Robert A. Zawacki) of *Organization Development: Theory, Practice, and Research*. He received his Ph.D. in Social Psychology from Boston University in 1970. He recently completed a long-term OD project in the hardrock mining industry.

Coordinator: **Gary P. Latham**, University of Washington

SECTION II (Half Day) EEO UPDATE

R. Lawrence Ashe
Paul, Hastings, Janofksy&Walker

John Turner
Ford Motor Co.

This workshop will focus on procedures covering promotions, performance appraisals, demotions, and reduction in force. These are covered in principle by the Uniform Guidelines on Employee Selection Procedures; but, since they seldom involve traditional paper and pencil tests, it is not always clear how the Uniform Guidelines should be applied or what is expected of employers.

The workshop objective is to identify criteria for staffing procedures, such as those above, to assure that they meet employer needs to fill positions with well-qualified employees, meet individual needs for fair treatment and reasonable consideration for job opportunities, and are consistent with the principles of equal employment opportunity and affirmative action.

The workshop leaders will review general criteria for staffing procedures based on relevant EEO laws, regulations and litigation experience. The participants will discuss and revise criteria as appropriate and, in small group discussions, identify and critique specific elements of staffing procedures that meet the above criteria. Particular attention will be paid to use and abuse of performance evaluations. The leaders will provide examples of staffing systems designed to meet the criteria discussed. Workshop participants should be familiar with the basic principles of personnel selection and evaluation and, more generally, with EEO laws and regulations.

John N. Turner is Manager-Human Resources Planning and Selection Programs at Ford Motor Company. His activity is responsible for development, validation, and operation of personnel assessments and evaluation programs and for identifying and analyzing corporate human resources, trends, and development. He is a former member of the "Ad Hoc Committee for Uniform Guidelines" and currently a member of the Equal Employment Advisory Council. He obtained his Ph.D. in Industrial-Organizational Psychology from Wayne State University in 1971 and has been with Ford Motor Company since 1973.

Lawrence Ashe is managing partner of the Atlanta office of the law firm of Paul, Hastings, Janofsky & Walker. He has specialized in personnel selection and employment discrimination advice and litigation for the past 16 years. He has co-authored the "Scored Tests" chapter of Schlei and Grossman, *Employment Discrimination Law* (BNA 1983, 2d. ed.), and the *amicus curiae* brief in *Washington v. Davis*, 426 U.S. 229 (1976) of the Executive Committee of APA Division 14. He is a graduate of Princeton University and Harvard Law School. He has tried dozens of cases throughout the country in which personnel selection procedures were the central issue.

Coordinator: **Patricia A. Sanders**, Shell Oil Company

SECTION III (Half Day)

NEEDS ASSESSMENT APPROACHES IN THE DESIGN OF TRAINING SYSTEM

Irwin L. Goldstein
University of Maryland

Kenneth N. Wexley
Michigan State University

This workshop will focus on the design of needs assessment procedures as related to training systems. The presentation will include basic material related to organizational, task, and person analyses. In addition to presentations concerning the basic role of needs assessment in the design and evaluation of training systems, participants in the workshop will have the opportunity to discuss the use of different needs assessment approaches and to develop materials relevant to their own organizations. The relationship of needs assessment approaches to other relevant training issues such as evaluation models, legal issues, etc., will also be explored. The workshop will be focused toward individuals who are interested in the basic principles of needs assessment design as related to training system development.

Irwin Goldstein is Professor and Chair of the Department of Psychology, University of Maryland. His research in the area of training and evaluation has included studies in a variety of work organizations including business, service, school, and government. He is the author of a book in the Brooks/Cole series entitled *Training: Program Development and Evaluation* (1974), which is currently being revised. He is also the author of the 1980 *Annual Review of Psychology* chapter on Training in Work Organizations. Irv is a Fellow of the Society of Industrial/Organizational Psychology and the Society of Engineering Psychology. He is currently an Associate Editor of the *Journal of Applied Psychology*.

Kenneth N. Wexley is currently Professor of Psychology and Management at Michigan State University. He has done research on the areas of performance appraisal, management development, and employment interviews. He has also been a consultant to several large organizations. Ken is a Fellow of the Society and a Diplomate, and has served on several editorial boards. He is the co-author (with Gary Latham) of *Developing and Training Human Resources in Organizations* (1981; Scott Foresman & Company). Ken has also written the 1984

Coordinator: **William H. Macey**, Personnel Research Associates

SECTION IV (Half Day)

JOB ANALYSIS: A CONTINGENT APPROACH

Erich Prien
Memphis State University

Marvin Dunnette
University of Minnesota

This workshop will focus on the construction and development of structured job analysis for specified purposes. The assumption underlying the workshop is that purposes drive the job analysis in terms of the choice of domains, job analysis operations, and the data handling display.

Content will include the mechanics of job analysis and selected examples bridging research to application, including the contingencies affecting job analyses for the purpose of selection, performance appraisal, training and development, individual needs assessment, and succession and manpower planning.

The primary audience for this workshop is those practitioners and researchers who are presently involved in, or who expect to be involved in, using job analysis for the above purposes.

Erich Prien is a Professor of Psychology at Memphis State University. He is a Diplomate and Fellow of the Society, and he has been a practitioner of job analysis for over 3 decades.

Marvin Dunnette is a Professor of Psychology at the University of Minnesota. He is also a Diplomate and a Fellow of the Society. He has been a leading authority in the utilization of job analysis for over 3 decades.

Coordinator: **R. Ronald Shepps**, Coopers & Lybrand

SECTION V (Half Day)

REDUCTION IN FORCE

Fred Bice
Drake Beam Morin

Peller Marion
Drake Beam Morin

Economic downturns often force termination of employees. A painful and difficult process follows for the people about to be laid off and the ones that remain. The objective of this workshop is to broaden one's knowledge of the "parting company" termed outplacement counseling.

The workshop will include information on the methods used in termination, the logistics of actually letting people go, setting up an in-house outplacement office, and the counseling of people who go and who remain. There will be a mixture of lecture presentations, group discussions, and experiential activities.

Fred Bice is Senior Vice President of Drake Beam Morin, Inc. and is responsible for directing the firm's operations in the San Francisco office. Mr. Bice has over 25 years of experience in all phases of corporate management. Mr. Bice received his bachelor's degree in Mathematics from Miami University, Oxford, Ohio and a master's in Business Administration from the Harvard Graduate School of Business.

Peller Marion has had 17 years of experience in human development and organization effectiveness with several Fortune 500 companies. She is Vice

President of Drake Beam Morin, Inc. and collaborates on their marketing efforts, creates and conducts Human Resource Consulting contracts to fit specific organizational concerns, and implements outplacement services. Peller received her bachelor's degree from Skidmore College, Saratoga Springs, New York; her master's degree from the University of Washington, Seattle, Washington; and her doctorate from the University of Massachusetts, Amherst, Massachusetts.

Coordinator: **Virginia M. Buxton**, SOHIO

SECTION VI (Half Day) THE STRATEGIC USE OF PAY

Edward E. Lawler, III
University of Southern California

The reward systems of organizations are associated in most people's minds with issues of motivation, satisfaction, and performance. Indeed, there is a great deal of research which shows that how people are paid, promoted, and recognized can affect their job attitudes and performance. What is less commonly recognized is that the reward system in an organization is an important part of the overall human resource management system. The human resource management system in turn is an important component of the climate, culture, and structure of the organization. Recent research on business strategy clearly shows that effective organizations are ones where strategy matches structure and within the structure there is a good human resource management system fit. This workshop will look at the type of strategic choices that are involved in reward-system design and relate them to issues of business strategy and organization design. Specifically, such topics as merit pay, performance appraisal, flexible benefits, gainsharing, and other design issues will be explored from both the research and practice perspective.

Edward E. Lawler, III is a Professor in the Business School at the University of Southern California. During 1979 he founded and became the director of the Center for Effective Organizations. The Center is part of the University of Southern California. Dr. Lawler is a member of many professional organizations in his field and is on the Editorial Board of five major journals. He is the author and co-author of over 100 articles and 11 books. His most recent books include *Organizational Assessment*, published by John Wiley & Sons in 1980; and *Pay and Organization Development*, published by Addison Wesley in 1981.

Coordinator: **Donald A. Mankin**, Rand Corporation

SECTION VII (Half Day) CAREER DEVELOPMENT AND ORGANIZATIONAL REALITIES

Douglas T. Hall
Boston University

Kenneth C. Christiansen
Monsanto Corporation

This workshop will provide a conceptual and practical overview of the current state of the art in career development in industry. It will describe how concepts of career development can be applied to attain important business objectives. The workshop will show, through a real organizational case study, a *process* (from early diagnosis to final implementation and evaluation) of the development and application of a new career development system integrated with on-going

managerial policies and programs. Methods of doing career development during a corporate reorganization in the current economic environment will also be discussed.

The content will include some formal presentation of concepts and case material as well as small-group discussions of company case examples. There will be one or two experiential career assessment exercises to be completed by participants and a discussion of participants' experiences in developing career programs.

The recommended audience is human resource professionals, managers, or consultants with some experience developing corporate career programs. Initial diagnostic information on expectations, etc. will be solicited in advance from participants, by mail, to save time during the session.

Douglas T. (Tim) Hall is a Professor of Organizational Behavior in the School of Management at Boston University. He is the author of *Careers in Organizations* and co-author of *Organizational Climates and Careers*, *The Two-Career Couple*, and *Experiences in Management and Organizational Behavior*. He is a Fellow of the American Psychological Association and of the Academy of Management, where he served on the Board of Governors. He has served on the editorial boards of four scholarly journals. His research and consulting activities have dealt with career development, women's careers, career burnout, and two-career couples.

Kenneth C. Christiansen is Manager of Personnel Planning in the Corporate Personnel Department of Monsanto Corporation. He has an undergraduate degree from the University of Wisconsin and a master's degree from Stanford University. He has been working for Monsanto for 17 years in a variety of personnel jobs, primarily dealing with personnel management.

Coordinator: **Larry L. Cummings**, Northwestern University

SECTION VIII (Half Day) APPLICATIONS OF UTILITY ANALYSIS AND COST ASSESSMENT PROCEDURES TO P/HR ACTIVITIES

Wayne F. Cascio
University of Colorado

The objective of this workshop is to develop skills in understanding and applying alternative methods for assessing the costs and benefits of personnel/human resource (P/HR) management activities. After a brief overview of the major issues, controversies, and new directions in the assessment of the economic consequences of behavior in organizations, the workshop will focus on applications in four areas. Working in small groups, participants will learn how to "cost out" employee absenteeism and turnover, and how to estimate the dollar benefits to the organization of valid selection and training programs. The workshop will be geared towards applications-oriented professionals. Bring a calculator!

Wayne F. Cascio, Professor of Management and Organization at the University of Colorado (Denver), earned his Ph.D. in I/O Psychology from the University of Rochester. An active researcher and writer in the P/HR field, he has authored three texts, including *Costing Human Resources: The Financial Impact of Behavior in Organizations* (Kent, 1982), and has applied human resource costing methods in many organizations.

Coordinator: **Brian S. O'Leary**, U.S. Office of Personnel Management

SECTION IX (Half Day) JUDGMENT CALLS IN VALIDATION RESEARCH

C. J. Bartlett
University of Maryland

In order to avoid litigation or assure success when it can't be avoided, the ideal is to follow to the letter all of the Division 14 *Principles, Uniform Guidelines*, and the APA *Joint Technical Standards*. Unfortunately, practical consideration such as time, resources, and organizational constraints usually prevent the ideal from becoming reality. This workshop will focus on the constraints that force judgment calls which may require you to deviate from these various professional standards. Some of these judgment calls actually arise from inconsistencies in these standards. Implications of the latest revisions of the *Joint Technical Standards* will be emphasized.

Examples of judgment calls in validation research involving job analysis procedures, test fairness, choice of validity strategy, methods of combination and analysis of multiple predictors and criteria, and strategies for demonstrating practical significance will be discussed. Group discussion of situations requiring judgment calls will be encouraged. Participants should bring experiences calling for difficult judgments for discussion.

The recommended audience consists of persons who have conducted validity studies which have been or may be involved in litigation.

C. J. Bartlett, Professor of Psychology at the University of Maryland and Director of the I/O Graduate Program, has been conducting research on measurement and selection problems for 25 years. In his consulting experience for both the public and private sector he has conducted and evaluated validation research involved in selection, serving as an expert witness for both the plaintiff and the defendant. He is currently an elected member of the Executive Committee and Chair of the ad hoc Committee on Testing for the Society of Industrial and Organizational Psychology.

Coordinator: **Janet Turnage**, University of Central Florida

SECTION X (Half Day) DESIGNING ASSESSMENT CENTER EXERCISES

Virginia R. Boehm
Assessment & Development Associates

Exercises are at the heart of an assessment center. But unlike such topics as rating procedures, validity, and job analysis, there is very little in the assessment center literature that directly relates to the topic of exercise design.

This workshop will present an overview of exercise design and the major considerations that influence it. The intended audience is practitioners and researchers who have previous knowledge of the use of assessment centers in a business environment. Basic knowledge of assessment center theory and practice is assumed.

During the workshop, brief presentations will alternate with work sessions that will provide the participants with the opportunity to carry out the initial stages in the process of designing an assessment center exercise.

Topics to be covered include organizational considerations that impact on assessment center design, types of assessment center exercises, moving from job analysis results to exercise design, developing an exercise scenario, determining exercise parameters, and integrating individual exercises into an assessment center.

Virginia R. Boehm is with the consulting firm of Assessment & Development Associates. She has over ten years experience with assessment centers and has previously worked at AT&T and SOHIO. She has numerous publications concerning assessment centers, management development, and testing and is active in a number of professional organizations.

Coordinator: **Benjamin Schneider**, University of Maryland

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.

Copies can be obtained from **Virginia R. Boehm, Assessment and Development Associates, 12900 Lake Avenue - Suite 824, Lakewood, OH 44107**. 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.

JOB OPENINGS?

Contact the Business Manager to advertise in **TIP**. **Ed Adams, TIP, P.O. Box 292, Middlebush, NJ 08873 (201 221-5265)**.

REGISTRATION
31ST ANNUAL APA DIVISION 14 WORKSHOPS

Thursday, August 25, 1983

Hilton At The Park

Anaheim, California

NAME (Please Print) _____

ORGANIZATION _____

MAILING ADDRESS _____

PHONE () _____ EXT. _____

APA DIVISION MEMBERSHIP(S) _____

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

Section #

Section #

My first choice: _____

My second choice: _____

My third choice: _____

My fourth choice: _____

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

\$135--Division 14 Members and Student Affiliates

\$175--APA Members

\$210--Non-APA, Non-Division 14 Members

Fee includes: All registration materials, lunch, social hour. Additional tickets for social hour are \$8 per guest.

Please make check or money order payable to: APA Division 14 Continuing Education and Workshop Committee. Mail form and registration fees to:

Richard J. Ritchie, Treasurer

Division 14 Continuing Education and Workshop Committee

48 West Springtown Road

Long Valley, New Jersey 07853

(201) 221-5172

THE HUMAN ELEMENT IN INDUSTRY

- **PERSPECTIVES ON EMPLOYEE STAFFING AND SELECTION: Readings and Commentary**
George F. Dreher, University of Kansas, and
Paul R. Sackett, University of Illinois, Chicago (1983)

- **PERSONNEL/HUMAN RESOURCE MANAGEMENT, Revised Edition**
Herbert G. Heneman III and **Donald P. Schwab**, both of
University of Wisconsin-Madison, **John A. Fossum**,
University of Michigan, and **Lee Dyer**, Cornell University (1983)

- **PERSPECTIVES ON PERSONNEL/HUMAN RESOURCE MANAGEMENT, Revised Edition**
Herbert G. Heneman III and **Donald P. Schwab** (1982)

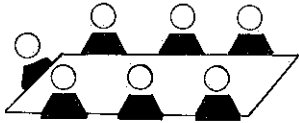
- **PSYCHOLOGY APPLIED TO WORK: An Introduction to Industrial and Organizational Psychology***
Paul M. Muchinsky, Iowa State University (1983)

- **PSYCHOLOGY OF WORK BEHAVIOR, Revised Edition***
Frank J. Landy, The Pennsylvania State University,
and the late **Don A. Trumbo** (1980)

- **PERSONNEL AND ORGANIZATIONAL PSYCHOLOGY**
Laurence Siegel and **Irving M. Lane**,
both of Louisiana State University (1982)

Examination copies for adoption consideration are available upon request; please indicate course title and text presently used.

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Committees

Testing (Ad Hoc)

<> C. J. Bartlett

PLANS FOR REVIEW OF THE THIRD DRAFT OF JTS

The third draft of the *Joint Technical Standards for Educational and Psychological Testing* was released in late February, for review by divisions, boards, committees and members of the three sponsoring organizations (APA, AERA and NCME). The two previous drafts were stamped "Confidential Working Draft" and available only to the advisors, consisting of 136 persons including 32 from the Society of I/O Psychology. (It is believed that this confidential draft may have reached the hands of others. There was even a rumor that Mel Novick said, "I'm up to my kiester in leaks", but that may have been someone else.)

The ad hoc Committee on Testing, consisting of Dick Barrett, Pat Dyer, Bob Guion, Bill Owens, Neal Schmitt and Mary Tenopyr, has been given the following charge by committee chair, Jack Bartlett:

The latest version of the Joint Technical Standards (JTS) has been released and the Society of I/O Psychology has been asked to make an official response. The ad hoc Committee on Testing is charged with preparing that response for approval by the Executive Committee. All of this must be completed by May 1, 1983, so it is critical that you get your analysis to me as soon as possible. I see several alternative forms that our response could take (you may think of others). Please consider them in your analysis:

1. You may feel this draft of the JTS is hopeless and that revision of it will not overcome the problems. The best recommendation is to completely rewrite it. This recommendation is not likely to have much of an effect, unless it is fully justified and documented and a detailed plan is given for accomplishing the rewrite of the JTS. Such a response would require an analysis of the likely consequences of the adoption of this draft, critical examples within the draft that lead to this conclusion, and a realistic strategy as to how the three sponsoring organizations (APA, AERA & NCME) could be persuaded to start over. They have already made a large investment in the revision.

2. You may feel that the biggest problem of this JTS draft is that the same set of standards cannot feasibly be applied to test users and test developers, the latter requiring a great deal more technical sophistication. If the strategy was to encourage two different sets of standards, where do you divide them? An analysis of each chapter and standard, indicating which would apply to user standards and which would apply to developer standards, would be

necessary if this option were chosen. Also, a detailed justification and strategy as indicated in the previous option.

3. You may feel that this JTS draft can be made acceptable by specific revision of some (or all) of the standards and introductory material. Specific suggestions for revisions are called for under this option with appropriate references and justification. Again strategies to achieve acceptance of our suggested revisions are needed.

4. You may feel that this draft of the JTS is fine and it should be endorsed with minor revisions, such as changing a few standards or changing category classification of standards (A, B, A/B). Please specify any suggested revisions.

Although we must respond to APA by May 1st, the discussion of the JTS revision is likely to continue for a year or more. Obtain as much input from the Society membership as well as members of other divisions (I have contacted all of the other divisions with an interest in testing). The broader the base we have for suggested changes, the better chance we have for acceptance.

The membership of the Society of I/O Psychology is encouraged to write members of the committee with suggestions. We need all of the help we can get.

State Affairs (Ad Hoc)

<> Bill Howell

AFFAIRS OF STATE

AN INTERIM REPORT AND AN APPEAL

By William C. Howell and Ronald G. Downey

For several years now, an ad hoc committee of your Society (State Affairs) has been looking into the state of I/O psychology in the states. If you've been reading your **TIP**, you know about us already; in fact, you may even know who your state "contact" is (see May, 1982 issue).

What we've found so far isn't too pleasant. Control of *all psychology* is in the hands of the states which, in turn, are controlled by the respective state *associations* which, in turn, are controlled by *health-care people*. But that's the best part. The worst is that most I/O people don't care--that is, until they run afoul of the system. Then they care a lot.

Consider this scenario. You may discover, much to your chagrin, that despite your hard-earned Ph.D., your 50 *JAP* articles, your 20 years of experience, and your APA Presidency, you don't have the legal right to call yourself a psychologist. Moreover, you can't become one unless you can find a person with a license (e.g., a clinician) who is dishonest enough to certify that he or she provided the required supervision (which act, of course, is itself in violation of the law). And, naturally, you find that none of your students or subordinates can qualify either, because you are an unfit tutor. If, by hook or crook, you are finally annointed, you may well find yourself a criminal again because your employer sent you

to the Oshkosh plant for a total of 31 days last year. Or because of what you chose to call your little consulting firm. Or for any of a number of similar high crimes against the citizenry of your state.

But, you ask, didn't the Society get us off the hook when it took the position that I/O psychologists do not generally perform licensable activities and, therefore, should be excluded from the law? Friends, the states don't *care* what the Society thinks; nor, for that matter, what all of APA thinks. The states, *and they alone*, have legal control over psychology: the road to our profession runs straight through your state capital, not Washington D.C.

We I/O people can continue, if we wish, in our ostrich-like posture of total indifference to state affairs, wincing only occasionally at the screams of someone unfortunate enough to have gotten burned (and make no mistake--the frequency and loudness of the screams are sure to increase); or we can face reality and do something. But the catch is that what we do, if we choose to become involved, must be done at the *state* level--the very place where we have no traditional interest, no power, and no apparent means of making our voices heard. We can't play by *our* rules, on *our* home field, with *our* officials! We've got to learn a whole new game.

Your State Affairs Committee has just completed a survey of our state contacts--a scouting report, if you will--to get some idea of the dimensions of the problem and of the resources available with which to attack it. There are a few states in which I/O people *have* had an impact; *have* been listened to. How, we're asking, has this happened? What are the necessary ingredients?

When we have finished mulling over the returns of this survey, and following up on leads yielded by it, we're going to put together a report. Its purpose will be to summarize the "state of the states", but more importantly, to spell out some strategies that seem to have worked. We hope to provide a "playbook" for those who want into the game. And maybe, even, a little justification for the skeptics among us to leave the sidelines. After all, there's little incentive in playing if one is sure to lose--which, of course, is exactly what happens when one has no plays. But then, what chance of winning has the fabled ostrich (picture, if you will, its physical posture)?

Now for the appeal. Your committee's efforts, in and of themselves, will undoubtedly miss some valuable information. If you have anything to share with us that you feel might contribute to a more complete report--horror stories, critical incidents, promising "formations" or "plays", or whatever--jot them down and send them to either **Ron Downey, Department of Psychology, Bluemont Hall, Kansas State University,**

Manhattan, Kansas 66506; or to Bill Howell, Department of Psychology, Rice University, Box 1892, Houston, TX 77251.

We close on an optimistic note. From what we've learned so far, we know that I/O psychology does not *have* to be completely at the mercy of others when it comes to the future of our profession. We *can* win our share even if all our games are played on foreign (state) soil. And, as Art MacKinney has been saying so convincingly, there's a lot more potentially at stake for us than just staying out of jail!

PROGRAM

<> **Allen I. Kraut**

A total of 135 papers were received for consideration for the Society's program at the APA convention in Anaheim, up 21% from last year. Of these, 42 were accepted by the Program Committee and will be organized into three poster sessions. In addition, 34 symposium proposals were received, including three submitted by various Society Committees; 18 symposia were accepted. Overall, it should be a strong and balanced program.

Unfortunately, the Society's program at this year's convention will be split between the Marriott and Hilton Hotels and the Convention Center. The Marriott is the closest hotel to the Convention Center and the newer of the two.

Report From APA Council

Milton D. Hakei

Psychology Today!

Fully half of the time at the January meeting of the APA Council of Representatives was devoted to discussion and debate over a proposal to purchase *Psychology Today*. The vote authorizing the Board of Directors to negotiate the purchase came after eight hours of briefings, workshops and impassioned rhetoric.

Purchase of *Psychology Today* represents a gigantic opportunity for APA. The opportunity resides in reaching a readership of a million or more and presenting articles in a responsible style. No doubt the purchase opens up great opportunities for Industrial and Organizational Psychology too. Purchase involves a moderate risk, which resides in the possibility that by upgrading the content and style of the magazine, its subscription and advertising bases might erode to a point where

we have to get out of the magazine business. After spirited, thorough, and lengthy debate on finances, historical trends, editorial and advertising policies, and plans for managing and upgrading the content without impairing the financial viability of the magazine, the Council voted 77 in favor, 25 against, and 5 abstentions. Your representatives divided two in favor and three against. There is no question that the magazine will require major attention on a continuing basis. It could be one of the greatest things APA has ever done, or . . .

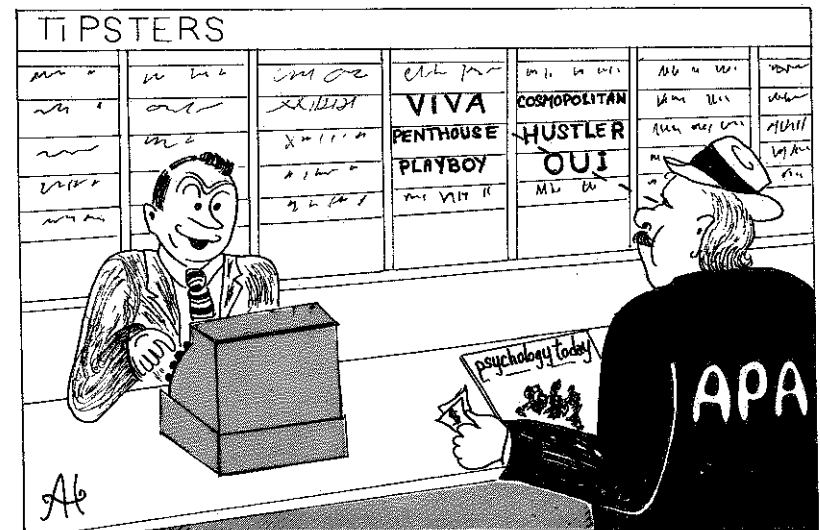
All other items paled by comparison, but nevertheless Council did take action on a full, 30+ item agenda. Approval was given to a 1983 operating budget of over \$18 million and also to a proposal to ask state associations to bring their membership standards up to the level of APA's. Council rejected a proposal to suspend the moratorium on creation of new divisions. Information reports were received on several issues of great concern to members of the division--issues which will become action items in forthcoming meetings of the Council. A proposal to amend the bylaws for the creation of Substantive Interest Groups (SIG) is being developed by the Policy and Planning Board. The proposal to create SIGs offers the best hope of accommodating growth in APA without the necessity for great changes in the political balance of the Council. It also has implications for convention programming. SIGs are very popular in the American Educational Research Association. Revision of the Guidelines for Providers of Psychological Services is underway, and our Professional Affairs Committee is maintaining an active liaison with APA's Board of Professional Affairs and its subcommittees on this issue. Other items concerning identification and recognition of specialties in psychology, accreditation and credentialing issues, and the evaluation of educational standards were also discussed.

The Joint Technical Standards for Educational and Psychological Tests also received attention. Council suspended its rules to consider a new business item introduced in Forum A by Earl Alluisi. By a unanimous vote, the Council created an ad hoc committee to review the February 1983 and subsequent drafts of the Joint Technical Standards. The committee will report its findings to the Council of Representatives itself. It will be broadly representative of all sectors of applied and professional psychology, and will be appointed by APA President Max Siegel.

The Forum system worked reasonably well as a means of expediting action items and considering items outside of the usual action and information format. Your representatives continue to allocate all five of their votes to Forum A--the forum concerned with research, academic, and general issues (the other forum concentrates on health-related issues).

Thanks to your support and responsiveness on the allocation ballot, Division 14 will continue to hold five seats on the 1984 Council. This was particularly critical because the Joint Technical Standards will probably come up for action during that Council year. Last year we just barely hung onto our fifth seat, and this year we came out better than halfway toward adding a sixth. Our goal for next year should be to add the sixth seat, and in fact a seventh and eighth would be extremely desirable. If every Division 14 member sent in the allocation ballot and allocated all 10 points to the Division, we would have 10 Council representatives. Right now 10 seats seems to be beyond our grasp, but 6 or 7 is definitely within the realm of possibility. Thanks for your support this year. Let's keep those 10 point votes coming.

Lyman Porter, Don Grant, Bob Guion and Mary Tenopyr continue on the Council, and **Frank Schmidt** has just begun a three-year term.



"Will there be anything else?"

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Work Sample Meta Analysis

As an off-shoot of Al Glickman's attendance at Division 14's Innovations in Methodology Conference in Greensboro, North Carolina, a research group at the Department of Psychology at Old Dominion University is applying the emerging meta-analytic techniques to areas in Industrial/Organizational Psychology and Organizational Behavior. The current topic of interest is work

samples, defined as any test situation in which the person being tested performs one or more practiced tasks drawn from or based on the job itself. Persons and/or organizations are encouraged to share existing data/reports/reprints (published and especially unpublished) on this topic. For information or ideas please contact: **Scott Tannenbaum** or **Eduardo Salas, Department of Psychology, Old Dominion University, Norfolk, Virginia 23508 (804 440-4453).**

Rater Training Research Wanted

For a review of the research literature on rater training programs, published or unpublished research papers are wanted dealing with attempts to train raters to improve the psychometric quality of performance appraisal ratings, assessment center evaluations, interview evaluation ratings, or any other evaluation situation. Send copies to **David Smith, Dept. of Psychology, Colorado State University, Fort Collins, Colorado 80523.**

Consulting Psychology Award For Excellence In Professional Practice

The Division of Consulting Psychology will confer an award at the 1983 APA convention to recognize outstanding achievement in psychological consultation. The \$1000 award, named the Perry L. Rohrer award, is presented annually to psychologists who demonstrate unusual and outstanding capability in applying psychology to assisting organizations in the public or private domain, especially in responding effectively to human needs. Nominations should be accompanied by a brief supporting statement (500 words or less) outlining the nominee's outstanding achievement. Nominees must be APA members, and their work must have taken place since January 1, 1982. Send nominations by April 30, 1983 to: **Marianne McManus, Ph.D., Chair, Practice Award Committee, 757 Ocean Avenue, Suite 111, Santa Monica, CA 90402.**

Letters To The Editor

Written to any good newspapers or magazines lately? If so, the APA Public Information Office would like your help. The office regularly uses a national clipping service to monitor the trends in news coverage about psychology every month. But while this service covers a wide variety of national and local newspapers and magazines, as well as many newsletters and other periodicals,

only rarely does it pick-up letters-to-the-editor by local psychologists concerned about a particular issue.

Sending APA a copy of your letter is an important and easy way to alert the Public Information Office to newspaper and magazine stories (or radio and TV news items) notable enough to inspire you to write. Your letter can help APA to better track the issue and to adjust coverage or handling of that issue accordingly. A copy of your correspondence also will help in coordinating psychology's local and national media relations efforts.

Please send a copy of your letters-to-the-editor to the **APA Public Information Office, 1200 Seventeenth St., N.W., Washington, DC 20036.**

Journal of Occupational Psychology

An international journal of industrial and organizational psychology

The journal encourages submission from authors worldwide of papers which describe and interpret important research into people at work, covering such topics as vocational and personnel psychology, human factors and engineering psychology and behavioural aspects of industrial relations:

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Journal of Occupational Psychology is edited by Peter Warr (MRC/SSRC SAPU, University of Sheffield, UK)

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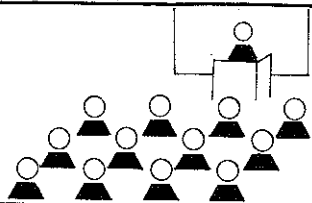
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Meetings

Past and Future



Old Dominion University Conference October 4-5, 1982

The Third Annual Scientist-Practitioner Conference in Industrial/Organizational Psychology, held in Virginia Beach, was co-sponsored by the Department of Psychology at Old Dominion University and the Tidewater Chapters of the Human Factors Society and American Society of Safety Engineers. The theme of the Conference was Stress and Safety: Recent Developments in Safety Research. There were four half-day sessions:

1. Stress and Safety: An Introduction, in which Michael S. Kavanagh (SUNY, Albany) and Gordon H. Robinson (University of Wisconsin-Madison) presented papers covering problems, theoretical models, and techniques that address the linkages between stress and safety;

2. Stress and Safety in Industry, in which Ted S. Ferry (USC) and Charles L. Burford (Texas Tech. U) presented papers emphasizing the specific job, task, and situational characteristics that produce unsafe consequences;

3. Stress and Safety in Aviation, in which J. Sam Griffith (U.S. Army Safety Center), Stan R. Santilli (USAF School of Aerospace Medicine), and Robert Alkov (U.S. Naval Safety Center) summarized recent findings and research needs related to the field of aviation safety; and

4. Stress Management and Accident Reduction, in which James P. Kohan (American Electric Power Service Corp.) and Lawrence Murphy (NIOSH) discussed ways to improve safety through stress reduction and stress management.

The Conference was closed by Ben B. Morgan, Jr. (Old Dominion University), who provided a summary of papers presented and discussed future areas of research. A book including the proceedings of the Conference should be published in the Fall of 1983. For more information contact Morgan at **Center for Applied Psychological Studies, Old Dominion University, Norfolk, VA 23508.**

- By Ben B. Morgan, Jr.

Performance Assessment Symposium November 5-6, 1982

The fourth Johns Hopkins University National Symposium on Educational Research (NSER) was held in Washington, D.C. on the theme of "Performance Assessment: State of the Art". The first day of the symposium saw many Division 14 members presenting papers on issues and alternatives within the area of performance review. Topics included job analysis (Sid Fine); measurement devices (Rick Jacobs); behavioral checklists (Wally Borman); work samples and trainability tests (Art Siegel); the appraisal interview (Ken Wexley); assessment centers (Bill Byham); scoring, scaling, and measurement models (Jeff Kane); and validity generalization and predictive bias (Bob Linn). Discussants included Ernie McCormick, John Bernardin, Jack Bartlett, and Bob Guion.

The second day sessions were workshops focusing on specific performance appraisal applications. Topics included classroom evaluation, personnel selection and evaluation, writing skills, teacher competency, listening and speaking skills, technical and mechanical job competency, managerial competency, and clinical competence in the health professions. The conference was organized by Ron Berk of Johns Hopkins and was attended by some 180 participants from university, business, and government settings.

-By Rick Jacobs

IPMAAC Conference on Public Personnel Assessment May 22-26, 1983

The International Personnel Management Association Assessment Council (IPMAAC) Annual Conference on Public Personnel Assessment will be held at the Mayflower Hotel in Washington, D.C. As one highlight, in response to an invitation by the Personnel Testing Council of Southern California and Metropolitan Washington, Jack Bartlett will give an address on the Joint Testing Standards on May 25 (3:45 p.m.). His title will be, "Is it Necessary to Raze the Standards In Order To Stick To Our Principles?"

For information on the conference contact **Sandra Shoun, Director of Assessment Services, International Personnel Management Association, 1850 K Street, N.W., Suite 870, Washington, D.C. 20006, Tel.: 202 833-5860.**

Equal Employment Advisory Council Seminar June 6-8, 1983

This EEAC seminar, to be held at Marriott O'Hare Hotel in Chicago, is entitled, "Developing Sound Employee Selection Procedures After Connecticut vs. Teal: A Detailed Look at the Requirements of Title VII and the Uniform Guidelines on Employee Selection Procedures". The seminar is designed to provide both EEO specialists and industrial psychologists with a comprehensive understanding of the legal and technical requirements of the Uniform Guidelines as they relate to establishing job-related selection procedures. For more information write to the **Equal Employment Advisory Council, 1015 15th Street, N.W., Suite 1220, Washington, D.C. 20005.**

Ecology of Work Conference June 15-17, 1983

The Organization Development Network and NTL Institute are co-sponsoring the sixth Ecology of Work Conference in Cleveland, Ohio. The conference will showcase what major corporations are doing to improve productivity and the quality of work life. Major presentations will be made by General Motors and U.A.W. representatives from the Tarrytown plant, by Rohm & Haas Co., Tandem Computer Co., the Transportation Workers Union, Rath Packing Co., and Zilog, Inc. Keynote speakers include Elsa Porter, formerly with the Department of Commerce, Paul Russon, U.S.W., and Len Schlesinger, Harvard Business School. For details, contact **Judith Leibowitz, NTL Institute, P.O. Box 9155, Rosslyn Station, Arlington, VA 22209, (703) 527-1500.**

International Congress on the Assessment Center Method June 20-22, 1983

The eleventh annual International Congress on the Assessment Center Method, a conference organized by a voluntary group of assessment center researchers and practitioners, will be held in Colonial Williamsburg, Virginia. The program will include new developments in methodology, exercises, legal issues, research, applications, and ways to make assessment centers simpler and less expensive. There will be programs for both the new and experienced assessment center administrator and special reports on Japanese and European assessment center users'

conferences. Social activities will include an evening at Busch Gardens and a 17th century banquet. For information contact **Barbara Mazur, Development Dimensions International, P. O. Box 13379, Pittsburgh, PA 15243, Tel.: 412 257-0600.**

Third Organization Development World Congress

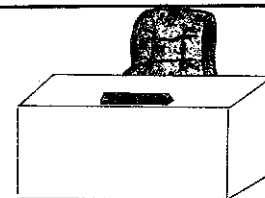
The Third Organization Development World Congress will be held in Dubrovnik, Yugoslavia on the theme "Improving the Quality of Life". Social scientists from various parts of the world will meet to see if the technology used to solve problems inside organizations is applicable to the solution of world problems. For more information contact **Don Cole, Organization Development Institute, 11234 Walnut Ridge Road, Chesterland, Ohio 44026.**

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New York, NY 10010. The City University of New York is An Equal Opportunity/Affirmative Action Employer.

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GRADUATE PROGRAMS SURVEY

A new 1982 *Survey of Graduate Programs in Industrial/Organizational Psychology and Organizational Behavior* is now available. Copies may be obtained from the Chair of the Education and Training Committee, **Charles L. Hulin, Psychology Building, 603 E. Daniel Street, University of Illinois, Champaign, Illinois 61820.**

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