THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST

TIP

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The Industrial-Organizational Psychologist

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IN MEMORIAM

C. J. (Jack) Bartlett, 1931-1983

Jack Bartlett's untimely death in May brought shock and dismay to many Society members. It was not just that he was a prominent, highly respected colleague (which he was); it was not just that he was a beloved friend (which he was); it was not just that he died so young (which he did, at age 51); it was also that he died while he was so intensely involved in so many Society activities. He was even one of our candidates for President. Thus we offer him our respects, gratitude, and affection with this memorial issue.

Many knew that Jack's Ph.D. in psychometrics was from Ohio State University and that his specialty within I/O was personnel selection and placement. Many knew that he was a professor of I/O psychology at the University of Maryland from 1968 until his death, a term which included 10 years as the Chairman of the Department. Many also knew of Jack's honors, both for scholarship (he was a Fellow of the Society) and for I/O practice (he was an ABPP diplomate). But there were some sides of Jack that many did not know. Irv Goldstein portrays these in his tribute.

A TRIBUTE TO JACK BARTLETT

By Irwin L. Goldstein

Jack Bartlett passed away on May 11, 1983 doing what he loved most. He was trying out his speech on testing standards and issues to the I/O students and faculty at Maryland. His last set of comments contained, in true Jack Bartlett style, a joke which captured many of the professional issues surrounding the topic known today as APA's test standards.

Jack was a person who contributed all of his life to the issues of I/O Psychology--both professionally and scientifically. When we talk of the scientist-practitioner model, we will remember persons like him. His scientific and professional contributions have been recognized by his receiving the Cattell award and by his being

elected to many offices in Division 14. His contributions to I/O were so valued that every time a new issue came up, ranging from licensing to specialty standards to testing standards, the question became "let's see if we can get Jack to take it over." Jack never said no. He loved matching wits, especially when he believed in the cause. I/O Psychology will miss him.

However, there were some aspects of Jack that not all people knew. I would like to tell you about some of them. First was Jack's love for students. His entire research and teaching career was wrapped around his students. They knew that despite his sometimes formidable exterior, he was a teddy bear, and they took unmerciful advantage of his brains, time and talent. And he loved every minute of it. While the rest of us would agonize over the adversarial meanness of the courtroom in EEO trials, Jack would bring in a dozen students to watch him in action. Jack would hear that a student didn't have funding for the summer and he would give away a consulting job that he had earned. Most times the student never learned about it.

Another part of Jack was his fierce loyalty to and love for his colleagues. It is no secret why young faculty at Maryland had wonderful opportunities to succeed professionally and scientifically. He would introduce every one of his students and faculty to every I/O psychologist he could find during the entire APA convention. He would obtain grants and then ask young faculty members to work on them so they would have the opportunity to be involved in research and get paid for it. He would also give away opportunities offered him to his faculty and students without their ever finding out.

Perhaps the best example of Jack Bartlett at work involved Bob Wherry, Sr. and the Student Research Award. Jack was not a superb grade achiever in undergraduate school. Part of this was due to the fact that he had to put himself through school and part was due to the fact that he wasn't particularly interested. After several years of working, he visited with Bob Wherry, Sr. and a love affair started. Jack was admitted to Ohio State University as a provisional student and 2 1/2 years later he received his Ph.D. He never forgot what Bob did for him and other students at O.S.U. When Bob died, Jack did two things. As his own personal tribute, he edited and published in Bob's name, Bob's original article on theory of ratings. Also, he suggested that Division 14 establish a student I/O - O.B. paper award in Bob's name. When Division 14 agreed, Jack then totally endowed the award with his own financial contribution. Nothing would please Jack more than to know that students were being honored in the memory of Bob Wherry.

All of Jack's colleagues and friends feel great pain. However, I think the greatest pain of all will be suffered by future students at Maryland who will never get to meet him. They will never hear him say: "I like students who are ready to argue. I want you to come into my office, pound on my desk, and tell me--damn it Bartlett, you're wrong!" He wasn't wrong often, but the students came anyway.

A LETTER TO MRS. BARTLETT

The Society's President, Dick Campbell, represented us at a memorial service held for Jack at the University of Maryland Chapel. He also expressed our sympathy and appreciation in the following letter to Mrs. Gloria Bartlett, Jack's wife.

Dear Gloria:

On behalf of the members of the Society for Industrial and Organizational Psychology, I extend our deepest sympathy to you and the family. Jack's passing has stunned and saddened us. We are sharing our fond recollections of Jack as a way of easing the pain. I trust you will find similar moments of relief in this difficult time.

You are well-aware of Jack's marvelous contributions to Psychology, particularly in our special field of Industrial and Organizational Psychology. His contributions as a scientist, teacher, and practitioner significantly advanced and strengthened our field of work. We are proud to say he was one of us and fortunate that he chose to be an Industrial and Organizational Psychologist.

Our members are aware of Jack's generous and unique contributions to the Society. They publicly acknowledged this when they nominated him as a candidate for President of the Society. Jack was involved in practically all of our major efforts. I know of no one who has contributed more during the past eight years I have served on the Executive Committee. We sought him out because he was effective and fair, courageous and considerate, and deserving of our trust and confidence. The Society's loss is great.

The deepest loss we feel is at a personal level, the loss of our friend and colleague. That is painfully obvious as his friends discuss his passing. We shall miss his humor and cheer. Things always seemed better when he was there.

Again, our deepest sympathy to you. If the Society or I can be of any help, please call me.

Sincerely,

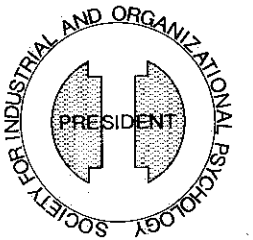
Dick

AS WE CONTINUE

No one can replace Jack Bartlett. However, as a practical matter, the Society has attempted to find substitutes for him in some of the critical activities in which he was involved. Paul Sparks will conduct his workshop at the convention, and Bill Owens has agreed to become the Chair of the ad hoc Committee

on Testing, intently involved now with the Joint Testing Standards. No replacement was named for Jack for the duration of his 1983 terms as a Member-at-Large of the Executive Committee and a member of the Long Range Planning Committee. However, the second-place winner in the current election for a new Member-at-Large will assume the remainder of Jack's term (1983-84) in that role. Jack was also a one-man task force for the Society as a liaison to the BPA subcommittee on Specialty Criteria; Irv Goldstein will assume this responsibility.

As a more tangible tribute to Jack, a fund has been set up in his memory at the University of Maryland to further the scholarly pursuits of students in I/O Psychology. The Executive Committee voted at its meeting in June to contribute $500 to this fund on behalf of the Society. Individuals who wish to make donations on their own should direct them to the **Jack Bartlett Memorial Fund, c/o Dr. Irwin L. Goldstein, Department of Psychology, University of Maryland, College Park, Maryland 20742.**



A Message From Your President

Dick Campbell

Amidst all the good and exhilarating events that occurred during the first year in the life of the Society, I fully expected some downers. But I wasn't prepared for Jack's death and still have trouble accepting it. I hope all who see this issue of **TIP** will understand his great contribution to I/O psychology and our esteem for him as a person.

The year moved by very rapidly, and I honestly am not eager to see its end. It's fun to work with a Society like ours. Members are supportive; chairs deliver good products, usually on time; and the Executive Committee is willing to move and try new things. It's easy to take these things for granted, so it's wise to remind ourselves once in a while that we've got a good thing goin' and we want to keep it goin'.

The transition to incorporated status as a Society has moved along fairly smoothly. The start up of work is well behind us and we've begun to look for ways to use it to our advantage. Among the ideas under consideration, two have moved beyond the think tank stage and dovetail with our effort to improve our scientific program.

At the June meeting, the Executive Committee approved the Scientific Affairs Committee's proposal for an annual book prepared by the Society. Our objective is an edited volume of outstanding quality covering a major area of I/O psychology. The proposal envisions five such areas, with the cycle repeating every five years. The Executive Committee is very enthusiastic about this venture. **Ray Katzell** was unanimously endorsed as the Editor-in-Chief for the series and asked to proceed promptly with the appointment of an editorial board, selection of a publisher, and preparation of the first volume.

Another major new direction is under serious consideration but not as far along. You received some months ago a questionnaire from LRP regarding your interest in a proposed annual convention to be conducted by the Society. The proposed convention would be in addition to rather than in place of our program presented at the APA Annual Convention. Our own I/O convention presents some exciting possibilities. A decision to move forward in our planning depends, of course, on your reaction to the idea. Meanwhile, the Board of Convention Affairs is beginning to respond to our efforts to get a fairer distribution of program hours at the APA Convention. It is our understanding that BCA will submit a proposal to Council at this Convention that would result in more program hours for the Society in 1984.

It is difficult for me to gauge how well we've done this year in stimulating greater participation in Society affairs by Organizational psychologists. This year's Convention program contains a number of interesting organizational topics and speakers. Organizational psychologists participated more fully this year in our Committee structure. Much remains to be done, and I hope the Society's new activities will attract more Organizational psychologists.

Somewhere deeper in this issue of **TIP** you will find the Society's response to the third draft of the *Joint Technical Standards*. Your ad hoc Committee on Testing worked diligently and very effectively under tight time constraints. And they met the May 1 deadline for reply. Within the six week period available there were a number of conference calls and a physical meeting of the committee. In addition, the voting members of the Executive Committee had opportunity for input and unanimously endorsed the response. **Jack Bartlett** did a great job of pulling all this together.

The Society is indeed fortunate that **Bill Owens** has agreed to take the critical role of Chair of the ad hoc Testing Committee. In addition to his excellent qualifications for this role, he was a member of the ad hoc committee and thus can provide good continuity and a smooth transition to a new chair. Bill has the

enthusiastic, unanimous support of the Executive Committee and our sincere thanks for assuming this difficult job on behalf of the Society.

You will recall **Art MacKinney** has been working on opening a window to China. In May I had the delightful opportunity of hosting a visit to the Bell System by President Chen Li and two professors from his department of I/O Psychology at Hangzhou University, Zhejiang, China. President Chen is the Head of the Industrial Psychology section of the Chinese Psychological Association. It proved to be a cordial, interesting, and useful meeting. President Chen is eager to have some I/O psychologists from the U.S. visit his University. So, if you happen to be in China ...

As the year draws to an end, the evolution of the Division into a more autonomous and vigorous Society is well underway. I am confident you will support Milt and the Executive Committee as they try innovative yet risky ventures that drive the Society toward becoming the kind of organization I/O psychologists deserve.

Thanks for your generous support this year. Hope to see you in Anaheim enjoying the fine program and workshops put together by **Allen Kraut, Stan Silverman** and their committees.

TIP BITS

Ann Howard

At last! Two major problems for **TIP** have reached a resolution. First, we finally got rid of our fuzzy print, and experiments are now underway with computerized paste-ups of our drawings and photographs. Such miracles from the new technology!

Secondly, the Executive Committee agreed at its June meeting on a solution to the problem of students wanting copies of **TIP** and our being only partially able to provide them. Beginning with the November issue, the start of our next volume year, students who would like a copy of **TIP,** *including* Student Affiliates of the Society, can obtain individual subscriptions for a nominal fee of $5.00 per year. This less-than-cost figure is a bargain, plus each student can be assured of receiving a copy rather than having to compete with others for departmental copies. We will continue to send one reference copy to each I/O or O.B. department that has indicated interest.

Subscription forms will be sent to each graduate department at the beginning of the school year; if somehow that misses you, write to the **TIP** Business Manager. The long-range plan is to

consolidate student **TIP** subscribers and Society Student Affiliates, but this latter step requires a by-law change to eliminate APA Student Affiliate status as a pre-requisite to Society Student Affiliate status. You'll be hearing more about that in times to come. Meanwhile we hope to add many student subscribers to the **TIP** rolls for the 1983-84 volume year and will print as many copies as needed to satisfy the demand.

Also of possible interest to students, an organization is developing called the National Association of Psychology Students (NAPS), whose membership has initially been defined as all APA Student Affiliates, both graduate and undergraduate. The idea was endorsed by the APA Board of Directors, and a steering committee has spent this year gathering information and performing organizing tasks. Activities are currently planned for the 1983 APA convention in Anaheim, including a symposium, social hour and business meeting. The agenda of the business meeting, scheduled for Monday, August 29, 1:00-2:50 P.M., will include the actual organization of NAPS and a review of the initial draft of bylaws. For additional information, interested students should write to **Brenda Q. Gretzinger, Communications, NAPS Steering Committee, 6627 Marvin Avenue, Eldersburg, Maryland 21784.**

This issue is dedicated to **Jack Bartlett,** who passed away in the throes of formulating the Society's position on the Joint Test Standards. A report of his committee's work on that effort is included in the Committees section of this issue. We shall all miss Jack's exceptional work for the Society as well as his fiery wit.

Our lead feature for this issue is a triple-header on pay equity and comparable worth between "men's" and "women's" jobs. **Laurie Eyde** has provided some of her testimony to Congress in this regard, **Don Schwab** writes of the susceptibility to bias of current job evaluation methods and notes other factors that influence pay, and **Bob Guion** offers a proposal to develop a bias-free job evaluation system. Facts on the pay of I/O psychologists, not only by sex but by highest degree, organization, and other factors, are presented in the salary survey by **Wayne Sorenson** and **Ann Durand.**

Two series continue in this issue. **John Hinrichs** completes the survey of internships with an account of the faculty point of view. The international series moves from Europe to the Orient as **Masahide Sekimoto,** an I/O psychologist in Japan, reports on performance appraisal there. **Martin Greller** comments on what appears to be a new fad (new, or just a fad?), corporate culture.

Last but not least, the most space-consuming contribution is the APA convention program. Hope this helps to lead you to each other in Anaheim. **TIP** will be there--look for the flashbulbs!

NEWS AND NOTES. . .

The musical chairs have continued, and Michigan State University is in the news again--**John Wanous** is moving to Ohio State University in the Fall. **Rich Arvey** and **John Fossum** will join the faculty of the Industrial Relations Center at the University of Minnesota. **Susan Jackson** is leaving the University of Maryland for the business school of New York University. **Terry W. Mitchell,** a recent Ohio State graduate, begins this Fall as an Assistant Professor of Psychology at Rutgers University.

Marilyn Quaintance has joined Advanced Research Resources Organization (ARRO) in Bethesda, Maryland as Director, Product Development and Services. **Adela Oliver** has moved to the Management Consulting Services Division of Coopers & Lybrand accounting firm. She is setting up a new human resource consulting practice for them as Director of Executive Outplacement Counseling and Human Resource Development.

Hal Kaufman, on sabbatical from Polytechnic Institute of New York, is a Lady Davis visiting professor in the Faculty of Industrial Engineering and Management at the Technion-Israel Institute of Technology in Haifa, Israel. He is teaching a career management seminar and giving lectures at other institutions on obsolescence.

Milton Blood, Professor in the College of Management at Georgia Institute of Technology, has been appointed Managing Director and Director of Accreditation of the American Assembly of Collegiate Schools of Business (AASCB), the sole accrediting agency for baccalaureate and masters degree programs in business administration and accounting education. Milt will manage the AACSB activities from its main office in St. Louis, Missouri.

Ed Levine was just promoted to full Professor at the University of South Florida and will be replacing Herb Meyer as Director of the Ph.D. program in I/O Psychology. Herb has decided to restrict his activities to being "only" a full-time faculty member. **Jim Thurber** has been appointed Director of Education and Development for The Westinghouse Electric Corp. in Pittsburgh.

Hal Hendrick has been elected Chairman of the Human Factors Department at the University of Southern California. He was also elected to the Chair of the Human Factors Society Technical Group on Organizational Design and Management and serves as one of three U.S. representatives on the Executive Council of the International Ergonomics Association. **Ogden Brown, Jr.** has been appointed Associate Professor of Human Factors at the University of Southern California.

The Department of Psychology at Texas A&M University has recently been granted approval for a new Ph.D. program in I/O

Psychology. In Fall, 1983 there will be three full-time I/O psychologists on the faculty -- **Ben Schaw** (Ph.D. 1978, Purdue), **Mitchell Fields** (Ph.D. 1982, Wayne State), and **Roseanne Foti** (Ph.D. 1983, Akron), and they are anticipating a fourth I/O faculty member for Fall, 1984. The first full class of students will begin in the Fall of 1984, with 4-5 students admitted each year. The program will emphasize development of a broad-based knowledge in both personnel and organizational psychology and will include a formal internship program. For more information contact **Dr. Ben Shaw, Department of Psychology, Texas A&M University, College Station, Texas 77843, Tel.: 409 845-2530.**

The Advanced Human Systems Institute, housed in the Psychology Department of San Jose State University, has been developed to promote social science research in various firms in Silicon Valley. **Jay T. Rusmore** is the Institute's Director and has been joined by **Gerard J. Toorenaar,** recently retired from Pacific Telephone. At present the Institute has two graduate students completing an internship in the Nuclear Energy Division of the General Electric Co.

Professional activities are also keeping Society members busy. **Paul Lloyd** began a four-year term in January as a member of the APA Education and Training Board Committee on Undergraduate Education (CUE). **Karen Lyness** has agreed to serve as the Society's liaison to the Committee on Women in Psychology. **Mickey Kavanagh** will continue for another year as the liaison to the Task Force on Psychology and Public Policy.

Sid Janus and **Don Grant** are charter supporters of a proposal by the Georgia Psychological Association to join with the leaders of government and private industry in Georgia to set up programs of job training throughout the State to alleviate the problems resulting from unemployment and displacement of workers. The Association voted to appoint a Commission on Skills Potentials to investigate job opportunities, study job training and retraining needs, and recruit psychologists throughout the state to offer their services pro bono to consult with local schools and training centers.

A final note for microcomputer buffs. Those interested in a user's group of Society members (Micro I/O?) should write to **Milt Hakel** at **Organizational Research and Development, Inc., 2455 North Star Road, Columbus, Ohio 43221.**

PAY EQUITY AND COMPARABLE WORTH

The fact that the average woman earns 59 cents to each dollar earned by a man arouses increasing public concern as women advance into the labor force, especially as sole heads of households. One focus of this concern has been pay equity, or equal pay for work of comparable worth, which in turn evokes the job evaluation process. Laurie Eyde's Congressional testimony, which provides background on the issue, is summarized here. Don Schwab notes how traditional job evaluation fails to measure the construct of job worth and also reminds of other determinants of pay practices. Bob Guion offers a proposal for a new job analysis form independent of the possibly biased market conditions that may short-change predominantly female jobs.

TESTIMONY FOR CONGRESSIONAL PAY EQUITY HEARINGS

By LORRAINE D. EYDE

On September 16, 1982 the first of four days of hearings on pay equity for women were conducted by Chairwomen Geraldine Ferraro, Patricia Schroeder, and Mary Rose Oakar of the House Post Office and Civil Service Subcommittees on Human Resources, Civil Service, and Compensation and Employee Benefits. More than four dozen persons representing women's groups, government agencies, and unions presented oral and written testimony. These were the first of this type of hearings on the subject to further the movement towards upgrading economic

conditions for women. Copies of the published hearings are available, free of charge, from your Congressional representatives.

My testimony, requested by the Chairwomen and submitted as a private citizen, dealt with the need for making better use of job analysis information with a view to understanding better how critical worker requirements for jobs are related to compensation factors used in establishing pay plans. In the past two decades, although research and development on methods of job analysis for use in personnel selection have accelerated, comparable efforts have not taken place in the compensation area. Research on methods for describing, rating, and evaluating jobs for pay purposes peaked in the 1950's, and methods have changed little since then.

Past and Present Pay Practices

Four surveys of job evaluation methods and pay-setting procedures reported in the last five years show that a large proportion of compensation plans are based on position ranking and position classification. These qualitative methods are based on descriptions of jobs and simple rating procedures, relying heavily on the observations of job analysts and evaluations based on narrative reports. The surveys show that job evaluation practices vary considerably from one employer to another and by the pay plans used by an employer. There are employers who make little use of formal job evaluation procedures and who rely heavily on prevailing rates of pay for compensation purposes. And even when more quantitative job evaluation procedures are used, as in the factor comparison and point methods, the dollar value attached to the job worth scores for an occupation reflect a host of values and assumptions about the job and the supply and demand for workers. Actual pay rates reflect historical pay practices.

Since present blue-collar and white-collar pay-setting procedures often build on the rationale underlying earlier compensation practices, it is useful to highlight some historical pay patterns. For example, the Federal government, in 1853, established four clerical classes, with the pay range of $1,200 to $1,800. Female clerks were hired in a separate job series and were paid at the rate of $900 to serve as subordinates to male "clerks of the first class". A recent *Scientific American* article noted that women with formal education began moving into newly created clerical jobs in the 1890's and 1900's, observing that "the wages of female clerical workers were generally about half of what male clerical workers earned". The author noted that the mechanization of work has not upgraded the status of women in

the labor market. Women working in nineteeth century textile mills and manufacturing plants provided employers with a cheap source of labor and the "prevailing evaluation of women's work was that it was worth less than that of men". Women were excluded from better-paying jobs, and women workers were assumed to be supplementing the family income rather than serving as the sole provider of income to the family.

Blumrosen has concluded that historical differentials in pay, based on dual wage systems for men and women, tend to persist to the present. She noted that "Until the late 70's there had been no substantial change in the relationship between male and female rates in many plants since the NWLB [National War Labor Board] days because all increases in wages had been based on the prior dual pay schedule."

Also revealing is information from large-scale job analyses commissioned by the Federal Republic of Germany in a study of light and heavy work performed by men and women in low wage brackets. The researchers found that the greatest pay inequity for women occurred in manufacturing jobs. There women workers often concentrate on loading and feeding machines and conveyor equipment. These work activities have low physical requirements and high information-processing and mental requirements. Men holding more physically demanding jobs or working under worse working conditions are likely to earn more than women who load and feed machines.

Need for Job Analysis Research

Recent efforts to analyze the compensation rates for jobs held predominantly by men and those held predominantly by women have demonstrated the need for establishing job worth points based on formal job evaluation procedures. Such information indicates that formal job evaluation procedures would aid in identifying factors possibly contributing to inequitable pay practices.

There are often separate pay plans for blue-collar jobs held predominantly by men and for white-collar jobs in which women workers are concentrated. This arrangement makes it difficult to establish meaningful comparisons. Research on the job worth of blue- and white-collar jobs, evaluated under combined compensation plans, would be especially useful.

Failure to conduct adequate job analyses prior to conducting job evaluation procedures aggravates the problem. Mere casual observation of clerical workers, for example, may reinforce the stereotyped observation that clerical workers engage mainly in mechanical operations when typing, answering phones, and

greeting visitors. On the other hand, detailed job analysis might show more complex mental and interpersonal skills such as "Ability to proofread by self", "Getting information from visitors on their needs" and "Ability to handle a number of tasks at one time". Identification of such requirements might aid in assigning appropriate job worth values.

Better job analysis information can also help in identifying job-relevant skills acquired by mature women through their unpaid work experiences as parents and homemakers and through work for community groups and voluntary organizations. A nationwide survey of married women with children who were not engaged in paid employment for some years showed that these women experienced overall downward occupational mobility when they returned to the labor force. One way of alleviating this downward trend in occupational status is for employers to use job-relevant procedures for crediting unpaid experience.

The testimony concluded that the Federal government should fund job analysis research related to pay equity issues. Furthermore, it called for relevant professional organizations to establish an authoritative set of minimum standards for competent job analyses and job evaluations which are needed to establish equitable compensation procedures.

As a result of the information gathered through the hearings, the three Congresswomen have requested that the General Accounting Office undertake a major study of sex discrimination in pay-setting in the Federal sector as a next step in correcting the underevaluation of occupations in which women predominate.

JOB EVALUATION AND PAY SETTING

By DONALD P. SCHWAB

Job evaluation as theoretically prescribed is a mechanism for identifying worth based on job content. In fact, however, no definition of worth has been established, much less accepted. As a consequence, there currently exists no suitable basis for determining whether job evaluation measures job worth or not (i.e., whether job evaluation is construct valid).

Evidence from job evaluation investigations indicates that problems of reliability where subjective judgments are at issue are substantial, though probably not unresolvable. Convergence evidence to date suggests that alternative systems do not yield highly similar results, indicating that at least some systems are not construct valid. It should be noted, however, that even if reliability and convergence problems are satisfactorily resolved, the question

of what job evaluation measures in its prescribed form would still remain.

Job Evaluation Practice

One might appropriately ask why a procedure is so widely used when there is so little evidence that it accomplishes what conventional descriptions suggest it does. The answer is that job evaluation does achieve an important organizational objective, although not the one prescribed (i.e., arranging jobs in a hierarchy determined by worth through job content). Specifically, job evaluation is used by organizations to establish wage rates for non-key jobs (where the market is difficult to assess) from variables (called compensable factors) that are related to key job wage rates (where market forces can be more readily determined).

Job evaluation identifies and differentially weights compensable factors to maximize the relationship between them and the wages for key jobs which are assumed to reflect the market. Thus, the actual criterion of job evaluation is not worth in a job content sense, but market wages. The model (compensable factors and weights) emerging from this process is then applied to non-key jobs for purposes of establishing a wage hierarchy. While it is true that job content characteristics are used in this process, they are weighted to obtain a close correspondence with existing wages of key jobs and not worth, *per se.* To what extent worth and the market might correspond cannot be known without a precise definition of worth.

While the notion of comparable worth is consistent with job evaluation, as theoretically prescribed, it is not consistent with practice. Comparable worth is based on the premise that worth can be defined and measured, something which job evaluation does not in fact do. As practiced, job evaluation chooses and weights factors to conform to a wage distribution which is assumed to be appropriate, i.e., reflects the market. Since the test of the model in the developmental stage is conformity, any factors might be appropriate so long as they result in a high correspondence with the wage distribution. Indeed, given the high degree of interrelationship among factors, a variety of models might be used which would account for about the same percentage of wage distribution variability.

Organizational Pay Policies

In the world of economic theory, payment for work serves primarily to allocate employees to jobs. Operating organizations, on the other hand, typically expect pay to aid in the achievement

of many personnel and human resource objectives, not just, and perhaps not even primarily, the allocation of employees to jobs.

Organizations develop and implement a variety of pay procedures to help accomplish multiple objectives. Merit raises, fringe benefits, job evaluation, payment for seniority, and wage surveys are illustrative. Some are designed to encourage participation in the organization, while others are aimed at motivating performance. Still others are expected to satisfy employees. Some have a direct impact on jobs and hence apply to all employees on those jobs; others have their major impact on individuals, independent of jobs.

These varied policies are implemented within a political as well as an economic environment. The former often attempts to modify and shape pay policies to serve other than organizational goals. Thus, state and/or federal regulation legislates minimum wages, or requires or regulates indirect compensation as through Old Age Survivors and Disability Insurance, as well as reallocating direct pay through income and social security taxes. Union pressure exercised through the collective bargaining process also serves as an environmental parameter that shapes organizational pay setting process and outcomes. Taken together, economic and other environmental factors serve as constraints that must be accounted for as compensation administrators attempt to develop pay policies.

Thus the pay obtained by any individual will ordinarily reflect not only the job he or she holds but also personal characteristics such as past performance levels and service with the organization. If individuals are aggregated into groups, such as by sex, and a difference is observed, the source of the difference could be due to job and/or individual pay variation. Consequently, attribution of the difference to only a single source may be erroneous. Moreover, to expect that the regulatory manipulation of a single pay procedure will eliminate group differences may be equally erroneous.

This article was excerpted from the chapter by the author entitled "Job Evaluation and Pay Setting: Concepts and Practices" in E. R. Livernash (Ed.), Comparable Worth: Issues and Alternatives. Washington, D.C., Equal Employment Advisory Council, 1980.

A PROPOSED STUDY OF COMPARABLE WORTH

By ROBERT M. GUION

National policy opposes sex discrimination in wage and salaries. The concept of equal pay for equal work was central to the Equal Pay Act of 1963; recent interpretations of Title VII of the 1964 Civil Rights Act have extended this concept to the notion of equal pay for work of comparable worth.

The former Chairman of the Equal Employment Opportunity Commission, Eleanor Holmes Norton, said at a conference on pay equity in October, 1979, that the equal worth issue would be the dominant women's issue of the 1980s, that it will be litigated under Title VII, and that it will be of a scope comparable to that of school busing. It seems advisable to begin a scientific approach to the issue before political and judicial determinations render reason impossible.

The concept of "comparable worth" has created controversy. Although proponents of the differing points of view offer some lip service to racial differences in pay, the principal issue seems to be sex discrimination.

In part, the controversy stems from the fundamental subjectivity of the worth of a job. Any statement of the worth of a job relative to other jobs is necessarily subjective. The problem in determining comparable worth is to find some means of minimizing disagreement and, if possible, achieving consensus on subjective evaluations. Any charge of discrimination takes its meaning only with respect to such subjective judgments.

In light of this the Equal Employment Opportunity Commission requested the National Academy of Science (NAS) "to determine whether job measurement procedures exist or can be developed to assess the worth of jobs". The NAS committee offered neither conclusions about known procedures nor much help for the development of new ones. Speakers on comparable worth at a meeting sponsored by the Equal Employment Advisory Council not only were no more informative but were, in fact, even more pessimistic about the use of job evaluation -- at least, traditional job evaluation -- in solving the comparable worth problem. Such pessimism reflects a lamentable lack of imagination or problem-solving skill.

A Research Proposal

The goal of the proposed research is a basis for determining the relative "worth" of jobs. Specifically, it seeks a "committee-free" method of job evaluation useful both in establishing salary programs and in investigating allegations of unfair wage differentials between men and women under the concept of equal pay for jobs of comparable worth.

There are four subgoals: to develop (1) two forms of a job analysis checklist to be used explicitly for job evaluation, (2) models of the judgment policies of people approaching job evaluation from widely different perspectives, (3) as much consensus in these policies as possible, and (4) evidence of the utility of one or more policies in predicting market values for jobs neither predominantly male nor predominantly female.

The proposed research attempts to apply developments in both social judgment theory and latent trait analysis to provide an approach to job evaluation which need not reflect prior bias. Such a job evaluation system is necessary if the controversy over comparable worth is to be resolved.

The proposed study has four phases:

Phase 1 will identify dimensions that have been or may be useful in evaluating jobs. Reproducible scales (in the Guttman sense) will be developed for each dimension. Items will be objective descriptions of job activities, responsibilities, circumstances, or other characteristics appropriate to the individual dimension. Collectively, they make up a short job analysis checklist.

Phase 2 will apply social judgment theory (a) to determine the policies of people in various groups, (b) to identify differences and similarities in those policies, and (c) to seek consensus by reducing conflict between groups with different policies.

Phase 3 will apply modern measurement theory, probably a 2-parameter latent trait model, to the development of larger and more specific item pools for each dimension important to the various policies.

Phase 4 will be a practical trial of the system, validating the results on a collection of key jobs in which neither men nor women dominate the field.

The proposal will attempt to provide an operational definition that can be supported by persons of substantially different perspectives. It also will provide a job evaluation system that is developed independently of existing market rates, yet will correlate with them. The proposed procedure is a new approach to job evaluation that will be validated by relating results to market rates

on jobs that are neither "male jobs" nor "female jobs"; if valid, it can then be applied to such jobs as well.

This proposal, elaborated in considerably more detail, resulted in the Society's conferral of its 1981 Cattell Research Design Award on the author. A project based on the proposal is presently underway in a major department of the state of Louisiana. Bob notes that if Laurie's testimony leads to Congressional support for a full scale project, he'll treat the Louisiana work as a pilot study!

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 NOVEMBER ISSUE OF **TIP** is
SEPTEMBER 15, 1983

DIVISION 14 INCOME SURVEY

By WAYNE SORENSON and ANN DURAND

The survey of the income of the Division 14 membership, including 1982 income, has been completed and analyzed. Questionnaires were mailed to 2,219 Division 14 members during March, 1983. The 48% response rate obtained by May 2, 1983, was slightly lower than that obtained in previous years.

A summary of principal findings follows:

1. The median 1982 income for Ph.D.s (males and females) responding to the survey was $42,850. Twenty-five percent earned more than $58,375 and 10% earned more than $83,000. The median income for respondents with a Master's degree was virtually the same as the median for respondents with a Ph.D.

2. The median 1982 income for males (Ph.D.s and Masters) responding to the survey was $44,250, which is about 23% higher than the median for females ($36,000). This difference is smaller than the difference of 31% for the respondents to the 1979 income survey.

3. During the three-year period from 1979 to 1982, the median income for male Ph.D.s increased $9,000 from $35,000 to $44,000. This followed increases of approximately $4,000 from 1977 to 1979 and $3,000 from 1975 to 1977. The median income for males with Master's degrees increased $7,100 from $39,900 in 1979 to $47,000 in 1982.

4. Data based on a subgroup of individuals for which longitudinal data were available indicated that this group had a higher level of income and a greater rate of increase from 1975 to 1982 than did the cross section of Division 14 members (which included a larger proportion of younger, newer Ph.D.s).

5. Division 14 members were categorized in terms of highest degree, age, sex, years since doctoral degree, location, and primary professional employer. Despite a pattern of increasing median incomes from 1979 to 1982, nearly all of the categories tended to increase at a rate somewhat lower than the general rate of inflation as measured by the Consumer Price Index for the same period of time. One exception was the category consisting of female respondents, whose actual median income increased by 33%. When the 1982 median income for females was adjusted using the Consumer Price Index to reflect 1979 dollars, it was found that their median earnings increased 1%. During that same period the adjusted median for males decreased almost 6%. It should be noted, however, that this was not a longitudinal comparison of the same individuals over the three-year period.

6. Incomes of respondents located in Metro New York continued to be higher overall and they also increased more than incomes of respondents not located in Metro New York.

7. Starting salaries for new Ph.D.s employed by Division 14 members rose 25% during the five-year period from 1979 to 1983. The median starting salary for individuals hired during the first four months of 1983 was $30,000 and the top 10% of that group started at more than $55,150. It should be noted that these data may include some newly hired Ph.D.s who were not recent graduates.

8. Ph.D.s who were employed primarily by consulting organizations or who were employed by banking, finance, or insurance organizations had the highest median incomes--$57,500 and $55,750, respectively.

A detailed report of the survey findings is available from the authors at **State Farm Insurance Companies, One State Farm Plaza, Bloomington, Illinois 61701.**

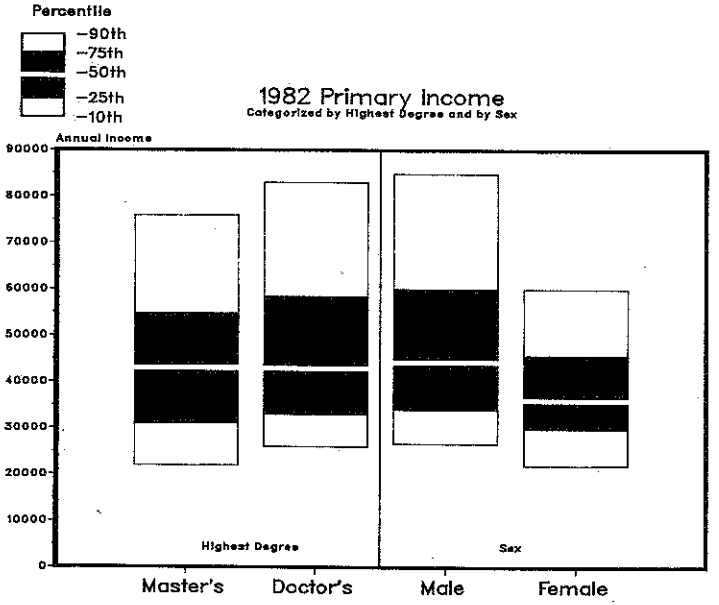
Comparison of 1979 and 1982 Median Primary Income For Selected Groupings of Division 14 Members

Division 14 Grouping	1979 [a]	1982 [a]	% Change 1979-1982	1982 Adjusted [b]	% Change 1982 Adj.
Degree					
Ph.D.	$34,700 (777)	$42,850 (844)	23.5%	$32,323	-6.9%
Masters	37,000 (92)	43,000 (92)	16.2	32,436	-12.3
Age [c]					
<29	24,250 (22)	30,000 (21)	23.7	22,630	-6.7
30-34	29,000 (141)	33,120 (127)	14.2	24,983	-13.9
35-39	30,500 (177)	40,000 (193)	31.1	30,173	-1.1
40-44	35,390 (116)	45,500 (152)	28.6	34,322	-3.0
45-49	40,000 (89)	50,000 (92)	25.0	37,717	-5.7
50-54	45,000 (90)	53,000 (91)	17.8	39,980	-11.2
Sex					
Male	35,361 (796)	44,250 (811)	25.1	33,379	-5.6
Female	27,000 (87)	36,000 (150)	33.4	27,156	1.0
Years Since Doctoral Degree [c]					
5- 9	31,043 (208)	40,000 (197)	28.9	30,173	-2.8
10-14	36,000 (139)	44,029 (163)	22.3	33,212	-7.7
15-19	41,400 (87)	50,000 (116)	20.8	37,717	-8.9
Location [c]					
Metro New York	39,000 (107)	51,000 (113)	30.8	38,471	-1.4
Not in Metro New York	33,690 (650)	42,000 (700)	24.7	31,682	-6.0
Primary Professional Employer [c]					
Manufacturing	40,000 (91)	51,000 (95)	27.5	38,471	-3.8
Academic/9 months	26,750 (98)	32,000 (123)	19.6	24,139	-9.8
Consulting	46,000 (105)	57,500 (144)	25.0	43,374	-5.7

[a] Numbers in parentheses are the sample sizes.

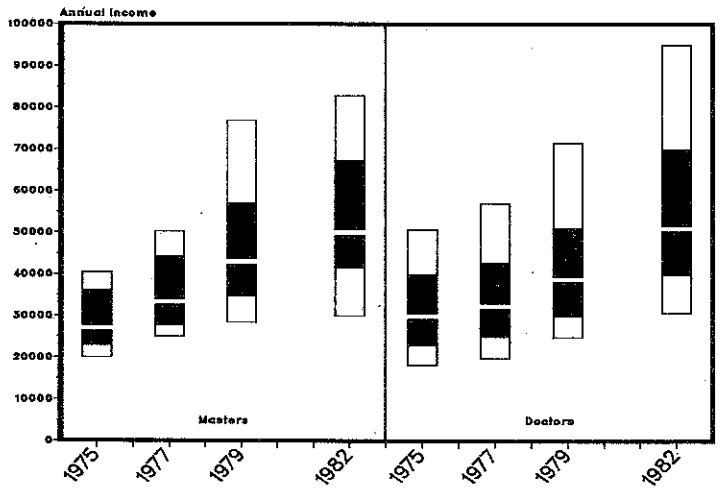
[b] 1982 median incomes were adjusted to reflect 1979 dollars, based on the Consumer Price Indices for Urban Wage Earners and Clerical Workers for 1979 and 1982 listed in the Monthly Labor Review, March,1983.

[c] Includes doctorates only.



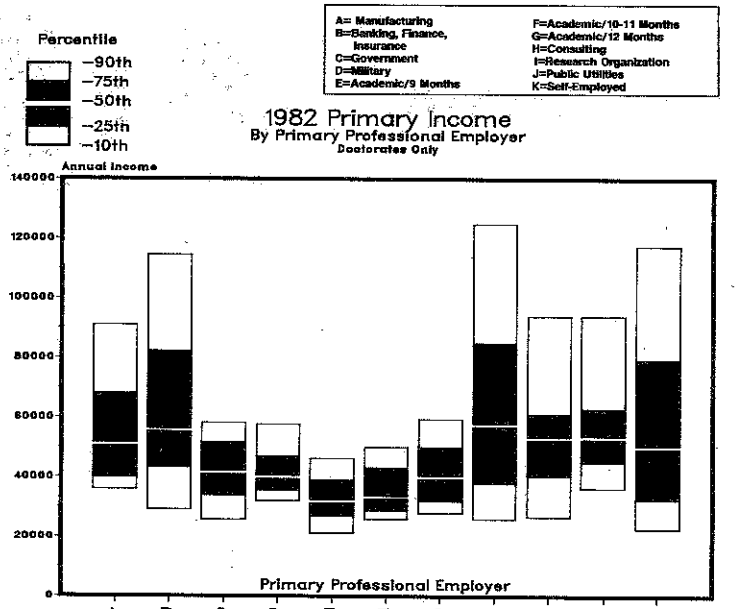
	Master's	Doctor's	Male	Female
N:	96	844	811	150
% of Total:	10%	90%	84%	16%
Mean:	$46,908	$50,465	$51,668	$41,525
Percentile:				
90	$75,900	$83,000	$84,905	$60,000
75	54,750	58,375	60,000	45,625
50	43,000	42,850	44,250	36,000
25	31,000	33,000	34,000	29,875
10	22,000	26,000	26,685	22,000

Primary Income (Males)
Longitudinal



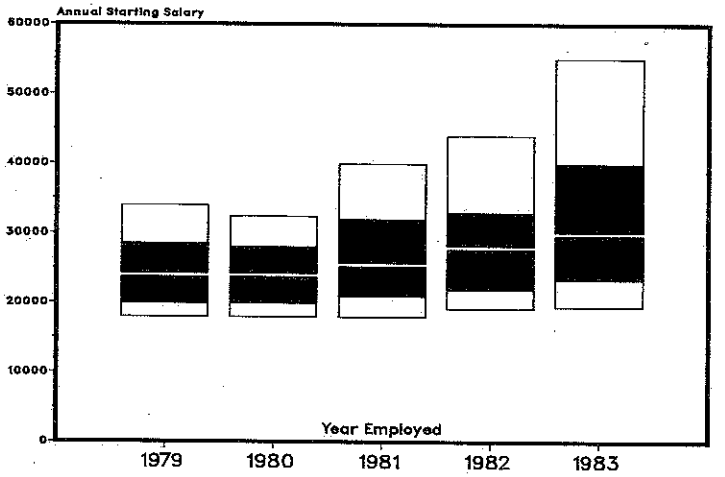
	1975	1977	1979	1982	1975	1977	1979	1982
N:	31	28	26	32	218	268	271	303
Mean:	$29,678	$36,249	$47,702	$54,201	$32,746	$36,471	$43,775	$59,783
Percentile:								
90	$40,386	$50,300	$76,900	$82,809	$50,730	$56,991	$71,440	$95,000
75	36,000	44,250	57,000	67,250	40,000	42,750	51,000	70,000
50	27,000	33,288	43,000	50,000	29,900	32,375	38,837	51,000
25	23,000	27,850	34,750	41,550	23,000	25,000	30,000	40,000
10	20,000	25,000	28,500	30,000	18,188	19,845	24,840	30,700

NOTE: Longitudinal data were derived from individuals who responded in any three of the four years including 1982.



	A	B	C	D	E	F	G	H	I	J	K
N:	95	40	44	26	123	98	71	144	25	23	37
% of Total:	13%	6%	6%	4%	17%	13%	10%	20%	3%	3%	5%
Mean:	$57,308	$66,258	$42,210	$42,895	$33,045	$35,788	$41,706	$68,121	$53,487	$57,535	$60,719
Percentile:											
90	$90,960	$114,600	$58,250	$57,650	$46,200	$50,000	$59,500	$125,000	$94,000	$94,000	$117,800
75	68,000	82,250	51,500	47,000	38,000	43,075	50,000	85,000	61,200	63,000	79,500
50	51,000	55,750	41,500	40,000	32,000	33,250	40,000	57,500	53,000	53,300	50,000
25	40,000	43,250	33,925	35,733	27,000	28,846	32,000	38,000	40,500	45,000	32,500
10	36,000	29,100	25,700	32,000	21,400	26,000	28,000	26,000	26,000	36,300	22,800

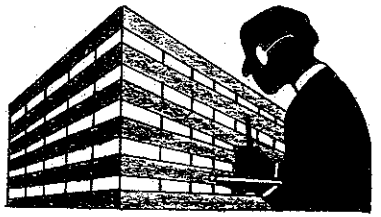
Starting Salaries for Ph.D.s
Employed by Division 14 Members



	1979	1980	1981	1982	1983
N:	41	88	86	94	84
Mean:	$24,661	$24,149	$27,638	$28,718	$33,112
Percentile:					
90	$34,000	$32,430	$40,000	$44,000	$55,150
75	28,500	28,000	32,000	33,000	40,000
50	24,000	24,000	25,500	28,000	30,000
25	20,000	20,000	21,000	22,000	23,425
10	18,000	18,000	18,000	19,250	19,500

INTERNSHIPS

PART III



The last edition of TIP included an article by Rich Klimoski describing the internship process from the perspective of graduate students. A previous article by John Hinrichs gave the perspective of practitioners in organizations. This article wraps up the series and describes reactions from a few key universities actively involved in the internship process.

INTERNSHIPS IN I/O PSYCHOLOGY: THE FACULTY PERSPECTIVE

By JOHN R. HINRICHS

This article represents input about the experiences of I/O Psychology departments at Houston, Maryland, Minnesota, New York University, Ohio State, and Penn State. These six universities all actively encourage some form of internship for their graduate students. All feel relatively strongly that the process is a valuable supplement to graduate education in the field. But no two of the programs at these six institutions are alike; each has evolved to a distinct and unique format as a result of experience over the years, faculty preference, and the constraints of suitable nearby sites for industrial internships.

Two of the universities (New York University and Penn State) have a formal requirement in their Ph.D. program that students participate in an internship. At NYU, around six students are on internships each year, and all are required to have the equivalent of at least one academic year, half-time, in an internship. Many also participate in summer work.

At Penn State, all students are enrolled in a practicum when they enter the program. They are engaged in supervised case work and research programs for corporate clients. Somewhere around 13 or 14 graduate students might be engaged in this process, assigned to various teams working on field projects. A typical team has a team leader who is an experienced graduate student, two or three other members with a year or so of experience in the field, and one or two inexperienced new graduate students. Gradually, over their three-year period of

graduate study, students evolve to team-leader positions. The teams work on field projects and meet weekly with the faculty advisor to review progress and problems. Three or four such teams might be in process during each year.

The other four schools in our small sample use internships extensively, though perhaps less formally than at NYU and Penn State. At Maryland, essentially all students become involved. They work with faculty members on their research and field projects, following them into the field and participating in all phases of the project. Or, they may be put in place as a stand-alone intern in an appropriate setting. While Maryland does not require that all students participate in a formal internship project, they do require field experience of some kind of all of their students.

At Minnesota, there is no formal program, but almost all students do have field work in one way or another working with local organizations at some time during their graduate careers. Although it is not a formalized program, it does work out essentially as an internship experience for all students.

At Houston, in general all students do participate, though if they have had prior field experience they may not. Eight or nine students may be assigned to local organizations at any one time.

The experience at Ohio State has been very positive with internships, but there has been some constraint because of difficulty in placing people. The majority do work with organizations at some time during their graduate careers, but a few do not. It's not a formal requirement.

How Internships Are Arranged

The process of linking students with internship assignments varies widely in these several universities. NYU nominates their students to participating organizations, and the companies select. Under this process a few don't get placed initially, but NYU keeps trying and eventually all are placed to meet the requirement. Penn State puts together a matrix of projects which are available and potential appropriate student assignments, and the students themselves decide on team members. It's a participative process which seems to work well.

The placement process is less structured at other situations, ranging all the way from Ohio State, where it is strictly a solo effort and the students self-select those organizations to which they will send a resume, to others in which the faculty directly involves those students who are working with them.

Problems

There was one theme which seems to stand out as representatives of these universities talked about problems with the internship process: a number had found that internships tended to retard the rate at which students completed their Ph.D., if not in some cases actually causing them to drop out of the program. However, all of these faculty members felt that steps could be taken to actively control this process and prevent students being co-opted out of completing their degree programs.

Key to this is a good working relationship with the organizational sponsors. At Minnesota, all of the organizations providing work experiences have competent I/O psychologists in them who in fact are also adjunct faculty members in the University. As a result, there's good mutual understanding and cooperation between faculty and industrial supervisors.

All of the other universities try to build those kinds of bridges, recognizing that a critical factor in enhancing the internship experience for a student rests with the quality of supervision they receive. To do this, many schools build long-term relationships with specific organizations where good channels of communication and understanding about the internship process have been established. A number take great pains to ensure that expectations are clear in advance about the students' role in internships -- clear both in the minds of the organization of sponsors and of the students.

For example, Houston, which had experienced some of the typical problems of students not finishing their dissertations, now seeks an active agreement with students that they should come back and that internships should be limited to one year unless a scholarly product comes out of the assignment. Penn State controls this through treating the internship as part of the required practicum. By keeping the team active in the university setting as well as the organization, students are not isolated in their assignments. They find, also, that the team situation builds a great deal of cohesion among many of their students which lasts well beyond completion of the graduate program. NYU, which also used to experience some problems with students not coming back to complete their degrees, now clarifies expectations up front both with the employer and the intern and finds that the problem no longer exists.

Benefits

All of the representatives in this admittedly limited sample feel that the internship experience is a uniquely positive component of training for I/O psychologists. Here are some of the reasons:

- It provides first-hand experience in applied psychology. As one said, "It's suboptimal to train applied psychology out of books and labs. Only the internship experience gives some real perspective."
- It builds an appreciation of the strategy and tactics for conducting psychological work in field settings.
- It provides an understanding of the realities of field work and such things as the realities of working with sloppy data and less-than-carefully controlled experimental designs.
- It's valuable to work with professionals in the field other than faculty.
- It can build cohesion of the students who work together as part of a team assignment.
- Many students get their dissertations out of the internship process (a subjective average is that about one-third get their dissertation topics out of their internship work, with a higher percentage perhaps getting their masters' thesis topics).

Conclusions

For these universities which use the process, internships clearly seem to be a valuable component of graduate study in I/O Psychology. The pluses far outweigh any negatives. While it takes work and dedication to build the system and continuing relationships with organizations which a good internship process requires, these faculties see it as the most effective way of increasing the perspective and competence of their graduates to deal with the real-world problems to which the field of Industrial and Organizational Psychology can make a contribution.

This view fits directly with the conclusions of our other two reviews of the internship perspective -- those of the industrial participants and of the students themselves. On balance, the internship process is seen as a highly valuable one. It is, however, far from universally used, and far from standardized in its form. Whether it should be a degree requirement in I/O Psychology is an open issue, but the perspective from the people contacted for this series of articles suggests that departments which are not using internships should look seriously at the process and consider whether it should not be encouraged. It's a process

which can work to the distinct benefit of organizations, of students, and of universities.

The reactions of interested readers to this series would be welcome and will be shared as appropriate in future editions of **TIP.**

CORPORATE CULTURE AND I/O PSYCHOLOGY

By MARTIN M. GRELLER

Corporate culture is rapidly achieving buzz word status in the popular management literature. In addition to being the title of one very popular book authored by Deal and Kennedy, it figures as a key variable in Peters and Waterman's book, *In Search of Excellence.* In these works, corporate culture means a way of doing things, characteristic of a particular firm, which influences its effectiveness.

The Industrial/Organizational psychologist would be justified in saying that neither the wine nor the bottles are particularly new. The "way of doing things" translates directly into communication patterns, leadership style, norms and belief systems, and climate. These topics have been targets of research and intervention for the last 50 years. In fairness, many of the authors make no pretense of doing anything new. In their discussion of the literature, Peters and Waterman cite works that look like a reading list for an Organizational Psychology qualifying exam. Reading about corporate culture, the Industrial/Organizational psychologist may be comfortable with the familiarity.

For some I/O psychologists there is a question of "guild interest." Individual-organizational fit (i.e., realistic job previews, executive assessment, career counseling) and organizational development (i.e., survey feedback, role negotiation, techo-structural change) are areas in which psychologists have long been active. But, some new purveyors of services are entering the market. To the extent that these new service providers are already well connected to corporations through other forms of consulting, they may represent significant competition.

There is nothing wrong with competition, but it raises some questions. Why have people who only recently discovered the concept of corporate culture done so well in generating excitement about it? Why have we, with so much experience, failed to generate the same level of excitement?

Some insight can be gained from corporate culture's place in the training and practice of I/O psychology. The term "culture" is more likely to be found in studies of the social psychology of

schools, community psychology, and less often in the more anthropological traditions of organization development. Of course, I/O Psychology practitioners are aware of culture in operation. Anyone who has tried to implement a selection system, training, executive development program, or survey research which was inconsistent with the organizational culture has received a quick and painful tutorial on the subject. Such experience makes one wise on the subject of culture, but it does not make one any the more coherent about it.

It is ironic. Many I/O psychologists have learned to recognize, cope, and work around culture in the same way as have line managers. They have learned of it through experience. Given this perspective, individual practitioners stand to learn as much from the current focus on corporate culture as do the line managers.

Corporate culture in its present, popular incarnation, is something with which we will all have to reckon. Our clients, organizational colleagues, and students will turn to us for counsel on how they should regard "corporate culture." Given the best case, the current focus will create an openness in which we can work constructively on topics long known to be important. The interest of experts from other disciplines can be used to make our knowledge useful in additional domains. If corporate culture is to become a fad, we must be prepared to resist its worst excesses. In any case, it appears that people outside our field have set events in motion which will force our attention to a facet of I/O Psychology which has not been much in vogue of late.

NOTICE: SOCIETY'S TAX STATUS

The Internal Revenue Service has given the Society a non-profit designation for tax purposes. However, their rating of C-6 (rather than C-3) means we are considered a professional organization rather than a charitable organization. This has two unfortunate consequences: 1) TIP cannot be sent at the non-profit bulk rate, which would have saved us about $600 per year. 2) Individuals who contribute to awards funds should consider the donation a business expense rather than a charitable contribution. (That is our understanding, but you would be well advised to check with your own accountant on this matter.)

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 (address on back cover). All contributions should be made out to the **Society for I/O Psychology;** a notation of **Ghiselli Fund** should be on the face of the check.

TIPSTERS CONVENE AT DISNEYLAND

Cartoon by
William H. Ross,
University of
Illinois-Champaign

CONVENTION PROGRAM

SOCIETY FOR INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY, INC.

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Friday, August 26 - Tuesday, August 30, 1983

This Is Not An Official Program;
Only the APA-Published Program Is Official

Note: Room assignments for each session are listed under their assigned times. Numbers in parentheses (e.g., 16, 16.1) are topic codes. See the APA program for details.

FRIDAY, AUGUST 26, 1983

8:00-8:50 Terrace I (H)

COFFEE HOUR: THE I/O-O/B GRADUATE STUDENT CONVENTION: REVIEW AND PREVIEW;PRESENTATION OF THE ROBERT J. WHERRY, SR. AWARD, **Paul Sackett,** University of Illinois at Chicago, Chair.

Participants:
George Langlois, Illinois Institute of Technology
Susan Lobomc, Illinois Institute of Technology
Ralph Stablein, Northwestern University
Lee London, University of Illinois at Chicago
Bruce Wade, University of Illinois at Chicago

9:00-10:50 Esplanade- (H)

SYMPOSIUM: WORK PLACE INNOVATIONS: MYTHS AND REALITIES, **Lyman Porter,** University of California, Chair.

Participants:

Edward Lawler, III and **Susan A. Mohrman,** Graduate School of Business Administration, University of Southern California. Quality Circles: A Self Destruct Intervention? (17)

G. Douglas Jenkins, Jr. and **Nina Gupta,** School of Business Administration, University of Texas. Successes and Tensions in a "New Design" Organization (17)

Katherine J. Klein, National Center for Employee Ownership, San Francisco, California. Employee Ownership: More and Less Than the Rhetoric Suggests (17)

Susan Cohen, Yale School of Management, Yale University. The Vision and the Reality: Work Place Innovation in a Young, Rapidly Growing Company (17)

Discussant:
Warren Bennis, School of Business Administration, University of Southern California

10:00-10:50 Anaheim (CC)

POSTER SESSION I: JOB ANALYSIS AND EMPLOYEE SATISFACTION, **Georgia T. Chao,** GMI Engineering and Management Institute, Flint, MI, Chair.

Job Stress, Job Dissatisfaction, and Job Performance: Exploring Causal Relationships, (17.1, 35) **David J. Abramis,** University of Michigan.

Job Scope and Job Satisfaction: When Cause Becomes Consequence, (17) **Seymour Adler,** Management Science Department, Stevens Institute of Technology.

The Dissimilarity of Job Analysis Ratings from Supervisors and Incumbents, (17.1, 19) **Robert E. Burt,** Conoco Inc., Ponca City, OK.

Job Analysis Approaches and the Implementation of Validity Generalization Results, (17.1) **Edwin T. Cornelius III,** College of Business Administration, University of South Carolina, **Frank Schmidt,** George Washington University, and **Ted Carron,** Ethyl Corporation, Richmond VA.

The PAQ and the Shared Stereotype Hypothesis: Some Reservations, (17.1) **Edwin T. Cornelius III,** College of Business Administration, University of South Carolina, **Angelo S. DeNisi** and **Allyn G. Blencoe,** University of South Carolina.

Reality Shock and commitment: A Study of New employees' Expectations, (17.1) **Roger A. Dean,** Edwin L. Cox School of Business, Southern Methodist University, and **John P. Wanous,** Graduate School of Business, Michigan State University.

An Application of Item Response Theory to Attitude Survey Data, (17) **Steven H. Goldman,** Signode Corporation, Glenview, Illinois and **Nambury S. Raju,** Illinois Institute of Technology.

A Test of the Universality of Task-Related and Contextual Constructs, (34.1) **Luis R. Gomez-Mejia,** Department of Management and Administrative Sciences, University of Florida.

A Comparison of Dimensions of Managerial Work in Two Organizations, (17.1) **Jeffrey J. McHenry,** Control Data Corporation, Minneapolis, MN, **David M. Van De Voort,** Organizational Research and Development, Inc., **Ronald C. Page,** Control Data Corporation, Minneapolis, MN, and **Milton D. Hakel,** Organizational Research and Development, Inc.

Job Grouping, Artificial Expansion of Range, and Resulting Spurious Validities, (17, 19) **Robert M. McIntyre** and **Rodney Freudenberg,** Colorado State University.

Effects of Goal Presentation Style on Subjects' Subsequent Performance Satisfaction (17.1) **Thomas L. Rakestraw, Jr.,** Tulane University and **Michael F. Flanagan,** School of Business Administration, University of Connecticut.

Patterns of Withdrawal Behavior, (17.1) **Joseph G. Rosse,** Industrial Relations Center, University of Minnesota.

Confirmatory Factor Analysis of the Construct Validity of Job Characteristics, (17.1, 19) **Larry J. Williams** and **John T. Hazer,** Indiana University-Purdue University at Indianapolis.

Level and Social Environment as Determinants of Perceived Work Environment, (11, 17.1) **Mary D. Zalesny,** Michigan State University, **Richard V. Farace** and **Ronnie Kurchner-Hawkins,** Department of Communications, Michigan State University.

11:00-12:50 Plaza (H)

SYMPOSIUM: AMBIGUITY, UNCERTAINTY, AND CHANGE: A A THEORETICAL VIEW, **Sheldon Zedeck,** University of California, Berkeley, Chair.

Participants:

Susan Jackson, University of Maryland. Historical Overview and Critique of Psychological Research on Ambiguity (17).

Joseph L. Moses and **Karen S. Lyness,** American Telephone and Telegraph Company, Basking Ridge, New Jersey. A Conceptual Model for Studying Ambiguity and Managerial Behavior (17).

Karen S. Lyness and **Joseph L. Moses,** American Telephone and Telegraph Company, Basking Ridge, New Jersey. Measurement Strategies (17)

Kerry Bunker, American Telephone and Telegraph Company, Basking Ridge, New Jersey. Ambiguity and Stress: Toward a Conceptual Linkage (17).

Discussants:
Virginia Boehm, Assessment and Development Associates, Lakewood, Ohio.

Karl Weick, Cornell University.

1:00-1:50 Salon F (M)

DIVISION 14 PROFESSIONAL PRACTICE AWARD PRESENTATION, **Rodney Lowman,** North Texas State University, Chair.

Participant:
John C. Flanagan, American Institutes for Research, Palo Alto, California (Recipient)

2:00-3:50 Salon E (M)

SYMPOSIUM: ADVANCING INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY AS SCIENCE, **Raymond A. Katzell,** New York University, Chair.

Participants:
John P. Campbell, University of Minnesota. The Science of I/O Psychology: Can We Teach Ourselves Anything? (17)
Victor H. Vroom, School of Organization and Management, Yale University. On Advancing Organizational Psychology As Science (17)
William A. Owens, Graduate Studies Research Center, University of Georgia. On Advancing Personnel Psychology As Science (17)

Discussant:
Lyman W. Porter, Graduate School of Management, University of California at Irvine

4:00-5:50 Santa Ana 2 (CC)

SYMPOSIUM: PERFORMANCE APPRAISAL RESEARCH APPLIED TO REAL ORGANIZATIONS: NARROWING THE GAP, **Cristina G. Banks,** Department of Management, The University of Texas at Austin and **Kevin Murphy,** New York University, Co-Chairs.

Participants:
David L. DeVries, Center for Creative Leadership, Greensboro, North Carolina. Viewing Performance Appraisal with a Wide Angle Lens (17)
Cristina G. Banks, Department of Management, The University of Texas at Austin. The Appraisal Task and the Role of Observation (17)
Robert L. Dipboye, Rice University. The Lack of Relevance in Research on Unfair Discrimination (17)
Jack M. Feldman, Department of Management, University of Florida. The Practice, Practicality and Prospects of Training for Performance Appraisal (17)

Discussant:
Milton D. Hakel, Ohio State University

5:00-8:50 Salon B (M)

DIVISION 14 OUTGOING EXECUTIVE COMMITTEE MEETING, **Richard J. Campbell,** American Telephone and Telegraph Company, Basking Ridge, New Jersey, Chair.

SATURDAY, AUGUST 27, 1983

8:00-8:50 Fuller-ton 7/8 (CC)

PANEL DISCUSSION: A PRACTITIONER-ORIENTED DEGREE (PSY.D.) FOR INDUSTRIAL AND ENGINEERING PSYCHOLOGY?, **Arthur C. MacKinney,** University of Missouri, St. Louis, Chair.

Participants:
Richard J. Klimoski, Ohio State University
Martin I. Kurke, Washington, D.C.
Malcolm Ritchie, School of Professional Psychology, Wright State University.

9:00-10:50 Santa Ana 2 (CC)

SYMPOSIUM: ORGANIZATIONAL AND EMPLOYEE RESPONSE TO CORPORATE MERGER, **Edward E. Lawler III,** Center for Effective Organization, University of Southern California, Chair.

Participants:
Philip H. Mirvis, School of Management, Boston University. A Conceptual History of the Impact of a Corporate Acquisition (17.1)
Amy L. Sonka, Boston University. Organizational Mergers and Acquisitions--The Combination of Cultures (17.1)
Mitchell Lee Marks, Department of Management, The California State University at Fullerton. Situational and Personal Factors Influencing Employee Response to Corporate Merger (17.1)

Discussant:
Robert Quinn, Institute for Government and Policy Studies, State University of New York at Albany.

10:00-10:50 Salon E (M)

OPEN FORUM: LONG RANGE PLANNING ISSUES, **Milton D. Hakel,** Ohio State University, Chair.

Participants:
Irwin L. Goldstein, University of Maryland
William A. Owens, University of Georgia
Sheldon Zedeck, University of California-Berkeley

11:00-12:50 Salon F (M)

SYMPOSIUM: CONVERSATION WITH THE 1984 ANNUAL REVIEW AUTHORS, **Irwin L. Goldstein,** University of Maryland, Chair.

Participants:
Barry M. Staw, University of California at Berkeley. Organizational Behavior (17)
Kenneth N. Wexley, Department of Management, Graduate School of Business Administration, Michigan State University. Personnel Development and Training (17)
Sheldon Zedeck, University of California at Berkeley and **Wayne F. Cascio,** Graduate School of Business, University of Colorado at Denver. Personnel Selection and Placement (17)

Discussant:
Robert M. Guion, Bowling Green State University.

1:00- SYMPOSIUM: AN EVALUATION OF INFERENCES MADE

2:50
Salon E
(M)

FROM ASSESSMENT CENTERS, **Craig J. Russell,** Graduate School of Business, University of Pittsburgh, Chair.

Participants:

William C. Byham, Development Dimensions International, Pittsburgh, Pennsylvania. Biographical Data as Predictors of Assessment Center Performance (17.1)

Craig J. Russell, Graduate School of Business, University of Pittsburgh, Decision Processes in Assessment Centers (17.1, 13.3).

Paul R. Sackett and **Michael Harris,** University of Illinois at Chicago. A Further Examination of the Constructs Underlying Assessment Center Ratings (17.1)

Neal Schmitt and **Raymond A. Noe,** Michigan State University. Assessment Center Outcomes Correlated with Subsequent Performance and Environment Ratings (17.1)

Discussant:

Joseph L. Moses, American Telephone and Telegraph Company, Basking Ridge, New Jersey.

3:00-
3:50
Anaheim
(CC)

POSTER SESSION II: JOB PERFORMANCE: OBSERVATION AND EVALUATION, **Liz Conklyn,** IBM Corporation, White Plains, New York, Chair.

Category Accessibility, Prototypicality Ratings and Managerial Sex Role Attributes, (17.2) **Bruce J. Avolio,** School of Management, SUNY Binghamton, **Karl Galen Kroeck,** Department of Management, Florida International University, **Jay Brinegar,** Ohio Psychological Consultants to Industry, and **Barry Nathan,** University of Akron.

Black-White Differences in Job Performance: A Review of the Literature, (17, 19) **H. John Bernardin, Michael Senderak, Michael Conn, Gary Elliott** and **William Anderson,** Virginia Polytechnic Institute and State University.

Testing the Accuracy of Two New Validity Generalization Procedures, (17) **Michael J. Burke** and **Nambury S. Raju,** Illinois Institute of Technology.

The Effects of Person and Job Stereotypes on Personnel Decisions, (17) **Jeanette N. Cleveland,** Baruch College.

Goal Setting Participation and Leader Supportiveness Effects on Performance, (17.1) **Dennis L. Dossett,** School of Business Administration, University of Missouri - St. Louis, and **Andrew Cella, Carl I. Greenberg,** and **Nelson Adrian,** University of Nebraska at Omaha

Effects of Rater Shortcuts in the Use of BARS, (17.1) **Joseph A. Gier,** University of Nebraska at Omaha.

Another Look at "Do Behavioral Observation Scales Measure Observation?", (17) **Calvin C. Hoffman** and **Arlene J. Fredricks,** University of Nebraska at Omaha.

Usefulness of Interpreting Error Patterns in Mixed Standard Rating Scales, (17.1) **Chris W. Hornick** and **Walter S. Booth,** Multidimensional Research Associates, City of Aurora, Colorado.

Engineer Technical Performance and Updating: A Model and Empirical Evaluation, (17) **Steven W. J. Kozlowski,** Michigan State University.

A Meta-analysis of Ratee Race Effects in Performance Evaluations, (17) **Kurt Kraiger,** The Ohio State University, and **J. Kevin Ford,** Michigan State University.

Do BOS Measure Traits? Effects of Information Availability on Recall, (17.1) **D. Douglas McKenna** and **Judy M. Golz,** Wheaton College.

Purpose of Rating and Accuracy in Observing Behavior and Evaluating Performance, (17) **Kevin R. Murphy** and **William Balzer,** New York University, and **Kathryn Kellam** and **Jacqueline Armstrong,** Rice University.

Psychometric Quality of Rating Data by Multiple Raters, (17) **Anne S. Tsui,** The Fuqua School of Business, Duke University.

Managerial Power and Worker Performance: A Longitudinal and Cross-Sectional Study, (17.1) **Alan G. Weinstein,** Department of Management/Marketing, Canisius College and **Michael J. Gent,** Canisius College.

4:00-
4:50
Salon F
(M)

DIVISION 14 BUSINESS MEETING, **Richard J. Campbell,** American Telephone and Telegraph Company, Basking Ridge, New Jersey, Chair.

5:00-
5:50
Salon F
(M)

DIVISION 14 PRESIDENTIAL ADDRESS, **Milton D. Hakel,** Ohio State University, Chair.

Participant:

Richard J. Campbell, American Telephone and Telegraph Company, Basking Ridge, New Jersey.

6:00-
6:50
Salon E
(M)

DIVISION 14 SOCIAL HOUR

SUNDAY, AUGUST 28, 1983

8:00-
8:50
Salon G
(M)

COFFEE HOUR: CONVERSATION WITH THE NEW EDITOR OF THE JOURNAL OF APPLIED PSYCHOLOGY, **Susan E. Jackson,** University of Maryland, Chair.

Participant:

Robert M. Guion, Bowling Green University.

9:00-
10:50
Salon F
(M)

SYMPOSIUM: COGNITIVE PROCESSES IN PERFORMANCE APPRAISAL: NEW FINDINGS, **Cristina G. Banks,** Department of Management, University of Texas at Austin and **Loriann Roberson,** University of Minnesota, Co-Chairs.

Participants:

Janet L. Barnes-Farrell and **Karen A. Couture,** Purdue University. Effects of Appraisal Salience on Immediate and Memory-Based Performance Judgments (17)

Angelo S. DeNisi, College of Business Administration, University of South Carolina. Information Utilization in Performance Appraisal (17)

	FRIDAY August 26	SATURDAY August 27	SUNDAY August 28	MONDAY August 29	TUESDAY August 30
8:00 to 8:50	**Coffee Hour:** I/O-O.B. Graduate Student Convention and Presentation of the Robert J. Wherry, Sr. Award. Sackett (Chair), Langlois, Lobomc, Stablein, London, Wade (Participants), Terrace I (H)	**Panel Discussion:** A Practitioner-Oriented Degree (Psy.D.) for Industrial and Engineering Psychology? MacKinney (Chair), Klimoski, Kurke, Ritchie (Participants), Fullerton 7/8 (CC)	**Coffee Hour:** Conversation with the new Editor of the Journal of Applied Psychology, Robert M. Guion. Jackson (Chair), Salon G (M)	**Coffee Hour:** Conversation with Marvin D. Dunnette, Editor of Handbook of Industrial/ Organizational Psychology. Graen (Chair), Fullerton 7/8 (CC)	
9:00 to 9:50	**Symposium:** Work Place Innovations: Myths and Realities. Porter (Chair), Lawler, Mohrman, Jenkins, Gupta, Klein, Cohen (Participants), Bennis, (Discussant), Esplanade (H)	**Symposium:** Organizational and Employee Response to Corporate Merger. Lawler (Chair), Mirvis, Sonka, Marks (Participants), Quinn (Discussant), Santa Ana 2 (CC)	**Symposium:** Cognitive Processes in Performance Appraisal: New Findings. Banks, Roberson (Co-Chairs), Barnes-Farrell, Couture, DeNisi, Murphy, Balzer, Eisenman, Lockhart, Paradise (Participants) Feldman (Discussant), Salon F (M)	**Symposium:** Moderation of the Validity of Selection Tests. Seiler (Chair), Droege, Hawk, Ricci, Swarthout (Participants), Hunter (Discussant), Santa Ana 2 (CC)	**Symposium:** Managerial Motivation: Organizational and Cultural Differences and Implications for Productivity. London (Chair), Schiemann, Bray, Boyatzis, Howard (Participants), Katzell (Discussant), Salon E (M)
10:00 to 10:50	**Poster Session I:** Job Analysis and Employee Satisfaction. Chao (Chair), Anaheim (CC)	**Open Forum:** Long Range Planning Issues. Hakel (Chair), Goldstein, Owens, Zedeck (Participants)	**Poster Session III:** Careers, Motivation and Organizational Behavior. McCullough (Chair), Anaheim (CC)	**Div. 14 Incoming Executive Committee Meeting.** Hakel, (Chair) Salon B (M)	
11:00 to 11:50	**Symposium:** Ambiguity, Uncertainty and Change: A Theoretical View. Zedeck (Chair), Jackson, Moses, Lyness, Bunker (Participants), Boehm, Weick (Discussants), Plaza (H)	**Symposium:** Conversation with the 1984 Annual Review Authors. Goldstein (Chair), Staw, Wexley, Zedeck, Cascio (Participants), Guion (Discussant), Salon F (M)	**Division 14 S. Rains Wallace Dissertation Award Presentation.** Thayer (Chair), Campion (Recipient), Santa Ana 2 (CC)	**Symposium:** Social Issues in Computing. Kiesler (Chair), Geller, Siegel, Sproull, Kiesler, Kling, Laudon, Dubrovsky (Participants), Salon E (M)	**Symposium:** Exploration of Mechanisms Underlying Goal-Oriented Behaviors. Latham (Chair), Saari, Wood, Cervone, Latham, Locke, Zubritzky, Lee, Bobko (Participants), Pinder (Discussant), Salon E (M)
12:00 to 12:50			**Division 14 James McKeen Cattell Award Presentation for Research Design.** Owens (Chair), Morrison and Cook (Recipients), Santa Ana 1 (CC)		
1:00 to 1:50	**Division 14 Professional Practice Award Presentation.** Lowman (Chair), Flanagan (Recipient), Salon F (M)	**Symposium:** An Evaluation of Inferences Made From Assessment Centers. Russell (Chair), Byham, Russell, Sackett, Harris, Schmitt, Noe (Participants), Moses (Discussant), Salon E (M)	**Symposium:** Applied Perspectives in I/O Training. Kaufman (Chair), Byham, Hinrichs, Tragash, Jennings, Frost (Participants), Pacific B (CC)	**Invited Address:** Graen (Chair), D. P. Campbell (Speaker), Salon E (M)	**Symposium:** Integrated Criterion Measurement for Large Scale Computerized Selection and Classification. J. P. Campbell, Eaton (Co-Chairs), Borman, Hanser, Motowidlo, Osburn, Eaton, Grafton (Participants), Goldstein (Discussant), Orange County 18 (CC)
2:00 to 2:50	**Symposium:** Advancing Industrial and Organizational Psychology as Science. Katzell (Chair), J. P. Campbell, Vroom, Owens (Participants), Porter (Discussant), Salon E (M)		**Symposium:** Applications of Multivariate Psychometric Methods in Marketing/Organizational Data. Sen (Chair), Arabie, Bentler, Carroll, Kehoe (Participants), Cliff (Discussant), Salon G (M)	**Symposium:** Cost Analyses of Human Resource Interventions: Are They Worth It? Quaintance (Chair), Cascio, Daum, Jacobs (Participants), Tenopyr (Discussant), Santa Ana 1 (CC)	
3:00 to 3:50		**Poster Session II:** Job Performance: Observation and Evaluation. Conklyn (Chair), Anaheim (CC)	**Invited Address:** Theory and Method in Group Effectiveness Research. Kraut (Chair), Hackman (Speaker), Santa Ana 1 (CC)	**Symposium:** Psychology in Nuclear Power Plants. Shikiar (Chair), Rankin, Badalamente, Saari, Wood, Osborn (Participants), Persensky, Spilberg (Discussants), Pacific E (CC)	**Symposium:** Ethical Issues and Dilemmas in The Practice of I/O Psychology. Lowman (Chair), Eyde, Quaintance, Reilly, Niven, Sauser, Lowman (Participants), Bray, Seashore Discussants), California B (CC)
4:00 to 4:50	**Symposium:** Performance Appraisal Research Applied to Real Organizations: Narrowing the Gap. Banks, Murphy (Co-Chairs), DeVries, Dipboye, Feldman, (Participants), Hakel (Discussant) Santa Ana 1 (CC)	**Division 14 Business Meeting.** R. J. Campbell (Chair), Salon F (M)	**Symposium:** Recent Advances in Job-Related Studies of Physical Abilities. Fleishman (Chair), Cooper, Crump, Myers, Gebhardt (Participants), Fischl, Guion (Discussants), Santa Ana 1 (CC)	**Symposium:** Performance Appraisals in the Legal Environment. Giffin (Chair), Pyburn, Schwartz, Thompson, Ruch (Participants), Outtz, Schmidt (Discussants), Santa Ana 2 (CC)	
5:00 to 5:50	**Division 14 Outgoing Executive Committee Meeting.** R. J. Campbell (Chair), Salon B (M)	**Division 14 Presidential Address.** Hakel (Chair), R. J. Campbell (Speaker), Salon F (M)			
6:00		**Division 14 Social Hour.** Salon E (M)			

Kevin R. Murphy, William K. Balzer, Elaine Eisenman, and **Maura Lockhart,** New York University. Effects of Previous Performance on Evaluation of Present Performance (17)

Loriann Roberson, Carol A. Paradise, University of Minnesota and **Cristina Banks,** University of Texas-Austin. Relationship Between Cognitive Schema and Rating Accuracy (17).

Discussant:

Jack M. Feldman, Department of Management, University of Florida.

10:00-10:50 Anaheim (CC)

POSTER SESSION III: CAREERS, MOTIVATION, AND ORGANIZATIONAL BEHAVIOR, **Wayne R. McCullough,** IBM Corporation, Armonk, New York, Chair.

The Influence of Procedural and Distributive Justice on Organizational Behavior, (17.1) **Sheldon Alexander,** Wayne State University, and **Marian Ruderman,** University of Michigan.

Correlates of Instrumental and Affective Attachment to Organizations, (17.1) **Harold L. Angle,** School of Management, University of Minnesota.

Identifying Attitudinal Factors Related to Ideation in Creative Problem Solving, (17, 2.11) **Min Basadur,** Faculty of Business, McMaster University, and **Carl T. Finkbeiner,** Procter and Gamble Company, Cincinnati, Ohio.

Test-wiseness, Text Anxiety and Racial Differences in Employment, (17, 12) **Gary G. Cornwell, Edward L. Levine,** and **Gail H. Ironson,** University of South Florida.

The Effects of Rehearsal Group Size and Video Feedback in Behavior Modeling Training, (17.1, 10.2) **Phillip J. Decker,** School of Business, University of Missouri.

Team Development: A True Field Experiment Employing Three Levels of Rigor, (17.1, 21) **Dov Eden,** Faculty of Management, Tel Aviv University.

Predicting Career Success, (17.1) **Urs E. Gattiker,** Claremont Graduate School, and **Laurie Larwood,** Claremont McKenna College.

An Empirical Study of the Correlates of Personnel Audit Measures, (17.1) **Luis R. Gomez-Mejia,** Management Department, University of Florida.

Why Participate in an Employee Ownership Plan? (17) **Cherlyn S. Skromme Granrose** and **Arthur Hochner,** Department of Industrial Relations/Organizational Behavior, Temple University.

Goal Setting Effects on Motivation: A VIE Theory Explanation, (17, 17.1) **John P. Meyer, Ellen Konar,** and **Brenda Schacht,** University of Western Ontario.

The Classification of Individuals Across Time: Theoretical Bases and Implementation, (17) **Michael D. Mumford,** Advanced Research Resources Organization, Washington, D.C., and **William A. Owens,** Institute for Behavioral Research, University of Georgia.

Career Goals and Technical Obsolescence of Engineers, (17) **Dirk D. Steiner** and **James L. Farr,** The Pennsylvania State University.

Organizational Commitment: Review and Critique, (17.0) **Howard T. Tokunaga,** University of California at Berkeley, and **Barry M. Staw,** School of Business Administration, University of California at Berkeley.

Schema Based Expectations: The Role of Attributions for Maintenance and Change, (17.1) **Kevin J. Williams,** University of South Carolina, **Angelo S. DeNisi,** College of Business Administration, University of South Carolina, and **Thomas P. Cafferty,** University of South Carolina.

11:00-11:50 Santa Ana 2 (CC)

DIVISION 14 S. RAINS WALLACE DISSERTATION AWARD PRESENTATION, **Paul W. Thayer,** North Carolina State University, Chair.

Participant:

Michael Campion, IBM Corporation, Research Triangle Park, North Carolina.

12:00-12:50 Santa Ana 1 (CC)

DIVISION 14 JAMES MCKEEN CATTELL AWARD PRESENTATION FOR RESEARCH DESIGN, **William A. Owens,** University of Georgia, Chair.

Participants:

Robert F. Morrison, U.S. Navy Personnel Research and Development Center, San Diego, California and **Thomas Cook,** Naval Ocean System Center, Kailua, Hawaii. Military Officer Career Development and Decision-Making (17).

1:00-2:50 Pacific B (CC)

SYMPOSIUM: APPLIED PERSPECTIVES IN I/O TRAINING, **Gary G. Kaufman,** J. C. Penney Company, New York, New York, Chair.

Participants:

William C. Byham, Development Dimensions International, Pittsburgh, Pennsylvania. Are Academic Models Appropriate for I/O Psychologists in Industry? (17.1)

John R. Hinrichs, Management Decisions Systems Inc., Darien, Connecticut. Three Perspectives on Intern Programs (17.1)

Gary G. Kaufman, J. C. Penney Company, Inc., New York, New York. What Causes Trouble? (17.1)

Harold I. Tragash, Xerox Corporation, Stamford, Connecticut. Managing the I/O Psychologist Intern (17.1)

William N. Jennings and **Robert R. Frost,** Interfirst Bank, Dallas, Texas. Survey of Recruiting and Hiring Practices In Selected Fortune 100 Corporations (17.1)

1:00-2:50 Salon G (M)

SYMPOSIUM: APPLICATIONS OF MULTIVARIATE PSYCHOMETRIC METHODS IN MARKETING/ORGANIZATIONAL DATA, **Tapas K. Sen,** American Telephone and Telegraph Company, Basking Ridge, New Jersey, (Chair).

Participants:

Phipps Arabie, University of Illinois at Urbana. Clustering Approaches to the Internal Structure of Organizations (17, 19)

Peter M. Bentler, University of California at Los Angeles. Causal Modeling: Theory Testing with Structural Equation Models (17, 19)

J. Douglas Carroll, Bell Laboratories, Murray Hill, New Jersey. Applications of Multidimensional Scaling to the Study of Organizational Behavior (17, 19).

Jerard F. Kehoe, American Telephone and Telegraph Company, Basking Ridge, New Jersey. Adaptive Testing in Personnel Selection (17, 19.2)

Discussant:
Norman Cliff, University of Southern California

3:00-3:50 Santa Ana 1 (CC)

INVITED ADDRESS: THEORY AND METHOD IN GROUP EFFECTIVENESS RESEARCH, **Allen I. Kraut,** IBM Corporation, Armonk, New York, Chair.

Participant:
Richard J. Hackman, School of Organization and Management, Yale University.

4:00-5:50 Santa Ana 1 (CC)

SYMPOSIUM: RECENT ADVANCES IN JOB-RELATED STUDIES OF PHYSICAL ABILITIES, **Edwin A. Fleishman,** Advanced Research Resources Organization, Bethesda, Maryland, Chair.

Participants:
Merri-Ann Cooper, ARRO, Bethesda, Maryland. The Development of Physical Ability Tests for Industry-Wide Use (17)

Carolyn E. Crump, ARRO, Bethesda, Maryland. The Development of Job-Related Physical Fitness Training Programs (17)

David C. Myers, ARRO, Bethesda, Maryland. Construct Validation of Physical Performance Measures (17)

Deborah L. Gebhardt, ARRO, Bethesda, Maryland. Recent Developments in the Design of Pre-employment Medical Standards (17)

Discussants:
Myron Fischl, Army Research Institute, Alexandria, Virginia
Robert M. Guion, Bowling Green State University.

MONDAY, AUGUST 29, 1983

8:00-8:50 Fullerton 7/8 (CC)

COFFEE HOUR: CONVERSATION WITH THE EDITOR OF HANDBOOK OF INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY, **Neal W. Schmitt,** Michigan State University, Chair.

Participant:
Marvin D. Dunnette, University of Minnesota

8:00-11:50 Salon B (M)

DIVISION 14 INCOMING EXECUTIVE COMMITTEE MEETING, **Milton D. Hakel,** Ohio State University, Chair.

9:00-10:50 Santa Ana (2) (CC)

SYMPOSIUM: MODERATION OF THE VALIDITY OF SELECTION TESTS, **Joseph Seiler,** U.S. Department of Labor, Washington, DC, Chair.

Participants:
Robert C. Droege, U.S. Department of Labor, Washington, DC. Is Age a Moderator of GATB Validity? (19, 17)

John Hawk, U.S. Department of Labor, Washington, D.C. The Fairness of the General Aptitude Test Battery (19, 17)

Cristine C. Ricci, U.S. Department of Labor, Washington, DC. Sex as a Moderator of GATB Validity (19, 17)

David Swarthout, Michigan Employment Security Commission, Detroit, Michigan. The Effect of Geography on General Aptitude Test Battery Validity (19, 17)

Discussant:
John E. Hunter, Michigan State University

11:00-12:50 Salon E (M)

SYMPOSIUM: SOCIAL ISSUES IN COMPUTING, **Sara Kiesler,** Carnegie-Mellon University, Chair.

Participants:
Valerie J. Geller, Bell Laboratories, Murray Hill, NJ. Professional Computer Neighborhood (17.1, 17.2)

Jane Siegel, Carnegie-Mellon University. Computer-Mediated Management (17.1, 34.5)

Lee S. Sproull and **Sara Kiesler,** Carnegie-Mellon University. Encounters with an Alien Culture (17.1, 10)

Rob Kling, University of California. Technology-Based Social Movements: The Case of Computing (17, 17.1)

Kenneth Laudon, John Jay College, City University of New York. Growth and Social Control of Computer Based Information Systems (17, 30.3)

Vitaly Dubrovsky, Clarkson College of Technology. Computerized Decision Support Systems: Who Is a Decision Maker? (17.1, 17)

1:00-1:50 Salon E (M)

INVITED ADDRESS: THE MOST CREATIVE, INNOVATIVE, EFFECTIVE, PROBLEM-SOLVING SOCIETY IN HISTORY (17), **George Graen,** University of Cincinnati, Chair.

Participant:
David P. Campbell, Center for Creative Leadership, Greensboro, NC.

1:00-2:50 Pacific E (CC)

SYMPOSIUM: PSYCHOLOGY IN NUCLEAR POWER PLANTS: AN INTEGATIVE APPROACH TO SAFETY, **Richard Shikiar,** Battelle Human Affairs Research Centers, Seattle, WA, Chair.

Participants:
William L. Rankin, Battelle Human Affairs Research Centers, Seattle, WA. Nuclear Power Plant Annuciator Systems (16)

Richard V. Badalamente, Battelle - Pacific Northwest Laboratories, Richland, WA. Nuclear Power Plant Maintainability (16)

Lise M. Saari, Battelle Human Affairs Research Centers, Seattle, WA. Selection/Licensing of Nuclear Power Plant Operators (17)

Michael T. Wood, Battelle Human Affairs Research Centers, Seattle, WA. Manpower and Staffing in Nuclear Power Plants (17)

Richard N. Osborn, Battelle Human Affairs Research Center, Seattle, WA. Management and Organization in Nuclear Power Plant Safety (17.1)

Discussants:

J. J. Persensky, U.S. Nuclear Regulatory Commission, Washington, DC

Shelley Weiss Spilberg, U.S. Nuclear Regulatory Commission, Washington, DC

2:00-3:50 Santa Ana 1 (CC)

SYMPOSIUM: COST ANALYSES OF HUMAN RESOURCE INTERVENTIONS: ARE THEY WORTH IT?, **Marilyn K. Quaintance**, Advanced Research Resources Organization, Bethesda, MD, Chair.

Participants:

Wayne F. Cascio, Graduate School of Business, University of Colorado at Denver. One Year's Turnover Costs in a Major Brokerage Firm (17, 19.1)

Jeffrey W. Daum, J.C. Penney, New York, New York. Two Measures of R.O.I. on Intervention - Fact or Fantasy? (17, 19.1)

Rick R. Jacobs, The Pennsylvania State University. Areas for Intervention and Anticipated Outcomes (17, 19.1)

Discussant:

Mary L. Tenopyr, American Telephone and Telegraph Company, Basking Ridge, NJ

4:00-5:50 Santa Ana 2 (CC)

SYMPOSIUM: PERFORMANCE APPRAISALS IN THE LEGAL ENVIRONMENT, **Peggy Giffin,** Psychological Services, Inc., Los Angeles, CA, Chair.

Participants:

Keith M. Pyburn, Jr., McCalla, Thompson, Pyburn and Ridley, New Orleans, LA. Performance Appraisal Systems as Viewed by the Courts (9, 19)

Donald J. Schwartz, Equal Employment Opportunity Commission, Burke, VA. Performance Appraisals as Viewed by a Compliance Agency Psychologist (9, 19)

Duane E. Thompson, College of Business Administration, The University of Iowa. Acceptance of Performance Appraisal Systems by the Participants (9, 19)

William W. Ruch, Psychological Services, Inc., Los Angeles, CA. Do White Raters Exhibit Anti-Black Bias?: A Critical Literature Review (9, 19)

Discussants:

James L. Outtz, Howard University

Frank L. Schmidt, George Washington University, U.S. Office of Personnel Management

TUESDAY, AUGUST 30, 1983

9:00-10:50 Salon E (M)

SYMPOSIUM: MANAGERIAL MOTIVATION: ORGANIZATIONAL AND CULTURAL DIFFERENCES AND IMPLICATIONS FOR PRODUCTIVITY, **Manuel London,** American Telephone and Telegraph Company, Basking Ridge, NJ, Chair.

Participants:

William A. Schiemann, Opinion Research Corporation, Princeton, NJ. Changes in U.S. Managers' Work Attitudes: Dismal Signs for Productivity (17.1)

Douglas W. Bray, American Telephone and Telegraph Company, Basking Ridge, NJ. The Inter-Organizational Testing Study (17.1)

Richard E. Boyatzis, McBer and Company, Boston, MA. Managerial Competence and Motivation (17.1)

Ann Howard, American Telephone and Telegraph Company, Basking Ridge, NJ. Motivation Among Japanese and American Managers (17.1)

Discussant:

Raymond A. Katzell, New York University

11:00-12:50 Salon E (M)

SYMPOSIUM: EXPLORATION OF MECHANISMS UNDERLYING GOAL-ORIENTED BEHAVIORS, **Gary P. Latham,** G.P. Latham, Inc., Seattle, WA, Chair.

Participants:

Gary P. Latham, G.P. Latham, Inc., Seattle, WA. Using Social Learning Theory to Explain Performance on Reinforcement Schedules (17)

Lise M. Saari, Battelle Human Affairs Research Centers, Seattle, WA. Effects of Goal Setting and Reinforcement Schedule on Need Achievers (17)

Robert Wood, Australian Graduate School of Management, University of New South Wales. The Effect of Self-Efficacy on Academic Achievement (17)

Daniel Cervone, Stanford University. Self-Evaluative and Self-Efficacy Mechanisms Governing the Motivational Effects of Goals (17)

Edwin A. Locke, Elizabeth Zubritzky, Cynthia Lee, University of Maryland, and **Philip Bobko,** Virginia Polytechnic Institute and State University. Effects of Self-Efficacy, Goals and Task Strategies on Task Performance (17)

Discussant:

Craig Pinder, Faculty of Commerce, University of British Columbia

1:00-2:50 Orange County 18 (CC)

SYMPOSIUM: INTEGRATED CRITERION MEASUREMENT FOR LARGE SCALE COMPUTERIZED SELECTION AND CLASSIFICATION, **John P. Campbell,** University of Minnesota, and **Newell K. Eaton,** Army Research Institute, Alexandria, VA., Co-Chairs.

Participants:

Walter C. Borman, Personnel Decision Research Institute, Minneapolis, MN, **Lawrence M. Hanser,** Army Research Institute, Alexandria, VA., and **Stephan Motowidlo,** College of Business Administration, Pennsylvania State University. A Construct Approach to a General Model of Individual Effectiveness (17)

William C. Osborn, Human Resources Research Organization, Radcliff, Kentucky. Issues and Strategies in the Measurement of Job Task Performance in Army Jobs (17)

Newell K. Eaton, Army Research Institute, Alexandria, VA, and **Hilda Wing,** Army Research Institute, Alexandria, VA. Putting the dollars in Utility Analysis (17)

Lawrence Hanser and **Frances Grafton,** Army Research Institute, Alexandriz, VA. Dusting Off Old Data: Encounters With Archival Records (17)

Discussant:

Irwin L. Goldstein, University of Maryland

3:00-4:50 California B (CC)

SYMPOSIUM: ETHICAL ISSUES AND DILEMMAS IN THE PRACTICE OF I/O PSYCHOLOGY, **Rodney L. Lowman,** North Texas State University, Chair.

Participants:

Lorraine D. Eyde, US Office of Personnel Management, Arlington, VA. and **Marilyn K. Quaintance,** Advanced Research Resources Organization, Bethesda, MD. Ethical Issues and Cases in the Practice of Personnel Psychology (30.1, 17)

Richard R. Reilly, Department of Management Sciences, Stevens Institute of Technology, **Jarold R. Niven,** Boeing Corporation, Seattle, Washington and **William I. Sauser, Jr.,** Auburn University. Ethical Issues and Cases in the Practice of Organizational Psychology (30.1, 17)

Rodney L. Lowman, North Texas State University. Similarities and Dissimilarities of Ethical Issues in Applied Psychology Disciplines (30.1, 17)

Discussants:

Douglas W. Bray, American Telephone and Telegraph Company, Basking Ridge, New Jersey.

Stanley E. Seashore, Institute for Social Research, The University of Michigan.

Sessions Co-Sponsored by Division 14
(Check your APA program for time and place)

Division 9, Society for the Psychological Study of Social Issues:
Diminished Opportunities: Work in the Lives of Young Americans. **Charlene E. Depner,** Survey Research Center, Institute for Social Research, University of Michigan, Chair.

Division 19, Military Psychology:
Development of Military Job Performance Measures. **Charles R. Curran,** Office of the Asst. Secretary of Defense, The Pentagon, Washington, D.C., Chair.

Productivity Enhancement in the Military Using Behavior Science Approaches. **Robert Penn,** Navy Personnel Research and Development Center, San Diego, California, Chair.

Retention of Military Personnel: Understanding the Process and Reducing Attrition. **H. Wallace Sinaiko,** Smithsonian Institution, Alexandria, Virginia, Chair.

Division 20, Adult Development and Aging:
Research in Applied and Industrial Gerontology. **David B. Smith,** University of Southern California, Chair.

Division 21, Engineering Psychology:
Psychology in Nuclear Power Plants: An Integrative Approach to Safety. **Richard Shikiar,** Battelle Human Affairs Research Centers, Seattle, Washington, Chair.

Business Applications of Human Performance Methodologies. **Charles W. Manley,** Human Performance Systems Division of Phase Design, Inc., Bernardsville, New Jersey, Chair.

Division 23, Evaluation and Measurement:
Applications of Multivariate Psychometric Methods in Marketing/Organizational Data. **Tapas Sen,** American Telephone and Telegraph Company, Chair.

Division 34, Population and Environmental Psychology:
Bridging Fields and Levels of Analysis: Ecological and Organizational Psychology. **Allan W. Wicker,** Claremont Graduate School, Chair.

Division 38, Health Psychology:
PLATO STAYWELL - A Microcomputer Based Program of Health Behavior Change. **Murray P. Naditch,** Control Data Corporation, Minneapolis, Minnesota, Chair.

APA Events

Addresses by Recipients of APA Awards for Distinguished Contributions:
Scientific Contribution - **Mark R. Rosenzweig** (10:00-10:50 Friday)
Applications of Psychology - **Robert M. Gagne** (1-1:50 Friday)
Scientific Contribution - **Walter Mischel** (10-10:50 Saturday)
APF Teaching Award - **Henry Gleitman** (12-12:50 Saturday)
Professional Contribution - **Asher R. Pacht** (1-1:50 Saturday)
Scientific Contribution - **Daniel Kahneman** and **Amos Trersky** (10-10:50 Sunday)
Professional Contribution - **Carolyn R. Payton** (1-1:50 Sunday)
Psychology in the Public Interest - **Edward F. Zigler** (10-10:50 Monday)
Professional Contribution - **Milton Theaman** (1-1:50 Monday)
Professional Contribution - **Roy Shafer** (10-10:50 Tuesday)

Other Events:
APA Invited Address - **Mildred Dresselhaus,** M.I.T. (6-7 Friday)
APA Presidential Address - **Max Siegel** (6-7:30 Saturday)
APA Alumni Night Social Hour (7:30 Saturday)
APA Dance (9:00 Sunday)
Public Lectures:

Col. Richard Mulhane, NASA, "Psychology and Space" (12-12:50 Friday)

Carol Tavris, "Anger: The Misunderstood Emotion" (12-12:50 Saturday)

Herbert J. Freudenberger, "Burnout and Anxiety: Causes and Consequences (12-12:50 Monday)

PERFORMANCE APPRAISAL IN JAPAN
PAST AND FUTURE

MASAHIDE SEKIMOTO

In the last issue of TIP, John Campbell spoke of the "Japanese mystique", or the belief among many Americans that Japanese management has the answer to productivity, if only we could discover what it is. Yet he noted that Japanese I/O psychologists see things differently and may even look to American solutions for what they see as Japanese problems. An example of their thinking is presented here by Professor Masahide Sekimoto of Keio University in an adaptation of the paper he presented at the 1982 International Congress of Applied Psychology in Edinburgh, Scotland.

I will begin by briefly introducing the basic characteristics of Japanese human resources management and, in connection with those characteristics, explaining the main features of the Japanese appraisal system. Next, I will discuss how the Japanese business environment is changing today, and what I believe is the increasing importance of appraisal and human assessment systems in Japanese companies under the changing situation.

I/O PSYCHOLOGY INTERNATIONAL

A TIP Series

Japanese Personnel Practices

As many may already know, periodic hiring, lifetime employment and a seniority system for promotion and wages have been generally practiced in the Japanese organization. Periodic hiring means that a company hires new graduates once a year, in April, when young people graduate from either high school or college. It is very rare for a large company in Japan to hire a person who has been working in another company. Their demand for talent is nearly always supplied by developing new employees within the company. In that sense, for a large company in Japan, a labor market means nothing but an internal labor market, except in the case of hiring new graduates.

Under lifetime employment, a new employee, once hired, will not be dismissed unless he or she commits a serious offense against the company. So, the employee could safely stay in the company until mandatory retirement at the age of fifty-five or sixty.

In the seniority system, decisions relative to promotion or wages are based on the age and length of service of the employee rather than based on his or her performance. As to wages, for instance, every employee receives a certain wage increase for a year of service. The amount of increase varies depending on the level of performance, the status within the organization such as Bucho, Kacho, etc. (see diagram), or the type of job. In this case the type of job is only used to distinguish between a white collar job and a blue collar job, but the portion of increase determined by performance or other factors is quite small compared with the portion determined by education, age, or length of service. I consider that this has resulted from the feeling of Japanese that the wage is paid for maintaining a stable life of the employee rather than paid for his or her job performance or competence.

Concerning promotion under the seniority system, a majority of male employees will be promoted to a managerial or supervisory position after working for a certain period in the company.

Management Stratification of A Typical Japanese Company

Shacho	**(President)**
Yakuin	**(Executives and/or Directors)**
Bucho	**(Fourth level managers)**
Jicho	**(Third level managers)**
Kacho	**(Second level managers)**
Kakaricho or Shokucho	**(First level managers)**
Ippan-Jugyoin	**(Rank & File)**

I would like to give you an example. Before the oil crisis, approximately 20% of college graduate employees who had entered the company in the same year were promoted to second level management, called Kacho, at about the age of thirty-five. Then, about 40% of the same cohort in the next year, and 10% in the year after the next, were selected as Kacho, and eventually, 80 to 85% of the cohort reached this level. That is to say, those left out were only 15 to 20% of the cohort.

Around the age of 45, some of them were promoted to Bucho, or the fourth level of management. Even at that time, of course, achieving the position of Bucho was not as easy as achieving that of Kacho; they had to go through a fairly careful selection. But still, a half of the cohort could reach this level before retirement. Since demotion does not occur in Japan unless the employee makes a really serious mistake, the position or status once achieved will be guaranteed until retirement. The employee will never be demoted for anything like his or her lacking competence for the position.

The Japanese Appraisal System

So far I have presented some of the typical personnel practices of the Japanese organization, such as periodic hiring, internal labor market, lifetime employment, seniority system for promotion and wages, and no demotion. Now I would like to summarize the characteristics of the Japanese appraisal system which was established on those practices.

First of all, greater emphasis is put on long-range rather than short-range results. Thus we give more importance to accumulated appraisals and utilize the information mainly in making a promotional decision. Of course, wages are raised in accord with promotion. The short-range results will never be reflected immediately in promotion or wages, especially for young employees in their twenties. They will be taken into consideration to some extent when determining the amount of bonus paid after the appraisal.

Secondly, in Japan performance or competence of an employee is evaluated mainly by the manager the person is reporting to. In the usual system, the manager two levels higher than the employee is expected to check the evaluation results. However, through the analysis of data, I have found that most of the time higher level managers do not make any changes in the evaluation results. Thus, the evaluation of an employee is, in fact, mostly determined by his immediate superior. This type of appraisal is obviously prone to bias, but fortunately, because of frequent rotations in Japanese organizations, the employee can be

evaluated by several managers during a certain period. Therefore by saving and integrating the information given by these managers, it is possible to remove their personal biases and provide an objective and valid evaluation.

Thirdly, the original purpose of appraisal is to make better decisions relative to promotion, compensation, placement, training and development, and career guidance. However, in the Japanese organization the results of appraisals have been mainly used in promotional or bonus-related evaluations, but there has been no active utilization of appraisal in other areas.

While an appraisal usually involves a number of evaluation items concerning abilities and personality of an employee, it has been very rare for the Japanese organization to make use of details of the result. Instead, from total and long-range results of appraisals or on-the-job performance on the whole, they judge generally "whether or not the employee is competent" or "whether or not the employee has potential to succeed".

The Changing Japanese Business Environment

Changes brought about in the business environment after the oil crisis have had a great impact on Japanese management as well as its human resources management. Since 1980 we have been faced with such unprecedented situations as a slowdown in economic growth, catch-up of developing countries with Japan, arrival of an aged society as well as an educated society, acceleration of technological innovation followed by obsolescence of engineers and managers, changes and diversification of employees' needs and values, changes in women's attitudes toward work and their active entry into the job market, new developments in industrial democracy and internationalization of Japanese business.

These environmental changes have been generating a serious friction between the traditional Japanese management style, including human resources management, and the actual business environment. As but one example, the seniority system is now becoming more and more difficult to maintain by the Japanese organization. As Japanese human resources management today is urged to cope with these environmental changes, so is the appraisal system.

The number of managerial positions will not increase and may even decrease in the near future because of a slowdown of economic growth and resulting slowdown of the expansion of business and a reorganization of managerial positions (due to an excessive production of such jobs that was followed by lower organizational efficiency). On the other hand, the number of

management candidates will rapidly increase due to an increase in the number of older employees with higher education, the aging of a generation with a dense population, lifetime employment and the seniority system, and the increased number of and extended tenure of female workers along with a trend toward equalization of the sexes. As a result there will be a serious imbalance of numbers between managerial positions and candidates. In addition, extension of the mandatory retirement age accompanied by the extended stay of managers make the situation even worse. Apparently, it will be no longer possible to promote employees simply following seniority. However, because of the title-oriented nature of Japanese society and employees' strong motivation toward promotion, it will be necessary for enhancing their morale to promote employees at earlier career stages to a certain managerial position or some equivalent positions. To make this possible, it will be essential to establish multiple promotional courses, which means that a company should promote its people not only as managers but also as professional specialists or experts.

The need for multiple promotional courses is also generated by other conditions in organizations, such as the change of industrial structure, increased need for improving management efficiency, change and diversification of employees' needs and values and resultant complication of management functions, increased need for developing and utilizing specialists, active utilization of female workers, and activation of aged employees. Even if multiple promotional courses are provided, however, imbalance of numbers between managerial positions and candidates for the positions will not be solved completely. As long as the Japanese organization follows the traditional seniority-promotion policy, the age of the youngest employees who reach the starting point of each course will be getting higher year after year. As a matter of fact, these days the Japanese organization has been much more careful in selecting its people. For example, in quite a number of companies, the first group of employees selected for "Kacho" is less than 10% of the cohort who entered the company in the same year. Furthermore, today 30% to 40% of them could not reach positions higher than "Kacho". Compared with the situation before the oil crisis that I previously presented, there is a great diifference.

While a company applies more careful selection and assortion of employees, an opportunity to make an alternative choice for an appropriate career course should also be offered to the employees. Of course, the decision related to this choice should be made based on sufficient supporting data or information taken from various sources.

Because of the situation I have just described, I believe it will be requisite for the Japanese organization to establish a personnel policy and system which balances the functions of selection, assortment and choice. Establishment of the human assessment system as well as improvement of the appraisal system is critical to forward this personnel policy and system. As a matter of fact, a number of Japanese organizations today are beginning to focus their attention on this issue.

Along with this movement, applications of an appraisal have been changing gradually. In the past it mainly served a reward-punishment function in the sense that the employees judged as good performers or generally competent through several appraisals would be provided with a promotional opportunity earlier than others or would be given a greater amount of bonus as a reward. For those employees rated as poor performers, promotions would be postponed and the amount of bonus would be reduced as punishment. From now on, however, I believe a greater emphasis will be placed on the application of appraisals for placement, career guidance, and training and development of employees. This is especially important for Japanese organizations since they follow the lifetime employment policy.

Apart from the reasons I have just mentioned, other factors are increasing the need to establish a human assessment system and improve the appraisal system. The gradual permeation of performance and ability- oriented personnel policy has increased the need for establishing personnel systems based on objectivity, validity, acceptability and fairness. Moreover, the conversion of quantity-oriented into quality-oriented human resources management and the establishment of a personnel policy that emphasizes individual characteristics also point to a human assessment system. Establishing such a human assessment system and an adequate appraisal system would lead to effective use of employees with the "right person in the right place" and to the planning and implementation of appropriate training programs and long-range development of human resources. Also, it would generate greater satisfaction of employees, and I believe that it would enable the company to improve its effectiveness and efficiency.

An Example from Matsushita

As an example illustrating the new direction of Japanese human resources management, I would like to take the case of Matsushita Electric Works Company, where the human assessment system and an appraisal system have been efficiently linked (integrated) with promotion and development systems. First

of all, they set up three courses of promotion such as management, professional specialist and project or task force leaders courses. Employees who have reached the starting level must choose the most appropriate course for themselves. At the same time, of course, the company selects and places employees according to their potential and past performance.

Employees' and the company's decisions are both made based on the appraisal data accumulated through a long period from various sources. In addition, various types of training and development programs are applied at each level of employees, and through a series of training programs, level of competence of each employee is also checked by the company. Thus these programs are conducted not only for a developmental purpose but also to supply additional appraisal data of individuals. By effectively combining appraisal and training in this manner, Matsushita has been quite successful in identifying and developing the potential of their employees.

Although not many cases like Matsushita's have been reported by now, I believe that Japanese companies will, sooner or later, start reforming their personnel systems in a similar way if they are concerned with their human resources management.

I/O CROSSWORD PUZZLE

By MILTON R. BLOOD

SCORING

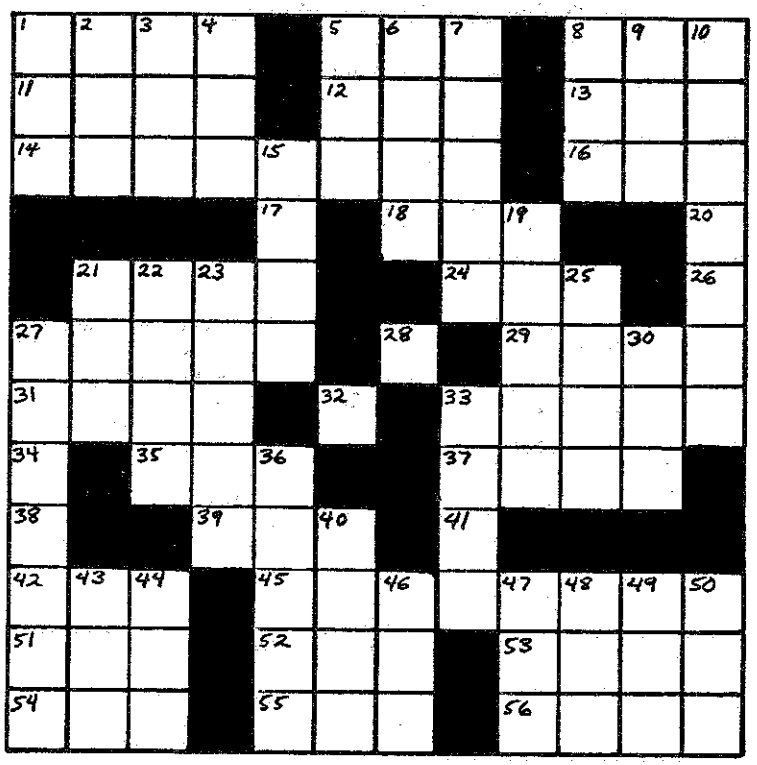
30 minutes - leading Division 14 scholar
45 minutes - just joined Division 14
60 minutes - just passed comprehensive exams for Ph.D.
75 minutes - postpone comprehensive exams
90 minutes - join another Division

ACROSS

1. "The best _____ plans"
5. Freudian constructs
8. Sort
11. "Play it _____ lays"
12. NASA vehicle (abbr.)
13. Teachers organization
14. He predicted predictors
16. Organization that provided several Div. 14 presidents
17. Test of a student
18. Not 16 Across
20. (X - M)/SD = _____
21. Home of APA (abbr.)
24. Usual weather for APA meetings
26. Value one presumes will occur
27. Feelings of dread
28. Trained data provider for Titchener; 14 Across was one
29. Characteristic correlated with a high starting salary
31. Concerning (legal term)
32. (M - E(M))/ est SDm = ____
33. Div. 14 president, 1983-84
34. Base of natural logarithms
35. Major air carrier (abbr.)
37. Mountain height (abbr.)
38. Symbol for a change score
39. Cleaning tool
41. Measure of volume (abbr.)
42. Measure of position (abbr.)
45. David, Joel, John, Richard, Ronald to name a few
51. Another 5 Across
52. Died while fighting (abbr.)
53. Et _____
54. Radiation unit
55. Work unit
56. Telephone behavior

DOWN

1. Can help to infer causation from correlation
2. Div. 14 president, 1967-68
3. Roman 3
4. Hazard of full-time conventioning
5. Sick
6. Sandwich store
7. Author of JDI and BES
8. "That's it _____ nutshell"
9. Permit
10. NYU + I/O = _____
15. And-so-forths (abbr.)
19. Sum
21. Benign tumor
22. Longest river in Dachler's country
23. Interpretable psychological phenomenon
25. Acquire possession
27. Led I/O to contingency leadership
28. See 28 Across
30. Bulgarian money
32. See 32 Across
33. Call for assistance
36. Showed importance of goals
40. Two
43. Biodata item
44. Twin researcher (first name)
46. APA just bought one (slang)
47. BES acronym
48. Nickname for a student with Vroom, Hackman, Alderfer, et. al.
49. Usual statistical relationship (abbr.)
50. Fall behind



FAIR EMPLOYMENT DEVELOPMENTS

James C. Sharf

REAGAN ADMINISTRATION UNDERSCORES OPPOSITION TO AFFIRMATIVE ACTION QUOTAS

The replacement by President Reagan in late May of three members of the United States Civil Rights Commission has been viewed as but another move this Administration has taken against preferential treatment for members of an affected class or underutilized group where the individuals themselves were not the victims of the alleged discriminatory practice. The three new white male members of the Civil Rights Commission are all on record as opposing both affirmative action quotas and busing, which the Commission has strongly advocated over the last decade. The new appointees claim to favor special efforts to recruit and hire minorities but oppose quotas that set aside a minimum number of jobs or places in school for them.

The bipartisan Commission is charged with investigating civil rights enforcement of laws prohibiting discrimination based on race, color, religion, sex, national origin, age, or handicap. It is a fact-finding panel without enforcement power but has served as a symbol of minority rights and progress.

The Reagan action met with strong criticism from civil rights groups and members of Congress. According to the *New York Times,* Thomas I. Atkins, acting executive director of the N.A.A.C.P., called it an attempt to "purge from the Government people who have a commitment to effective civil rights enforcement and protection". The president of the National Urban League, John E. Jacob, said the changes were "another example of the Administration's effort to weaken Federal civil rights agencies". Mary Frances Berry, a Howard University history and law professor who was replaced on the Commission, expressed concerns about the independence of the Commission from the Administration. She said, "You will find the Commission supporting all the anti-affirmative action positions the Justice Department is now taking."

The position of the Justice Department was clearly articulated in a widely quoted commencement speech at Amherst College on April 29 by William Bradford Reynolds, Assistant Attorney General

in charge of the Civil Rights Division. Reynolds emphasized that proponents of Title VII of the 1964 Civil Rights Act, which prohibited discrimination in employment, "uniformly and unequivocally denied claims by the bill's opponents that the measure would countenance race-conscious preferences". Senator Humphrey, the primary force behind passage of the Act in the Senate, was quoted by Reynolds as saying, "If .. in Title VII. . any language [can be found] which provides that an employer will have to hire on the basis of percentage or quota related to color . . I will start eating the pages [of the bill] one after another . ."

Reynolds lamented the fact that in the last decade, "the quest for equality of opportunity gradually evolved into an insistence upon equality of results." He said,

> "Quotas, set-asides and other race conscious affirmative action techniques gained increasing acceptance among federal bureaucrats and judges, and by the end of the 1970's, racial considerations influenced, indeed controlled, employment decisions of every kind, from hirings to lay-offs. It seemed to matter not that those preferred solely because of race had never been wronged by the employer, or that the preferential treatment afforded them was at the expense of other employees who were themselves innocent of any discrimination or other wrongdoing. The preoccupation was on removing from the work force *any* racial imbalance among employees in a discrete job unit, no matter how large or small. Lost in the scramble for strictly numerical solutions was the fundamental principle that 'no discrimination based on race is benign, . . no action disadvantaging a person because of color is affirmative.' [Weber]."

Reynolds described affirmative action practices in the 1970's as creating "a kind of racial spoils system in America, fostering competition not only among individual members of contending groups, but among the groups themselves." He noted:

> ".the more insistent Government is on the use of racial preferences -- whether in the form of quotas, goals, or any other numerical formula -- to correct what is perceived as an 'imbalance' in our schools, our neighborhoods, our jobs or our elected bodies, the more racially polarized society becomes. Rather than moving in the direction of color-blindiness, such a selection process accentuates color consciousness. It encourages us to stereotype our fellow human beings." . . .
>
> "Whatever group membership one inherits, it carries with it no entitlement to preferential treatment over those not similarly endowed with the same immutable characteristics. Any compromise of this principle is discrimination, plain and simple, and such behavior is no more tolerable when employed remedially, in the name of 'affirmative action,' to bestow a gratuitous advantage on members of a particular group, than when it is divorced from such beneficence and for the most pernicious of reasons works to one's disadvantage."

As an alternative to quotas, Reynolds advocated, "the only sensible policy course is to expand recruitment, to reach out and include those minorities who were previously excluded, and then to judge all applicants on their individual merit, *without discrimination.*"

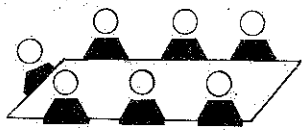
Recent actions of the Justice Department have attempted to implement this point of view. In May, the Department for the third time asked a Federal court to overturn the Detroit Police Department's affirmative action plan, which stipulated that Blacks and whites be made lieutenants in equal number until Blacks make up 50% of the officers in that grade. Earlier in 1983 Justice petitioned a lower court to overturn a similar plan in New Orleans.

The Justice Department had also petitioned the Supreme Court to overturn the Boston Police and Fire Departments' honoring of a conciliation agreement to meet affirmative action "goals" by retaining less senior minorities and women at the expense of more senior white males who were laid off. The Supreme Court subsequently decided not to hear the Boston case, which had become moot after the City granted lifetime job tenure to incumbent police and fire fighters. The Supreme Court has agreed in the meantime to hear a similar "goals v. seniority" case next term, *Stotts* v. *City of Memphis.*

The Reagan Administration's opposition to "voluntarily adopted" numerical "goals" granting preferential treatment on the basis of race and/or sex is based on a literal reading of Congressional intent as articulated in the statutory language of Title VII. The only mention of affirmative action in Title VII is to be found in Sec.706(g) which states: "If the *court* finds that the respondent has intentionally...engaged in an unlawful employment practice...the *court* may...order such affirmative action as may be appropriate, which may include but is not limited to reinstatement or hiring of employees with or without back pay...or any other equitable relief as the court may deem appropriate (emphasis added)."

This Administration's intolerance of preferential treatment on the basis of race and/or sex in pursuing equality of results should also be viewed in light of the recent Supreme Court *Teal* decision holding that: "Petitioners' nondiscriminatory 'bottom line' does not preclude respondents from establishing a prima facie case nor does it provide a defense to a prima facie case" (see **TIP,** *20* (1), 33-36).

Since this Administration is no longer advocating a public policy encouraging preferential treatment to make the "numbers" come out favorably and since the Supreme Court is not accepting a "bottom line" defense to a prima facie case, it is clear that the "numbers game" is no longer the only game in town. I/O practitioners should recognize that employers may be given few if any choices other than validity evidence to demonstrate the "business necessity" of their tests and other selection procedures.



Committees

Committee on Testing (Ad Hoc) <> C. J. Bartlett

SOCIETY REVIEW OF FEBRUARY 1983 DRAFT JOINT TECHNICAL STANDARDS FOR EDUCATIONAL AND PSYCHOLOGICAL TESTS

Prepared by the Ad Hoc Committee on Testing: C. J. Bartlett, Chair, Richard Barrett, Patricia Dyer, Robert Guion, William Owens, Neal Schmitt, Mary Tenopyr

Introduction

We are pleased to have the opportunity to officially comment on the February 1983 draft of the *Joint Technical Standards* (JTS). The comments were prepared by our ad hoc Committee on Testing and have been reviewed and approved by the Division 14 Executive Committee.

While we recognize the level of effort that has gone into the preparation of this draft of the *Standards,* we find them unacceptable in their current form. We believe that the importance is of such magnitude that the *Standards* must represent the current scientific and professional thinking in the field of testing. In our opinion the *Standards* will require substantial recasting in both content and format. Possibly our position as Industrial/Organizational Psychologists can be better appreciated by reflection on the following question: How many of the selection decisions made by APA (or your own organization) would meet all (or any) of these *Standards?*

This review provides examples of some of the specific problems we have noted with the February 1983 draft of the *Standards.* These comments represent some of the major areas where we feel that changes are needed, as well as recommendations as to how they can be accomplished. Hopefully, with future drafts more time will be allowed for return of reviews so that our comments can be written in more detail.

Failure to Clearly Specify Purpose

In our review of the February 1983 Draft of the *Joint Technical Standards* (JTS) a question that continually came up was related to what is the purpose of the *Standards.* Although the stated purpose is to provide models for the evaluation of tests and testing procedures, it is not clear why this is important, nor is it clear what use is to be made of such evaluations. It is suggested that the *Standards* be organized around the specific purposes for which they will be used and that the *Standards* be stated which are intended to achieve that purpose (e.g., A purpose is to avoid discrimination on the basis of sex or ethnic group membership. What *Standards* are necessary to achieve that purpose?).

It is clear to us that an overriding purpose (whether it is desired or not) for which these *Standards* will be used is a legal one. This is explicitly stated in this draft, "These *Standards* provide a technical guide and basis for evaluation of professional testing practice. Although the *Standards* do not have the force of law, they will undoubtedly, with the aid of expert testimony, be used to provide the courts with a basis for evaluation of the proper use of tests." (p. 7). Even though this statement is surrounded by cautions and caveats, it is clear that the *Standards* will play a prominent part in legal decisions, and that once these *Standards* are determined by the courts to be a part of those decisions, the *Standards* will have the force of law in much the same way that the 1970 EEOC guidelines had the force of law after the United States Supreme Court decision, *Griggs vs. Duke Power.*

Failure to Meet Specifications of the 1979 Review Committee

We are concerned that this draft of the *Standards* has failed to meet the specifications of the 1979 Review Committee. The charge of geatest concern is #9, which indicated that the *Standards* should not attempt to prescribe rigid rules to be followed in areas where scientific and professional consensus has not been reached. A detailed set of examples of where specific standards are questionable on the grounds of a lack of scientific and professional consensus is provided in Appendix A of this report. Opinions are expressed on such controversial issues as validity generalization, differential validity, test fairness, utility, content and construct validity, etc. on which there is not a consensus among scientists and professionals. Although expert witnesses may argue these issues in the courts, problems will arise if the *Standards* have set opinions in concrete.

Another specification of the 1979 Review Committee which this draft of the *Standards* has failed to meet is charge #7. The *Standards* should be presented in a language and format that are conducive to use by a wide range of persons. Detailed examples of standards which fail to meet this criterion appear in Appendix B of this report.

Most of the boiler plate is too expensive, too cryptic and unnecessary. The most critical aspects of the chapter introductions are redundant with the standards which follow. If the purpose of the JTS Committee is to propose a set of standards, the introductory material should be just enough to set a focus on the standards which follow; it should not try to be a textbook. Imbedding some of the standards in these extensive introductions makes each chapter more difficult to review and understand for the wide range of persons who are supposed to benefit from these standards. The actual proposed standards that follow are difficult enough to understand, but at least they allow the wide variety of reviewers to focus on the aspects that will be most likely to affect their own test use. In many places these proposed technical standards are too technical to be comprehended by the wide range of persons for which they are intended. Although the standards often appear as a textbook in testing, they are not a good textbook because they lack an explanation of how they are to be achieved or where they came from (e.g., requiring standard errors of measurement at varying test levels, where the typical measurement text discusses standard error of measurement as being the same at all test levels if homoscedasticity can be assumed). Another problem is the failure of this draft of the JTS to distinguish between highly sophisticated published tests (e.g., SAT, Iowa tests) and unpublished user developed tests, including tests developed by nonprofessionals such as trainers and inhouse promotion exams. Too great a stringency for user developed tests is likely to lead to the abandonment of tests developed for specific situations or lead to the abandonment of testing in favor of subjective judgment in evaluating trainees or personnel for promotion.

The 1979 Review Committee specified (#1) that the *Standards* should be a statement of technical requirements for sound professional practice and not a social action prescription. Non-technical considerations have entered into the *Standards* for what appears to be social or political purposes and lead us to question their appropriateness. Social and political values can be dealt with in non-technical ways in the selection process, while rigid, detailed technical standards can actually work against such goals. For example, the requirement of differential prediction as a technique for improving test fairness has had the opposite of the

intended affect. While it was originally believed that tests would underpredict for minorities, empirical evidence demonstrated the exact opposite. Differential regression equations can often lead to the selection of fewer minorities than would have been selected with a common regression equation.

Recommended Purpose

Although the *Standards* may serve many purposes, we feel the most critical purpose is as an educational tool for the improvement of the state of the art for both test developers and test users. The way that this draft is organized does not support this purpose. The *Standards* are too complex and issues become confounded. Furthermore, requiring a test to meet so many *Standards* places a burden that could severely curtail test development and use.

Recommended Format

We would like to recommend that the *Standards* be cast as a set of communications, describing the kinds of information that can be provided about tests and test use. Test developers and users should consider all *Standards* and make a professional judgment as to the extent to which each applies to their situation. It should not be required that a formal response be made to each standard. For example, reliability should be considered. The standard should state ways that test developers and users can appropriately consider reliability issues. Validity should also be considered. State the strategies for collecting information about validity (criterion-related, content or construct) which can be used as evidence to support validity.

A very specific example of how this way of organizing the *Standards* can avoid the confusion and rigidity of the present draft is in the area of use of tests for classification. Rather than require differential validity or differential prediction, state how tests can be useful for classification decisions.

By organizing the *Standards* as a set of information about tests to be considered by the developer and user, the controversy over ideal vs. minimum standards can be avoided. If financial and practical considerations warrant it, more of the *Standards* can be achieved. All developers and users can consider even the ideal standards yet realize that constraints of their situation do not allow them to be achieved at this time. In order for this approach to work, it would seem that all of the standards in Part I would need to be generic in nature and should not refer to specialized test use.

Generic Principles vs. Rigid Rules

The February 1983 draft of the *Standards* is far too long and detailed. The standards that are presented in Part I should be general in nature and written so that they would apply to all test developers and users. On several occasions during the review of this draft we became frustrated by the failure to provide references to some of the more complicated standards. The difficulty of deciding when references are needed and which ones to cite is recognized. This problem may be resolved by keeping the standards in a general enough format that references are not necessary. Also by being explicit about the context or theory about which a standard is written or conceived may make it clear to the reader what the referent for the standard is, e.g., item response theory, generalizability theory, etc.

Specialty Standards

The separation of the *Standards* into generic and specialty standards has merit, but there is a problem with inconsistency between specialty standards. Although it is recognized that a great deal of effort has gone into this endeavor, it is noted that the various specialty standards are inconsistent in content and level (e.g., The *Standards* are much more stringent and detailed for Chapters 7 and 13 than for Chapter 15). One reason for this may be the representativeness of the JTS Committee. Having each specialty write their own *Standards* based on a set of generic *Standards* would be one way to overcome this problem, but would probably lead to inconsistencies which are even greater. A better way would be to have the committee call in subject-matter experts from each of the specialties to participate in the translation of generic *Standards* to specialty *Standards.*

Forcing Alternatives to Testing

We are concerned that applying rigid rules to the development and use of tests (and the subsequent legal application) will increase the probability that testing will be replaced by alternative techniques, such as interviewing and subjective judgment. Responsible users will realize that these techniques often have lower validity than tests and that evidence of validity is important regardless of the measurement technique. As a result employers in need of some personnel selection strategy may be encouraged to turn from professionally developed selection procedures in much the same way they did as a result of the legal threat from the 1970 EEOC guidelines. We hope that the *Joint Technical Standards* do not have a similar effect.

Editing and Glossary

Finally, we would like to note that the *Standards* need editing badly. If this document is to be introduced into the courts, it is crucial that it be consistent and understandable. Also, we would like to urge you to fill in the glossary of terms as soon as possible. It is difficult to fully evaluate a set of *Standards* when it is not always clear what the intended meaning is of the vocabulary that is used.

Long Range Planning <> Milt Hakel

1983 OPEN FORUM

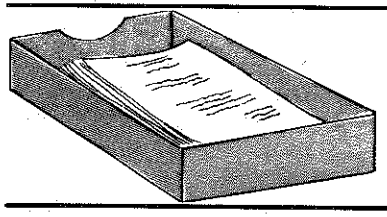
Let's hear from the membership! The Long Range Planning Committee and the Executive committee need to hear your opinions, needs, objections, ideas and whatever. So another Open Forum has been scheduled.

When and where? In Salon E at the Marriott, Saturday, August 17, 10:00 to 10:50 a.m.

There will be plenty of air time if you want it -- there will be limited formal input, and there are lots of issues to discuss. The *Joint Technical Standards for Educational and Psychological Tests* could easily fill the hour and will surely come up for comment.

The proposal to hold a mid-year conference for the Society will be described and a brief report on the results of the survey taken last April will be presented. Other ideas for the development of the Society will be discussed, such as establishing a Foundation, setting up a permanent office staffed by an administrative assistant, and expanding the Workshop program. APA issues can also be discussed, such as specialty recognition, education and credentialing, use of physical interventions, licensing, etc.

Many committee chairs will attend. We hope to see you there too.



In - Basket

PsyD Training in I/O: Another Perspective

I read with great interest the adaptation of Art MacKinney's Presidential Address that appeared in the February 1983 **TIP,** particularly in reference to the development of the Psy.D. in I/O. Although I can understand Division 14's reservations concerning the prospect of Psy.D. training, the Society should not prejudge all Psy.D. programs based on a stereotyped view of what such programs contain. My suspicion is that anti-Psy.D. sentiment is largely due to the mistaken perception that such training is provided only in free-standing professional schools staffed by clinical psychologists who place minimal value on research skills. In that George Mason's program was specifically mentioned in the article, I would like to provide background information on our program and, perhaps, allay the worst fears about its development.

First of all, George Mason, located in the metropolitan Washington, D. C. area, is the state university in Northern Virginia with a current enrollment of over 14,000 students. The Psychology Department consists of 26 full-time (17 non-clinical) Ph.D. trained faculty serving over 500 undergraduate majors, 88 masters and 17 doctoral students.

Since 1975 our MA program in I/O has offered a 6 credit internship option. Over the years we developed internships with several local organizations (e.g., American Psychological Association, Army Research Institute, Psychological Services, Inc., HumRRO, Essex Corp., AT&T-Long Lines, Hay Associates, Personnel Offices of Fairfax County (Va.), Montgomery County (Md.), and the District of Columbia). When the department began to discuss doctoral-level training, it was clear that the number and diversity of local internships was a substantial asset. In that our goal was to train practitioners, not academics, a Psy.D. model appeared more appropriate than the traditional Ph.D. model.

However, adopting a Psy.D. is *not* tantamount to abandoning research training. Psy.D. programs vary considerably from each other in this regard. George Mason's program includes up to 18 hours of quantitative and methods coursework and requires a dissertation. Although the dissertation may include a broader range of acceptable topics (e.g., program evaluations, applied research projects, as well as experimental research) than the traditional Ph.D. requirement, students must demonstrate the ability to apply psychological principles to practical problems. In addition, the curriculum has been designed to provide training in the 21 areas of competence delineated by the Division 14 *Guidelines for Education and Training at the Doctoral Level in I/O Psychology* and includes core courses in basic psychology in compliance with APA accreditation standards.

The main distinction between our Psy.D. program and a traditional Ph.D. lies in the centrality of internships to our program. Although it is true that Ph.D. programs offer internships, only about one-third require them (Klimoski, **TIP,** Feb. '83). I can sympathize with the reluctance of many Ph.D.-granting programs to require internships. Good internship experiences are difficult to establish and monitor, often requiring substantial geographic mobility on the part of the student. On the other hand, if the program intends to produce practitioners, such

experiences are invaluable in socializing students in the constraints of the "real" world. Our Psy.D. program, capitalizing on the availability of local internships, requires 12 hours of internship out of a 96 hour program. Because students will not have to relocate in order to fulfill this requirement, internships are more easily monitored and interwoven with regular coursework. Interns meet regularly as a group and benefit from each other's experiences, thus avoiding the "isolation" problem common to students located in far-flung settings. The proximity of internships to campus makes feasible site visits by the faculty supervisor, who receives didactic credit for moderating the internship group meetings.

In summary, the Division 14 Guidelines recognize the need to consider the "wide variety of capacity and resources available to graduate programs" while allowing that "several alternate curriculum arrangements are equally good at producing competent graduates." George Mason's program merely seeks to maximize its resource of local internship availability and provide a sound curriculum for practitioner training. For this reason I believe our Psy.D. program is consistent with the spirit of the Guidelines. I urge the Society to judge each Psy.D. program on its merits, not tar them all with the same brush.

Louis Buffardi, Coordinator
Applied Psychology Doctoral Program
George Mason University

A Reply to Buffardi

It is heartening to know that **TIP** readers are beginning to "tune in" to the seriousness of the question of training for doctoral level practitioners in I/O Psychology. It isn't a new issue, but it is one that has too long been buried under our naive assumption that doctoral training in our field would adhere to the Scientist-Practitioner (or Boulder) Model.

We all know too well that there are practice-oriented Ph.D. programs in clinical psychology that should be Psy.D.'s. This, in fact, is pretty common. Also, there may be Psy.D. programs that ought to be Ph.D.'s. The program described by Dr. Buffardi could be one, and I would guess, based on what limited description we have, that it is as much a Ph.D. as many around the country. In general, and to the extent that it adheres to the Society's *Guidelines for Doctoral Education* (Klimoski, et.al., 1982), then we would all applaud it.

I have been a long-time supporter of the notion that professional-practice education in psychology (i.e., in all fields) should be done in our best and best-supported universities such as George Mason. It seems reasonable to assume that in a university context programs can be nurtured and supported in ways not possible in free-standing schools which have fewer faculty, library, and other resources.

On the other hand, and speaking now strictly to the concept, there must be differences between typical Psy.D. degrees and typical Ph.D. degrees, or otherwise there wouldn't be much sense in having both. In fact, there are conceptual differences that, of course, tend to fuzz with the specific example. Psy.D.'s, as Dr. Buffardi notes, emphasize practical experience, generally with internship requirements. They also tend to be "lock step" in that a single general curriculum is offered to all cohorts at the same time and in the same sequence. This is where the ability to train substantial numbers at lower cost comes from. They also tend to stress professional-practice issues such as building client relationships, ethical matters, establishing a practice, and the like.

But it is maybe more important that there are some things that Psy.D. programs typically do *not* do much of, and that is in the area related to research training. The typical Psy.D. has no language requirement, has less formal training

related directly to research such as statistics, design, and the like, and has no dissertation requirement. Overall, the typical Psy.D. is an analog of medical training with a year or so of basic psychological science (content, not methods), a year or so of applied professional training, and a year or so of internship. Spread throughout are other practice opportunities.

I do need to stress again, however, that these programs differ among themselves, just as Ph.D. programs differ. I have seen Psy.D. programs that do provide fairly substantial amounts of research training, and it appears that George Mason's is one.

It seems to me to be significant that in addition to George Mason, there is now another Psy.D. in I/O Psychology being offered by the California School of Professional Psychology. And in personal conversation, I have been told that four other professional schools are considering the possibility of such programs. One of these is also considering a Psy.D. in Engineering Psychology.

It seems clear to me that a very large proliferation of such programs is on the immediate horizon, and I have little confidence that many of them will be consistent with the Society's doctoral guidelines.

I am grateful to Dr. Buffardi for helping bring this issue to the attention of our membership.

Arthur C. MacKinney
Vice Chancellor for Academic Affairs
University of Missouri-St. Louis

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 the Secretary-Treasurer (address on back cover). 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. Make checks out to the **Society for I/O Psychology.**

Call for Fellows

The Fellowship Committee of the Society urges you to nominate qualified members for APA Fellowship status. Any Society member may nominate and the nomination must be supported by three APA Fellows, two of whom must be Fellows of Division 14. The deadline for nominations is **November 1, 1983.** For further information and appropriate forms, write to **Patricia C. Smith, Department of Psychology, Bowling Green State University, Bowling Green, Ohio 43403.**

Ethics and Organization Development Activities

Two activities involving ethics and organization development are being supported by the OD Interorganization Group, which is comprised of representatives from most of the OD-oriented organizations in the U.S., including Academy of Management, ASTD-OD Division, Association for Creative Change, Certified Consultants International, International Consultants Foundation, OD Institute, OD Network, Organization Renewal Inc., NTL Institute, and Gestalt Institute of Cleveland. These activities are:

OD Ethics Clearinghouse -- This is a project to collect and assess "critical incidents" describing ethical dilemmas experienced by OD professionals. It is administered by the Center for the Study of Ethics in the Professions in collaboration with the OD Ethics Task Force of the OD Interorganization Group. Its purposes include preparing case studies and related materials for pre-professional and continuing education in OD, providing an empirical base for a Statement of Values and Ethics for OD Professionals, and initiating a continuing process. Those willing to support the project, as by reviewing a draft version of the funding proposal, should write to **Mark Frankel, Ph.D., Director, Center for the Study of Ethics in the Professions, Illinois Institute of Technology, IIT Center, Chicago, IL 60616.**

Values and Ethics Statement -- A Statement of Values and Ethics for OD Professionals has been evolving over the last few years with input from about 100 people in more than 10 countries.

The aim of the activity is a statement on which there is substantial consensus among people throughout the world who consider themselves OD professionals. The statement may serve a variety of purposes, including guidance for development of new professionals, practice of existing professionals, and collective evolution of the profession. Those interested in this activity should write to **Bill Gellermann, 372 Central Park West, Apt. 16C, New York, NY 10025.**

Manuscripts in Management and Organization Sciences

The Administrative Sciences Association of Canada has created a new journal, the *Canadian Journal of Administrative Sciences,* a vehicle for multi-disciplinary scholarly manuscripts spanning the theoretical/empirical and basic/applied continua within the management and administrative studies field. Preference will be given to manuscripts based upon Canadian data and research sites, but consideration will also be given to any manuscript of interest to Canadian administrative science academics. Send four copies of articles in either Engish or French and APA style format to **Ronald J. Burke, Editor, Canadian Journal of Administrative Sciences, Faculty of Administrative Studies, York University, 4700 Keele Street, Downsview, Ontario, Canada, M3J 2R6, Tel.: 416 667-3787.**

American Psychological Foundation

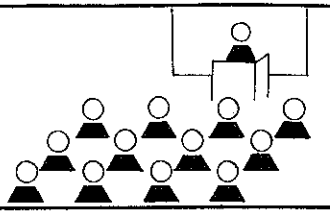
The American Psychological Foundation (APF) was created to advance the science and profession of psychology and to help extend its benefits to the public. A non-profit organization incorporated independently of APA, the Foundation is controlled and managed by a Board of Trustees consisting of recent APA past presidents and other prominent APA members. The work of the Foundation in identifying psychology's role in promoting public welfare through its grants, awards, and presentations is well-known. Several of the current programs supported by contributions include a Congressional Science Fellow, the development of a descriptive classification of children's behavior, a state-of-the-art monograph in the area of gifted children, the donation of APA journals to libraries in developing nations, recorded psychological journals for blind psychologists, the annual Gold Medal Award for life-long contributions to psychology, the Distinguished Teaching Award for high standards in the teaching

of psychology, and the Media Awards for advancing the public understanding of psychology.

Funding of the Foundation is through contributions including direct gifts, donation of royalties, bequests, and life insurance policies designating the Foundation as beneficiary. For additional information or to make a contribution, contact **The American Psychological Foundation, 1200 Seventeenth St., N.W., Washington, D.C. 20036.**

Meetings

Past and Future



Canadian Psychological Association Convention 1983

The Canadian Psychological Association held its annual convention in Winnipeg this year. The I/O section of the Applied Division of CPA retained a healthy membership of 122 following the implementation of a divisional fee of $8 for '83. Invited symposia on the topics of the selection interview (featuring Society members Paul Oeltjean, Gary Latham, and Tom Janz) and women in management drew audiences from government, business, and academia. Topics of other I/O papers included careers, task-based performance appraisal, turnover, and pay evaluation.

Suggestions for invited speakers or workshop titles for the '84 CPA convention in Ottawa, Ontario are welcome. Society members working in or with links to Canada are also encouraged to become active in the section. Division 14 members can become joint APA/CPA members for reduced fees. Please send suggestions and communications to: **Tom Janz, Faculty of Management, The University of Calgary, Calgary, Alberta T2N 1N4**

Division 13 Workshop August 25, 1983

APA's Division of Consulting Psychology is offering a preconvention workshop on developing a specialty practice, conducted by Drs. Tom Backer and Ed Glaser of the Consultation Research Program, Human Interaction Research Institute. Included

will be a diagnostic exercise to help identify specialty area and determine level of competence, the basics of organizational consultation and practice development, stresses and strains of being a consultant, and resources for further exploration. The workshop is offered for continuing education credit; fees are $75 for Div. 13 members, $95 for non-members who belong to APA, and $125 for non-APA members. For details contact **Ms. Laurie Running, Consultation Research Program, Human Interaction Research Institute, 10889 Wilshire Blvd., Suite 1120, Los Angeles, CA 90024, Tel.: 213 879-1373.**

SEIOPA Meeting March 28, 1984

The 1984 meeting of SEIOPA (Southeastern Industrial/Organizational Psychological Association) will be held in New Orleans. As usual, the SEIOPA program will coincide with the annual meeting of SEPA (Southeastern Psychological Association), March 28-31.

Program presentations at SEIOPA will continue to be somewhat informal, with lots of opportunities for discussion and other interaction. Students in OB and I/O Psychology are encouraged to attend.

While preliminary planning for the program is well underway, suggestions are still welcome! If you have an idea for a program, please send it; also, if you would like to be added to the SEIOPA mailing list, send your name and address to: **Bill Sauser, Department of Psychology, Auburn University, Auburn, AL 36849, Tel.: 205 826-4413.**

Fifth Annual I/O & O.B. Graduate Student Convention, April 27-29, 1984

The graduate program in I/O Psychology at Old Dominion University will host the fifth annual convention for I/O Psychology and Organizational Behavior graduate students at the Sheraton Beach Inn and Conference Center in Virginia Beach, Virginia on the oceanfront. Collaborating with O.D.U. on this year's effort will be the O.B. program at the University of North Carolina and the I/O program at North Carolina State University.

The convention will feature paper presentations, panel discussions, symposia, and interactive sessions given by and for graduate students. All graduate students currently enrolled in I/O Psychology, O.B., or related fields are invited to attend and to submit papers of a theoretical, empirical, or experimental nature

for presentation. Program representatives from the various schools will receive further details soon.

Programming for the convention is underway with expected completion in November; ideas, support, and suggestions are invited from Society members, organizations, or graduate students. Contact **I/O & O.B. Convention Steering Committee, Department of Psychology, Old Dominion University, Norfolk, VA 23508.**

In addition, and most importantly, financial support is needed from the I/O Psychology and O.B. community to make this and future conventions a continuing success. Professionals and/or organizations wishing to contribute or give assistance should write to the above address or contact **Elizabeth Woodard Pitts, 804 440-4453.**

Organizational Design and Management (ODAM) International Symposium, August 21-24, 1984

ODAM, one of ten technical groups within the Human Factors Society, is concerned with improving productivity and the quality of work life by an integration of psychosocial, cultural, and technological factors with human-machine interface factors in the design of jobs, work stations, organizations, and related management systems. Those interested in participating in the 1984 International Symposium, to be held in Honolulu, should contact **Hal Hendrick at 213 743-7915/6329.**

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.**

WRITING A BOOK?

Your publisher can spread the news in **TIP.** Contact the Business Manager, **Ed Adams, TIP, P.O. Box 292, Middlebush, NJ 08873.**

Positions Available

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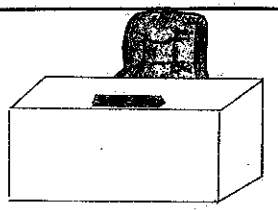

1) Survey Director. International Survey Research Corporation. Prestige international consulting firm seeks highly qualified individual to assume responsibility for managing client engagements. ISR specializes in employee and management attitude surveys for world-class multinational companies. A Survey Director manages all aspects of the survey process, from client-specific questionnaire design through to final report presentation and monitoring of follow-up. Approximately 50% travel is required. The candidate should possess the following: Ph.D. in the behavioral sciences and/or an MBA; successful business experience; exceptional interpersonal skills; absolute fluency in Spanish, French, or German. Exceptional salary and benefits. Send resume to: **Search Director, International Survey Research Corporation, 303 E. Ohio, Chicago, IL 60611.**

2) Industrial/Organizational Psychologist. Two tenure track positions are open for Fall, 1984, in the Department of Psychology, University of Maryland. One position is at the Assistant Professor Level. The second position is for an established scholar at either the Associate or Full Professor Level. Salary is open and competitive. One of the two positions will be filled in Personnel Selection/Performance Measurement and this person should be capable of contributing significantly to the teaching of department-wide Quantitative courses. The other position will be filled to maximize diversity in the I/O Program. The Industrial/Organizational faculty are committed to a high quality of research and an instructional program which emphasizes breadth of content, theories, and methods in Industrial/Organizational Psychology. The program is especially interested in adding new dimensions in method and content. Strong emphasis will be given to applicants who conduct research in organizational settings and who are capable of integrating research and teaching by working with research teams that include graduate students. All faculty teach graduate and undergraduate courses and are expected to supervise graduate student research. The University of Maryland actively subscribes to a policy of equal educational and employment opportunities. Women and minorities are encouraged to apply. For best consideration, application material should be received by December 1, 1983. Applicants are invited to send vita and at least three letters of reference to: **Chair, I/O Search Committee, Psychology Department, University of Maryland, College Park, Maryland 20742.**

3) Senior Consultant. This position will have responsibility for the design of applied measurement instruments; validation study design and implementation; training of line managers; senior management presentations; and project directing. Extensive travel within U.S. is involved (up to 50-60%). Ph.D. in I/O psychology required. Minimum three years relevant business/industry experience preferred; knowledge/experience in test construction and validation, design and development of selection systems, and demonstrated training skills. Previous experience in use of assessment centers desired. Compensation 35-40K, depending on qualifications. Send resume and references to: **Joyce M. Generali, Personnel Manager, Assessment Designs, Inc., 601 N. Ferncreek Ave., Orlando, FL 32803.**

4) Psychologist. Medina & Thompson, Inc., a firm of management consulting psychologists, seeks psychologist for consulting with middle and upper management in the California area. Responsibilities include evaluation, counseling, group work and workshop/seminars. Ph.D. and California license-eligible required. Business experience desirable. Contact **Dr. Marc A. Gamson, Medina & Thompson, Inc., 1100 Glendon Avenue, Los Angeles, CA 90024.**

5) Psychometrician. Department of Civil Service in the City of New Orleans. Responsible professional work in test development and in evaluation of Civil Service testing methods, procedures, and operations; in the collection, compilation and analysis of related information; and related work as required for the City of New Orleans. Applicants must have *EITHER* a Master's Degree in Industrial/Organizational Psychology, Personnel Psychology, Educational Psychology, or a closely related field which must have included courses in at least two of the following areas: Psychometric Theory, Personnel Psychology, Employment Testing, Selection, or Correlational Statistics *OR* a Master's Degree in another field from an accredited college or university and have one year of professional experience in the development, construction and validation of examinations and in the compilation and analysis of related statistics. Applicants will be given an oral examination. Please call Ms. Mitchell at (504) 586-3147 for details. This full-time position pays $18,576-$26,136 per year. Fringe benefits include paid annual and sick leave, group health and life insurance. Resumes and official transcripts specifying degree must be submitted at the time of application and sent to: **Ms. Selarstean Mitchell, 1300 Perdido-City Hall, Room 7W03, New Orleans, LA 70112.** The City of New Orleans is an Equal Opportunity/Affirmative Action Employer.

6) Industrial/Organizational Psychologist. Personnel Research Consultant for Conoco Inc., a diversified energy company which joined the Du Pont corporation in 1981. Project work will include developing personnel selection and performance appraisal systems, and conducting applied research on a variety of personnel issues. In additional areas, job can be shaped by consultant's particular interests and expertise. Applicants should have Ph.D. plus minimum of two years experience, strong technical skills, ability to initiate and gain support for new projects, and strong project management skills. Job located in Ponca City, Oklahoma. Salary in range of $36K depending on qualifications. Send resume in confidence to: **Robert E. Burt, Ph.D., Coordinator of Personnel Research, Conoco Inc., Ponca City, Oklahoma 74603. Telephone: (405) 767-5154.** An Equal Opportunity/Affirmative Action Employer.

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