

TIP

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

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TIP

The Industrial-
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Vol. 21/No. 1

November, 1983

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A Message From Your President

Milt Hakel

Here we go! The Society's second year has begun, and we're off and running. Plans made under Dick Campbell's leadership during the first year are now being put into place, other concepts are being turned into concrete realizations, and the search continues for ideas about issues we face and new programs and services.

Concerning plans being put into place, last year we worked to improve our scientific program, to increase the participation of organizational psychologists in the Society, and to bring the Society into the public spotlight. Two developments, described elsewhere in this issue of **TIP**, lead toward the fulfillment of those objectives: The *Frontiers in Industrial and Organizational Psychology* series and the Mid-Year Conference. **Ray Katzell** as Editor-in-Chief and his Editorial Board (**John Campbell**, **Dick Campbell**, **Ed Fleishman**, **Irv Goldstein**, **Richard Hackman**, **Lyman Porter** and **Vic Vroom**) have taken on formidable tasks in recommending a publisher and identifying editors and contributors to our series of leading-edge volumes. **Irv Goldstein** as Chair and the nucleus of the Mid-Year Conference Planning Committee (**Ron Johnson**, **Rich Klimoski**, and **Stan Silverman**) have signed up for tasks involving even more unknowns as they set out to devise a conference format that will allow us to *confer*. The APA Convention with its awesome size has become structured and formalized in ways that impede dialog and exchange. Both of these steps are exciting responses to the objectives.

In our "concept realization" department, this year will see the establishment of an office for the Society and the hiring of an administrative assistant. **Shelly Zedeck** as Chair of Long Range Planning and **Joel Moses**, **Neal Schmitt** and **Ben Schneider**, along with **Gini Boehm**, **Ann Howard**, and the chairs of the standing committees, will attend to thousands of details as we take this giant step in establishing a tangible existence for the Society.

And we will be taking many additional, although smaller, steps during the year: **Paul Sackett** and the Program Committee will provide feedback on submissions, and perhaps even on presentations after they have been made. **Jim Sharf** and the Membership Committee will try to recruit 250 or more new

members. **Wally Borman** and the Scientific Affairs Committee will investigate research priorities for I/O psychologists and the desirability of another conference along the lines of the Innovations in Methodology Conference. **Rod Lowman** and the Professional Affairs Committee, **Bill Howell** and the State Affairs Committee, and **Paul Thayer** for the Council Reps will chart our course through an increasingly complicated web of policy initiatives coming from APA and elsewhere--this work has little glamour in it, yet it is absolutely essential in shaping our continuing development both within APA and in the states and the nation.

Marshall Sashkin and the External Affairs Committee will work on recruitment of minority group undergraduates, relations with other associations both here and abroad, and how I/O psychologists can aid in the development of small businesses.

Dan Ilgen and the Education and Training Committee will examine issues pertaining to new doctoral programs, especially the PsyD variety, and the roles for which new graduates are trained. **Stan Silverman** and the Continuing Education and Workshop Committee will continue the experimental videotaping project begun at Anaheim. **Bill Owens** and the Testing Issues Committee are ready to make a rapid and clear response to the next draft of the Joint Technical Standards. Finally, **TIP** comes of age this year--this is volume 21! Let **Ann Howard** know what you're doing. We all want to know.

In our "continuing search" department, please send your ideas, comments and concerns about any aspect of the Society's activities to the pertinent committee chair or to me. If you want to get involved, write to **Larry Cummings**, Chair of the Committee on Committees, using the form printed in this issue of **TIP**. Your views and participation are sought and welcomed. We are strong and vigorous because many people generously give their time, talent, and resources.

Scientists and Practitioners

Another "continuing search" request is to let me know your thoughts about an issue that looms large for me. We are growing and active. Over the last decade our annual net growth rate has been 6.8%, and quick perusal of past issues of **TIP** will show the increase in activity. Our members have many diverse interests, but we all embrace the Scientist/Practitioner model as the paradigm for our research, practice, and training. We pursue an exceedingly demanding standard: We want both scientific practice *and* practical science.

This is the issue: Do we have enough exchange between Scientists and Practitioners? The principal division I see in our

field is not between Industrial and Organizational but rather between Science and Practice. Operationally, the division is between those who must conduct and publish research and those who must solve problems.

Theories are powerful abstractions, and if they are to have worth beyond the contemplation of their elegant forms, they must be tested against reality. How should theorists keep in touch with practice?

Tangible problems provide focus and impetus, and if their solutions are to have more than mere local and temporary relevance, they must be studied from both concrete *and* abstract frameworks. How should practitioners keep in touch with theory?

How can we enhance the exchange among Scientists and Practitioners? The Society's current programs and future plans are part of the answer, but only a part. There is much more you can do. If you're in industry, teach part time; or if you're in academia, spend your summer or sabbatical in industry. Start a dialog--if you are solving problems, find some researchers to broaden your perspective; or if you are a researcher, find some problem solvers to shape your priorities. Eight or a dozen groups have conducted dialogs on an ongoing basis. For example, for 15 years I've participated in an informal discussion group in which half of the 20 members are from industry and half from academia. The exchange has had a profound influence on my thinking and development.

Short of starting your own discussion group, much of the same effect can be achieved through other tactics. Ask peers outside of your organization (that is, from the "other" side of the field) to comment on your plans and approaches. Start or support an internship for a student. Drop in to visit a university (or organization) as you travel--this can create contacts that lead in interesting directions.

Are there ways the Society can foster greater contact? Is more contact needed? Let me know your ideas and I'll pass them along in the next message.

So, the search continues. Let's prepare for our future. Onward!

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.

TIPBITS

Ann Howard

By all accounts the APA convention was a roaring success, in spite of all the jokes about the "Mickey Mouse" meeting in Anaheim. A photographic recap of some of the highlights is contained in this issue. The Society's activities built to a new crescendo during **Dick Campbell's** regime; now **Milt Hakel's** team will have to implement new ideas like the yearbook series, the mid-year convention, and the Administrative Assistant -- and to pay for them! (You'll hardly notice that little dues increase.) The Society's committees have big plans for 1983-84, as illustrated in the many reports on the following pages.

Several features also add zest to this issue. **Lynn Summers** has investigated how various prominent members actually conduct employment interviews. Don't miss his clever simulation and characterization of three "sets" of interview styles.

Testing is back in the limelight again (was it ever out?) with a trilogy on the current revision of the Joint Technical Standards for Educational and Psychological Tests. **Bill Owens**, Chair of the Testing Issues Committee, brings us up to date on the saga of the standards, and **Dick Barrett**, a member of that committee, illustrates some of the frustrations in applying the recommended standards in the real world. **Doug Bray** elaborates on that theme with a discussion of the ethics of practice under technical standards.

Two editorial board members focus on organizational issues. **Randy Dunham** describes some current organizational practices and solicits evaluative comments about what is being done in the "real world". **Martin Greller** editorializes on the role of I/O Psychology in discussions of industrial policy currently in vogue on a national level.

Also, don't miss the brief sketches of the backgrounds and points of view of two celebrities among us. **Bob Perloff** is feted for his election as APA President, while **Ben Schneider** is profiled as the next Society President.

NEWS AND NOTES . . .

The Fall semester has brought promotions for several of our academic members. **Irv Goldstein** has accepted an appointment as Acting Dean for Graduate Studies and Research at the

University of Maryland. **Rick Steers** has been appointed Associate Dean of the College of Business Administration at the University of Oregon, and **Jim Terborg** has been appointed Head of the Department of Management. **Shelly Zedeck**, returning from his sabbatical year at AT&T, has been appointed Associate Director of the Institute of Industrial Relations at the University of California-Berkeley.

Along with Shelly's appointment went another one as Associate Editor of the Institute's journal, *Industrial Relations*. But Bowling Green State University seems to be taking the lead on gate-keeping positions. Not only is **Bob Guion** editing *JAP*, but **Chuck Behling** of the Management Department will take over as Editor of the *Academy of Management Review* during the Fall of 1984.

The Academy has also seen fit to present awards to a number of Society members. **Gary Johns** (with Nigel Nicholson) won the New Concept Award for a paper on the meanings of absence, and **Gary Yuki** (with David Van Fleet) was selected as the first recipient of the Showcase Study Award for a paper on military leader effectiveness. Another recent award winner was **Jo-Ida C. Hansen** of the University of Minnesota, who received the E. K. Strong, Jr. Gold Medal at the annual convention of the Minnesota Psychological Association for her contributions to the field of interest measurement.

Also in the honors department, **Corwin Bennett** of Kansas State University was recently named a Fellow of the Illuminating Engineering Society of North America, being cited for his research on subjective reactions to lighting. **Gary Latham** was made a Fellow of the Canadian Psychological Association at the annual meeting in Winnipeg this year.

Gary has now joined the faculty full-time in the Business School of the University of Washington, with an adjunct appointment in the Psychology Department. A temporary move has been made by **Rick Mowday**, who is visiting Dartmouth on sabbatical from the University of Oregon.

Foreign lands have also attracted some members on temporary leaves. At the invitation of the Ira Foundation, **Sam Dubin** recently spent a month in Israel giving a series of seminars to industry, universities, and governmental organizations on such topics as technical obsolescence. **Tove Hammer**, on sabbatical from the ILR school at Cornell, will spend the fall term at Imperial College in London and part of the spring at the Technical University of Norway in Trondheim. She has a grant from the American Scandinavian Foundation to study managerial obstacles to the implementation of the new industrial democracy laws in Norway.

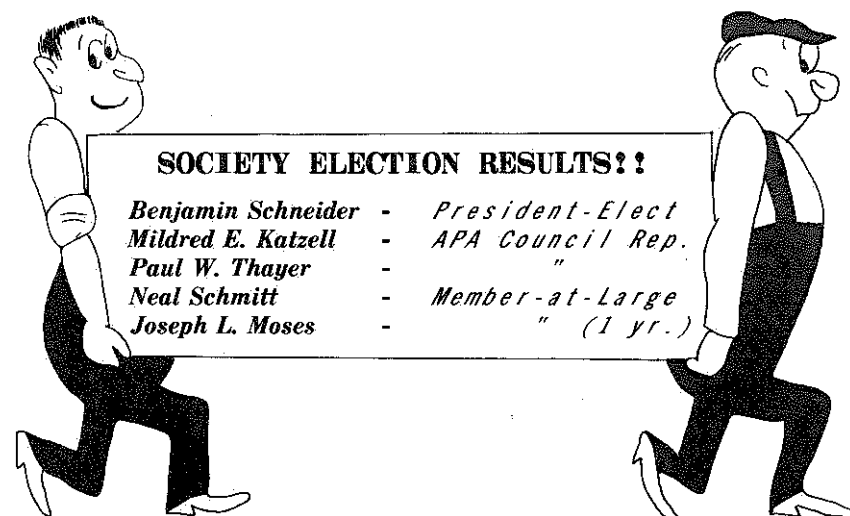
Art Jago, on leave from the College of Business Administration at

the University of Houston-University Park will lecture and conduct research in Austria under a Fulbright grant during the 1983-84 academic year.

TIP has learned from Mrs. Carrie Wherry that the **Robert J. Wherry, Sr. Memorial Fund** has been established in memory of her late husband and former Chair of the Department of Psychology at Ohio State University. Friends, colleagues, and former students created the fund, which will be used for financial support of graduate students in both Industrial/Organizational and Quantitative Psychology. Those wishing to make contributions should direct them to **O.S.U. Development Fund, Fawcett Center, 2400 Olentangy River Road, Columbus, Ohio 43210.**

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, **Daniel Ilgen, Department of Psychology, Michigan State University, East Lansing, Michigan 48824.**



1983 CONVENTION

Neither heat nor jet lag nor demonstrations kept stalwart Society members away from the APA convention in Anaheim on August 26-30. The workshops, symposia, papers, addresses, awards and associated hoopla were all well attended in spite of diversions like rides at Disneyland, tacos, and California wine. Here are some highlights.

WORKSHOPS

A new feature this year was the videotaping of one workshop session (Wayne Cascio's on utility analysis and cost assessment procedures) for future uses of the Society. The taping was done compliments of Hughes Aircraft of Southern California.



Amazing how a little videotape equipment (l) brings out the ham in workshop presenters. That's Ken Wexley (ctr.) and Irv Goldstein.

CARICATURES

Incoming President Milt Hakel gets into the Disneyland spirit.



FIRST COUPLE: The Executive Committee meetings will be attended this year not by one Katzell but two. Ray (l) heads up the Yearbook Editorial Board, and Kitty (r) is a newly elected Rep. to APA Council.

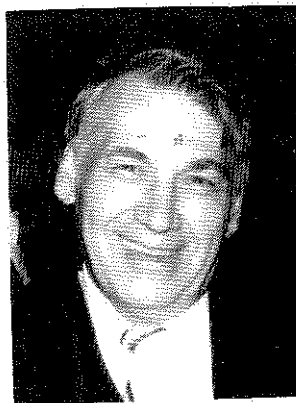
SYMPOSIA

Two Society Committees put on symposia related to their 1982-83 activities. The Scientific Affairs Committee, Chaired by Ray Katzell, addressed Advancing I/O Psychology as Science, featuring John Campbell, Vic Vroom and Bill Owens as speakers and Lyman Porter as a discussant.

The Professional Affairs Committee, chaired by Rod Lowman, spoke of ethical issues and dilemmas in the practice of I/O Psychology, drawn from their preparations of an ethics casebook. Shown below, clockwise from lower left, are Rod Lowman, who also presented a paper; Stan Seashore, discussant; Jerry Niven, presenting a paper he prepared with Dick Reilly and Bill Sauser; Doug Bray, discussant; and Laurie Eyde, presenting a paper she wrote with Marilyn Quaintance.



Those who got up early enough on Sunday could have coffee and conversation with Bob Guion, the new Editor of JAP.



AWARDS

Distinguished Society awards went to Bill Owens (l), first winner of the Scientific Contributions Award for his work on biodata and Ed Fleishman (ctr.), recipient of the Professional Practice Award in recognition of his work on leadership, perceptual-motor skills, physical abilities, and taxonomies of human performance. Michael Campion (r) won the S. Rains Wallace Dissertation Award. Another winner, not shown, was Maureen Ambrose of the University of Illinois, who received the Robert J. Wherry, Sr. award.



Dick Campbell shows off his award, complete with the new logo, in honor of surviving a very busy Presidency. Dick's Presidential address reviewed the scientist-practitioner model as practiced at AT&T.



The following persons were elected Fellows of the Society for Industrial and Organizational Psychology, Division 14 of APA, at the business meeting:

Richard D. Arvey
Kathryn M. Barthol
James L. Farr
Lawrence R. James
Richard J. Klimoski
Judith L. Komaki
James D. Ledvinka
James R. Terborg



Jim Farr (l) and Rich Klimoski (r)

Diplomas from the American Board of Professional Psychology in Industrial/Organizational Psychology were awarded to the following:

W. Warner Burke
Jethro W. Toomer

DUES GO UP \$6 \$8

Caught up in the fervor and excitement of new Society undertakings, such as a Yearbook Series, a Mid-Year Conference, and a paid Administrative Assistant, the Society members at the Business Meeting of the Anaheim convention gave a sanguine response to the request for a dues increase. The Executive Committee asked for \$6, but the members upped it to \$8 to be *sure* to keep the momentum of activity going. Those busy Society committees and officers have never felt more appreciated!

"WHAT MAKES YOU THINK YOU CAN DO THIS JOB?"

A LOOK AT APPROACHES TO SELECTION INTERVIEWING

By LYNN SUMMERS

Several years ago, I played the interview game many times from the applicant's perspective. One seasoned industrial psychologist led off his interview with an abrupt, "OK, born and raised . . ." and actively listened to my completion of that statement for the next hour. Approaches used by other selection authorities with whom I interviewed varied across the board.

Clearly, there is no single approach to selection interviewing that is endorsed and/or used by our profession. To get a fix on what kinds of interviews I/O psychologists are promoting to organizations today, **TIP** asked several authorities in the field to respond to a request from the flamboyant Ambrose C. Tucker. Mr. Tucker's letter is reproduced here.

Dr. J. B. Smith
Human Resources Consultants
P. O. Box 15
Anytown, USA

Dear Dr. Smith:

My name is Ambrose C. Tucker. I am Vice-President - Personnel at Quick Quest, Inc., a large business firm that operates hundreds of convenience stores nationwide. Quick Quest is experiencing difficulty making good selection decisions at the entry level for management.

The entry level position for management is assistant manager. Each store is staffed with a manager and three assistant managers. Managers are responsible for hiring both hourly employees and their own assistant managers. Once hired, a new assistant manager completes a five-week training program at a regional training center and then returns to the store to commence being an assistant manager. An assistant manager is usually promoted to manager within two years and is then usually assigned to a different store.

The problem is that Quick Quest is suffering too much turnover among assistant managers within the first year of employment. Some hires don't make it through the standardized, five-week training program. Many more leave before their first anniversary. Some are terminated for poor performance, but the majority quit -- for a variety of reasons. Our reputation is suffering -- some ex-employees are referring to us as Quick Quit.

I want to improve the interview approach currently in use. Now, each store manager conducts his/her own interview. There is no standard procedure and we provide no training in selection interviewing. I want an effective interview procedure to give to them and I'm willing to commit three days of the managers' time to train them to use the procedure properly. (I cannot, at the moment, introduce any testing or assessment programs at the entry level. The new procedure must be an *interview*.)

As we agreed in our recent phone conversation, I am asking you to propose an interview procedure to help Quick Quest with its selection problem. I am requesting that your proposal be restricted to the following:

- 1) A description of your approach to selection interviewing. Be sure to include some samples of the types of questions that would be asked in your type of interview.
- 2) An explanation of why your approach is better than other approaches.

As our company's name -- and my own initials -- suggest, we value action and brevity. I, therefore, ask that you limit your proposal to 1000 words and directly address the above two points. I appreciate your willingness to help us out and look forward to receiving your proposal by May 13.

Sincerely,

Ambrose C. Tucker

Responses were received from, in alphabetical order:

William C. Byham of Development Dimensions International. Bill's approach to selection interviewing is called "targeted selection."

Stephen L. Cohen, whose organization, Assessment Designs, Inc., has recently developed the "performance based interviewing" procedure.

Richard A. Fear, whose legendary workshop on interviewing is offered now through his own organization, Interviewer Training Services. He calls his approach the "evaluation interview."

Karen M. Grabow, a consultant with Personnel Decisions, Inc., in Minneapolis.

Eugene C. Mayfield, whose work at the Life Insurance Marketing and Research Association has contributed significantly to the research literature on selection.

Henry H. Morgan, of McCabe Morgan Associates, formerly with The Psychological Corporation and with Drake Beam Morin. Morgan has developed "The Seven Imperatives!" of selection interviewing.

Of Course, We 'll Do A Job Analysis First Thing

The first step in developing *any* kind of selection procedure is a job analysis. For example, Cohen's approach "is based on an analysis of requisite job duties, skills, and work orientation. . . ." All the experts pay similar due respect to job analysis but differ in their emphasis and in what comprises a job analysis.

The Basic Elements

Byham's job analysis focuses on behaviors and the *rational* classification of these behaviors into dimensions. To him, a dimension is a well-defined description of a cluster of job-related behaviors. Common dimension titles include Leadership, Planning, Sales Ability. . . .

Mayfield collects information about tasks and about knowledges, skills, and abilities (KSAs). Unlike Byham, he would *empirically* create dimensions by factor analyzing KSA ratings. Grabow's approach is similar: She collects data on tasks, duties, requirements, and worker characteristics.

Fear's approach apparently does not deal with behaviors but goes directly to a listing of traits and abilities, referred to as a "worker specification."

Collecting Data

Mayfield describes a very thorough data collection process using observation, group discussions, individual interviews, and questionnaire surveys. Input will be obtained from managers, assistant managers, and hourly employees.

Karen Grabow's procedure would include a

review of current job descriptions, procedure manuals, training materials, exit interviews. . .

To Answer What Questions?

Dick Fear's approach seeks to answer the question: What does it take to become a good assistant manager? Most of the other experts try to *distinguish* successful from unsuccessful assistants. Only a couple stress the importance of discovering the distinctions between stayers and leavers, one of Ambrose Tucker's main concerns.

The Guts of the Interview

Underlying Principles

The kinds of questions you ask in an interview are determined by the assumptions you make about how best to select the right person. Among the experts, there appear to be three distinct assumptions, each resulting in very different approaches to questioning.

1. Past behavior. Most of the experts subscribe to the assumption that the best predictor of future behavior is past behavior. For example, Byham trains [managers] to conduct interviews in which they obtain examples of job-related past behavior and use that information to predict how applicants would perform on the job. As a result, the interviewer's task becomes the logical extrapolation of past behavior to future behavior. . . .

2. Observed behavior. As Grabow points out, the more recent the past behavior and the more pertinent it is to the target job, the better the prediction. Steve Cohen carries this logic one step further by conducting 5- to 10-minute mini-simulations during the interview.

Such a format permits the interviewers to observe actual job-related behavior that can be readily evaluated for its effectiveness and tied to the requirements of [the job].

Cohen's approach is identical in principle to an approach recommended by some of the other experts. They suggest combining interviews with other procedures, such as simulations, in a selection system. The uniqueness of Cohen's approach, however, is that the simulation is actually conducted as a part of the interview.

3. The real person. Some experts believe that selection is most effective when it is based on an in-depth understanding of the applicant. Fear prefers to get to know what an applicant is like "deep down inside." Morgan points to the importance of the "can do" and "will do" factors. The underlying principle espoused by these experts is that the best predictions are made when you understand the psychological make-up of the applicant. As a result, the emphasis in their interviews is to create a climate in which applicants are spontaneous and freely explore the why's of their past experience.

Categories Of Questions

Grabow offers the following classification scheme for interview questions, developed by PDI colleague, Lowell Hellervik:

1. Biographical facts, credentials, achievement questions. Example: "What degree do you hold?"
2. Technical information questions. Example: "How do you use salary survey data to develop salary ranges?"
3. Experience/activity description questions. Example: "What experience have you had supervising others?"
4. Self-evaluation questions.
 - Likes and dislikes. Example: "What did you like best about your last job?"
 - Strengths and weaknesses. Example: "Describe what you see as your major strengths for this position."
 - Goals, attitudes, philosophy. Example: "What are your long-range goals?"
 - Hypothetical/speculative statements. Example: "What would you do if an employee called in sick three Mondays in a row?"
5. Behavior description questions. Example: "Tell me about the last time you faced the situation of an employee who wasn't performing."

Sample Questions

As Grabow comments, all types of questions *may* have their place in a selection interview. From her standpoint, however, behavior description questions are superior. They

provide you with sufficiently rich detail so that you can envision "critical incidents" from a candidate's past--and can make up your own mind about how effectively the applicant handled [the situation].

Bill Byham also uses behavior description questions and explicitly structures them in critical incident format (i.e., situation, action, result). For example:

"Tell me how you've handled a disgruntled customer. What was the situation? What action did you take? What were the results?"

Although Cohen's approach stresses the use of mini-simulations within the interview, questions are still posed during the interview portion. The simulations cover such activities as prioritizing sales call, employee discussion, and problem solving. As far as questioning goes, Cohen shies away from behavior description questions and appears to prefer hypothetical/speculative questions such as

"How would you go about working with subordinates in improving their performance?"

Ambrose notes that this makes sense--a hypothetical question is the verbal analogy of a mini-simulation.

Mayfield uses a variety of questions, and apparently does not favor behavior description questions. For example:

"Why did you take this position?" "Could you describe exactly what you do?" "How do you get along with your supervisor?" "What things do you enjoy doing on your job?"

In contrast to the questions used by the other experts, Fear's and Morgan's questions are heavily self-evaluative. Fear, for example, asks

"Any leadership experience?" "What did you learn about your strengths as a result of working on these jobs?" "How conscientious a student were you?"

One standard item on Fear's interview guide is listed as follows:

Over-all social adjustment: "Loner", introspective, seemingly not very happy? or Meets people easily, considerable group involvement, has many friends, cheerful outlook on life.

The Interview Guide

Many of the experts would develop an interview guide or "pattern" for Ambrose's managers to use. The guide consists of questions designed to elicit from applicants information that is relevant to the target job's requirements or that aids the interviewer to understand the applicant fully.

Grabow, Mayfield, and Byham would all include questions to tap the most important dimensions identified in the job analysis. Each gives a slightly different twist to the way in which the questions are organized or sequenced. Mayfield states that,

For ease of administration, related questions will be grouped into categories--e.g., work experiences, education, outside activities, etc.

The information obtained is then sorted into the proper dimensions later during the evaluation step. In contrast, Byham's guide

is organized by dimensions, providing a great deal of flexibility for the interviewer. The interviewer doesn't have to ask all the questions on the form--he or she stops asking questions when the required number of examples of past behavior on a dimension have been obtained.

The above interview guides are tailored specifically to the requirements of the target job. This has the advantages of both ensuring the job relatedness of the interview and of minimizing the time a manager has to spend preparing for an interview--the manager uses the same guide every time he interviews applicants for the assistant position.

In marked contrast to the above job-specific guides, Fear's and Morgan's are generic guides. The same guide would be just as appropriate, presumably, for an accountant as for a Quick Quest assistant manager. Using Fear's guide, the interviewer

[takes] applicants back through the earlier part-time work experience and [proceeds] chronologically through all of their jobs up to their present . . . position. From there, we discuss educational background, starting with high school and proceeding to the highest grade completed. Finally, we discuss outside interests and hobbies.

Yet this makes sense if we remember that the interviewer's objective is to probe and develop a rich understanding of what makes the applicant "tick."

Another key difference between the others' and Morgan's and Fear's approach is that the latter provide a general outline--they do not prescribe specific questions for the target *job*. According to Morgan, the interviewer should study the application form in order to develop an interview plan that is appropriate for the candidate. In other words, each interview is tailored to the individual *applicant*.

Getting The Applicant To Open Up

Ambrose realizes that just reading questions off the guide is not sufficient. The effectiveness of the interview depends in part on the interviewer's technique. All the experts teach interviewing techniques, although the interest they have in and value they place on technique varies widely.

Morgan and Fear were the most explicit about technique. In fact, most of the substance of their training programs has to do with technique. Again, this

makes sense to Ambrose since the objective of their interviews is to develop a deep understanding of the applicant. Fear uses laundry-list, two-step probing, and double-edge questions to probe to get a "clear picture of strengths and shortcomings." For example:

"We all have some shortcomings and the person who can recognize them can do something about them."

That's a double-edge lead-in which makes the applicant feel it is OK to reveal weaknesses. It is followed by this laundry-list question:

"Was there a need in your case to acquire more self-confidence, more tact, more self-discipline, to become firmer with people—just what?"

Using techniques such as small talk, calculated pauses, facial expressions, vocal inflection, and "lubrication" (reinforcement), Fear's

interviewers develop such a high degree of rapport that applicants talk spontaneously and usually provide a clear picture of who they are and what they are like deep down inside.

Morgan's approach is to make the interview into a conversation. By using a friendly greeting, small talk, open-ended questions, and commenting on responses, he "ensures a flow of information and easy communication between interviewer and interviewee." The interviewer should pose analytical, open-ended questions such as:

"In what ways did your next job require skills different than the ones you had been using on the job you left?" [Posing a contrast.] "I'm curious to know some of the factors that led you to leave that job?" [Phrasing in the plural.]

Questions should be followed up with open-ended probes. For example, here's one planned question:

"What would you say are some of your chief strengths? This is your chance to brag a little!"

And some probes:

"What are best talents?" "What qualities seen by self or others?" "What makes you a good investment for employer?"

Who Gets The Job

After collecting information from applicants in the interview, it is the interviewer's task to decide whom to hire. Not all experts describe how this is to be done. Those who do, however, have very structured approaches.

By The Numbers

Karen Grabow would develop for Ambrose a structured rating procedure. For each dimension, she would create a rating scale anchored with samples of specific responses. The following sample scale would help guide the interviewer in evaluating the candidate's responses to questions relating to the dimension "Handling Customer Complaints":

1. Describes undiplomatic handling of customers or others; has had "personality conflicts"; speaks critically of past associates or employers; describes instances of impatience with others or defensiveness.
- 2.
3. Has generally maintained satisfactory relationships with the public; has not caused or escalated conflict; has been courteous and diplomatic; has assisted others when needed.
- 4.
5. Describes favorable resolution of difficult interpersonal situations (e.g., angry customer); has gone beyond the call of duty to help others; has received commendations for service; has been sought out by others for advice, help, support.

A two-step evaluation process is proposed by Gene Mayfield:

The structured evaluation form will contain both specific evaluation and general evaluations of the selected dimensions. This "stepping-stone" approach encourages a review of the specific information obtained before making summary judgments, thus reducing the effect of "halo."

Specific evaluations are centered around topics covered in the interview, such as "Present Job." The interviewer documents responses to the following sample questions:

Did the applicant (1) Have to communicate ideas? (2) Have to deal with others? (3) Learn job tasks quickly and take direction?

In step two, the *general evaluation*, the interviewer rates the applicant against the job-related dimensions. Each dimension is keyed to the specific ratings, as follows:

- Communications ability (items #1, 6, 21)
- Interpersonal relations skills (#2, 7, 23, 38)

Byham uses a 5-point rating scale to rate applicants on each dimension. However, emphasis is not on the scale, but on the process. Several interviewers share data and reach consensus on applicants' ratings. It is a group judgment process, not an individual procedure.

In contrast, Fear's interviewers make private judgements about:

- (1) . . . the relevance of the applicant's experience and training in terms of the worker specification
- (2) . . . his or her personality, motivation, and character
- (3) . . . mental ability.

Morgan's interviewers privately ask:

- (1) Can the person do the job?
- (2) Will the person do the job?
- (3) How is the person going to fit into the organization?
- (4) What about situational factors?

Fine Tuning the Decision-making Process

Mayfield's approach incorporates significantly more research features than the others. He recommends conducting a "reconfirmation analysis" in which

several "experts" will independently review each question and each specific rating on the interview guide to be sure they effectively tap specified selection dimensions.

He would also conduct a field test of the interview materials prior to implementation and collect criterion data after implementation.

exams, psychological tests, behavioral simulations, and job sample tests. Ambrose wants to stick to the interview alone, but nonetheless is curious about what other pieces the experts recommend. One just might be quick, economical, and practical and therefore suitable for Quick Quest.

The "other piece" that gets the most play is the job preview. According to Steve Cohen, "it is critical that the candidate obtain an accurate description of the job and organization demands." Some type of realistic job preview meets this need. Cohen points out that, through the mini-simulations that are a part of his interview, applicants get "a hands-on look at . . . the most critical job and organizational demands. . ."

Byham also recommends using some form of job preview. He states that one of our clients which . . . provides this orientation through a highly structured short job exposure. The applicant actually works in a store for two days where he/she goes through a series of structured experiences while being observed by trained observers.

EEO

The experts have very little to say about EEO, and quite a bit to say about how to select effectively applicants for assistant manager positions. Ambrose likes this positive approach.

Emphasizing the new, positive outlook, Byham emphasizes that his program focuses

on what the interviewer *can* say, not on what he or she *cannot* say. Following the program's patterned interview and adhering to its interviewing principles assures that only job-related data are gathered and used in making the final hiring decision. This makes the program legally defensible.

On the other hand, Fear, because he uses a generic interview guide and relies heavily on interviewer-generated probing questions, "carefully schools" interviewers in EEO regulations.

Training the Interviewers

The big headache for Ambrose Tucker is training the interviewers. He knows it has to be done but flinches at the thought of taking managers out of the stores to attend a workshop. Although the experts vary tremendously in how thoroughly they describe their training program, they all agree that training is a must and that it requires at least 2 1/2 days.

Dick Fear has refined his interviewer training workshop over several decades. Dick maintains that interviewing skills can be developed only by interviewing real applicants. In his workshop, the trainer conducts two demonstration interviews and each participant does two, all with bona fide applicants. Each interview is followed by a critique of the interviewer's performance and full discussion of the applicant's strengths and shortcomings. The interviews are carried out in one room (with videotaping equipment) and a second room is used for live observation. Interviewers wear ear plugs which permits the trainer to communicate with them throughout the interview, suggesting comments and questions for them to use.

Mayfield also uses real applicants, but more for convincing "managers that the interviewing process does work effectively" than for building skill. However, the hands-on interviewing is preceded by these important steps:

1. The job analysis will be reviewed so that all managers fully understand the assistant manager's job duties.

2. Interviewing rules [techniques] will be demonstrated--videotaped segments of actual interviews (from the field test) will then be played and critiqued by the trainees. . .

3. Trainees will role-play selection interviews. These will be videotaped and each role-play will be critiqued with guidance from the instructor.

Mayfield also suggests a follow-up to training that is of great interest to Ambrose who, as a staff person, is concerned about the quality of the interviews conducted in the field, far from his control. He will have

. . . all managers . . . send in an audio tape recording of a selection interview for review and critique. In addition, future supervisory visits to stores will be scheduled to permit the observation of a selection interview at least once a year.

The other experts do not provide details about their training programs. However, to accommodate the handling of simulation data, Cohen's program includes training in behavior observation skills as well as the more traditional interviewing and evaluating skills.

Regarding length of the training program, Cohen's and Byham's are the shortest at 2 1/2 days. That pleases Ambrose—one less night to pick up lodging expenses for the trainees. Mayfield's would be 2 1/2 - 3 days; Morgan's, 3 days; and Fear's, 5 days.

Addressing Quick Quest's Situation

Mr. Tucker understands the consultant's dilemma: Trying to tailor proposals to individual companies while making economical use of the "boiler plate" material they've already written. But he appreciates the experts' efforts to address specifically Quick Quest's selection situation.

Karen Grabow makes a very cogent point concerning the likely causes of Quick Quest's turnover problem. She tells Ambrose:

You have chosen to attack this problem by upgrading your selection interviewing procedures. This can be an impactful first step, but we encourage you to also consider a "turnover study" to determine whether other aspects of an assistant manager's first year with you . . . may be responsible for some of your turnover.

Morgan, in a similar vein, suggests that

. . . the supervision and training of assistant managers may need to be re-examined to see how that might be improved to ensure longer tenure and greater success among trainees. Even beyond that, your wage and salary structure and manpower development policies could be examined. . .

Two experts suggest ways Quick Quest might implement their interview programs. Says Dick Fear:

Since yours is a nation-wide company with many stores, it might be most feasible to train selection specialists who would do the selection of assistant managers for all the stores in their region.

And, Byham

. . . would train someone from Quick Quest to conduct the initial and subsequent job analyses, devise the selection system, prepare the patterned interview forms, and conduct

interviewer training. This procedure allows your organization to tailor the program to your organization's needs.

My Interview's Better Than Yours

In his letter, Ambrose had asked each expert to explain why his/her approach to interviewing is better than others. He expected some caustic remarks, but most of the mudslinging is directed at that old, beat up strawman, "traditional interviewing."

As we pointed out earlier a major difference among the experts is the set of principles underlying the entire selection interviewing process and the related issue of what type of question to ask. Each expert, of course, touts his/her own approach as the best. On the *one* hand,

rather than train managers to become amateur psychiatrists, [Byham] trains them to conduct interviews in which they obtain examples of job-related past behavior . . . As a result, the interviewer's task becomes the logical extrapolation of past behavior to future behavior, not guessing about the whys of motivation or attitudes.

Mayfield adds that "behaviorally-based assessments are more predictive than personality-based assessments."

And, on the *other* hand, Fear teaches interviewers "to probe beneath the surface and discover what the applicant is really like deep down inside." Morgan's "will do" factor revolves around the following questions:

Will the person do the job? What about the individual's motivation and interests? Is the individual willing as well as able to perform well and to stick with the tasks or to take the necessary initiatives for success?

This sounds very "psychological" as does another key question Morgan poses to aid the interviewer in evaluating applicant data:

What sort of theory can one construct to predict future outcomes? Beyond the analysis, a synthesis that highlights the individual's uniqueness and particular constellation of qualities needs to be made if one is to have insight into the person's career progress and development, with future implications.

This vast gulf between the experts on the issue of underlying principles is one that Ambrose will have to take quite seriously. Ambrose assumes that, because there is disagreement here, the professional I/O community must not know for sure what the correct approach is. To Ambrose, as well as to many other top managers, it boils down to a matter of taste or a matter of which expert does the best sales job.

Of the many other advantages cited by the experts for their own programs, the most important one to Mr. Tucker is *results*. The results described by the experts focus on validity, fairness, and acceptability to managers and to applicants.

Although Cohen's performance-based interview program is quite new, considerable evidence is beginning to mount on the utility of the program. At least two studies have reported significant validity and reliability . . . and one other demonstrated almost total positive reaction and acceptance . . . by interviewees.

Byham has "five studies which show that turnover can be markedly decreased by using Targeted Selection", and a host of other studies demonstrating positive organizational impact.

The most interesting response to Ambrose's question regarding why one approach is better than others is given by Henry Morgan. With flair, Morgan writes:

Perhaps the single, most important, ingredient . . . is the instructor. My own experience as an interviewer and as a trainer does give me more versatility, resourcefulness, enthusiasm, and authenticity than less experienced instructors may have.

A Typology of Interview Experts

After looking over the field, Ambrose is amazed at the diversities, in some respects, and the similarities, in many other respects, among the experts' responses. He is inclined to conclude that the similarities reveal the "science" part of the process; the diversities remind him that there's still a good amount of "art" left in selection interviewing.

After poring over, tearing apart, and reassembling these responses many times, we cannot resist caricaturing the experts. There are basically three "sets" of them. (If you've been waiting for gross generalizations, here they are!)

One is the **shrink set**. They use the interview as a way of developing an in-depth understanding of applicants—what makes them tick, and what they're like "deep down inside." Their emphasis is on interviewing techniques. And their language is more abstract, dealing with psychological and personality constructs, than the other experts. Morgan and Fear are in the shrink set.

The second is the **tech set**. They use the interview to measure the person as accurately as possible against specific job requirements. Thus, the emphasis is on job analyses and on technical "paraphernalia" such as behaviorally-anchored rating scales and weighted application blanks. Their key techniques appear not to involve the interviewer's interaction with the interviewee, but rather with the interviewer's processing of the data. The tech set consists of Grabow and Mayfield.

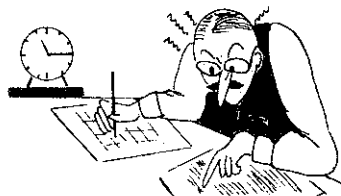
Finally, the third group is the **jet set**. They fly back and forth between the above two continents, borrowing interviewing techniques from one and technical procedures and innovations from the other, often creating new ideas or approaches in the process. They speak the language of the business world and emphasize the implementation and use of the selection interview—the ease of using it, its acceptability to management, its practicality and utility. Cohen and Byham comprise the jet set.

Ambrose is about to put on his decision-maker hat. He thinks he'll take the plunge. After all, each of these expert's proposals represents a very significant improvement over what his managers are using now: that old strawman, the "traditional interview."

TESTING STANDARDS:

ETHICS AND

PRACTICALITY



Drafts of the Joint Technical Standards for Educational and Psychological Testing of the American Psychological Association, the American Educational Research Association, and the National Council on Measurement in Education continue to draw fire. Bill Owens, Chair of the Society's Ad Hoc Committee on Testing Issues, reviews events to date concerning the various drafts. Dick Barrett illustrates some of the controversy about putting the current draft of the standards to practical use. Finally, Doug Bray, drawing on 12 years experience as a member of the APA Ethics Committee, illuminates how such test standards might be used in judging the ethicality of psychological practice.

STATUS OF THE JOINT TECHNICAL STANDARDS

By WILLIAM A. OWENS, JR.

The revision of the 1974 Joint Test Standards followed immediately on their publication, when the Committee on Psychological Tests and Assessment of APA began collecting data for this purpose. It was originally planned that the new 10-member committee might convene as early as February, 1980 and complete its work by November, 1981. Committee members were chosen, in part, so that their backgrounds would cover *one or more* of 13 areas, of which the I/O use of tests was one. It was also agreed that standards would be accepted only by a two-thirds vote of the committee.

Given this brief background, it may be noted that **Draft 1** of the new "Standards" appeared on or about July 1, 1982. It was long, wordy, academic, and aroused considerable ire with its casual treatment of assorted topics of special concern to the members of particular divisions or interest groups.

Draft 2 began appearing, several chapters at a time, during mid-October, 1982. It was clearly improved, but just as clearly not yet fully acceptable. A number of us reacted, in writing, to one of these first two drafts.

However, **Draft 3** appeared in March, 1983, covered by a memo dated February 1, and for the first time (?) actually solicited comments from the sponsoring organizations (AERA, APA, and NCME) and the entities of their infra-structures. Among several attached documents was one which reports the committee vote, standard by standard. It is clearly noteworthy that only 10 standards of 266 failed to receive unanimous endorsement, and that 6 of these claimed only a lone dissenter.

At a strictly subjective level, **Draft 3** contained five or six substantive changes which may be briefly noted.

1. We no longer speak of "kinds" of validity, but of "strategies".

2. Differential validity as a concept is dead! Black performance is more often overpredicted than white.

3. "Fairness" is a social value judgment—not a psychometric concept, although bias *is* a psychometric concept.

4. Confidence intervals and standard errors of measurement by zones are emphasized.

5. At the moment, construct validity is stressed.

6. Validity generalization has become quite prominent.

Your Ad Hoc Committee on Testing Issues met in Washington, D.C. on April 19 to pool their reactions to this third draft. Jack Bartlett summarized these, reduced them to writing, and submitted them to the Executive Committee of the Society for I/O Psychology, which approved them on May 1. The membership has recently received copies of Jack's report (see **TIP**, Vol. 20, No. 4, Aug., 1983, pp. 64-69). It lays stress on: (1) the failure to clearly specify the purpose of the JTS, (2) the failure to meet the specifications of the 1979 review committee, (3) a more appropriate format, (4) the desirability of stating general principles vs. rigid rules, (5) the desirability of separating generic from specialty standards, (6) the undesirability of forcing inferior alternatives to testing, and (7) the need for editing and a glossary.

Fearing that a fourth draft might reach a few hands just prior to these meetings, the writer called both Mel Novick and John Campbell to learn the status of JTS. It appears that **Draft 4** will not be completed until December, and distribution will be made in late January or early February, 1984. Rumor has it that the new draft will be much briefer, more generic, and more readable. Your Ad Hoc Committee on Testing Issues, of course, will be interested in its character and will strive to give it an early and comprehensive review.

THE JOINT TECHNICAL STANDARDS AND THE REAL WORLD

By RICHARD S. BARRETT

Imagine the cross-examination of an expert witness on psychological testing. The testimony is based on Standard 1.8 of the Joint Technical Standards on testing, which requires the computation of the standard error of measurement at critical score levels. The gist of it goes like this:

- Q. Have you ever seen this computation in a report?
A. No.
Q. Have you ever made the computation?
A. No.
Q. Do you know how to make the computation?
A. No, but I am sure that I could find out.
Q. How large a sample would be required to make a reasonable estimate of the standard error of measurement at "critical score levels?"
A. Huge . . .
Q. If you had the information, how useful would it be?
A. Not very.

This imaginary testimony, with myself as the expert witness, was used as a vehicle for illustrating my concern about the February, 1983 version of the proposed Standards in a letter to Professor Melvin Novick in his capacity as Chair of the committee to develop the Joint Technical Standards. The correspondence that ensued relates to issues that have stirred up considerable controversy; some of the more important points are summarized here.

Prof. Novick distributed my letter to Dr. Donald Schwartz, senior psychologist of the EEOC, who responded as a private citizen, Prof. Mark Appelbaum of the University of North Carolina, and Dr. Frederic Lord of ETS, each of whom made some basic points to which I took exception.

Dr. Schwartz noted that the requirement appeared in earlier APA Standards, that references to the computation appear in standard texts, and that the issue had been noted in *Guardians Assn. v. Civil Service Commission*. He summed up his comments saying,

"I believe, therefore, that Dick's 'fantasy' would be more likely to lead to questioning the expert's credibility than to questioning the usefulness of the Joint Technical Standards."

In response, I pointed out that,

"The purpose of a revision is to revise. . . One of the strengths of the Joint Standards is that it differentiates among the uses of tests, and recognizes that some standards that are reasonable for educational aptitude and achievement tests which are administered to hundreds of thousands of students do not apply to employment tests, and vice versa."

My response continued,

"I note that in your most recent reference, Anastasi [Psychological Testing, Fifth Edition] discusses the point in one paragraph in a 784 page text and does not give instructions for making the computations. I do not look on the inability to recall a statistical procedure for which your five references have a median age of 13 years a sufficient reason to question an expert's credibility."

With reference to his last point, I quoted from the Appellate Court decision in *Guardians*:

"The danger of too rigid application of technical testing principles is that tests for all but the most mundane tasks would lack sufficient validity to permit their use. . ."

Dr. Schwartz also objects to the dropping of standards because "they are too expensive", or "they are impractical. . ." In response to a later letter in which I pointed out that some procedures are too expensive or too impractical to be required of employers who must allocate resources among many competing functions, Dr. Schwartz agreed, and added,

"In some cases, the psychologist may decide that no validated selection procedure is sufficiently cost-effective and therefore an unvalidated one must be used. . . The only requirement [under the Uniform Guidelines] would be to use the unvalidated selection procedure in a manner that does not result in adverse impact."

Although I agree with this position in general, it does not resolve the difficulties in Joint Technical Standards which demand procedures that are impractical or too expensive. Countless decisions are made during any test development project on the grounds that a slightly more desirable procedure demands money that is better spent elsewhere, that staff is unavailable, that facilities are scheduled for weeks in advance by someone else, and so on. To eliminate considerations of cost and practicality would destroy any reasonable test development effort.

Dr. Lord presented graphs showing the results of a method for computing the Standard Error of Measurement at critical points that "is practical with only 1000 observation points. . ." I replied,

"One thousand cases may not seem like very many to those used to working with the . . . Iowa Tests, but in private employment, such samples are virtually unheard of."

My remarks continued with a discussion of the graphs based on data taken from an administration of the SCAT Verbal test. I wrote,

"Examination of the plot. . . in the range of difficulty from 20% to 80%, shows that the curve is remarkably flat, varying only between approximately 2.7 and 3.3," and that in the more normal range for passing scores between 30% and 70%, the variation in the Standard Error of Measurement

is trivial when compared to the inherent instability of the statistic, which is apparent from Dr. Lord's own graphs.

Dr. Appelbaum wrote,

"The thrust of the new standards is to place additional 'burdens' upon the developers and users of . . . tests, and will, it is to be hoped, provide additional protection to those who currently find themselves to be plaintiffs in fair employment cases. . . ."

As a sometime expert for the plaintiffs, I replied,

"I would object to placing additional burdens on the developers and users of tests if these burdens were so onerous and burdensome that a reasonable judge would reject not only the excessively burdensome and irrelevant requirements, but along with them the most sensible standards. Adding unreasonable standards will damage the interests of minorities and others whom you seek to protect."

Prof. Novick ended his transmittal letter, "Please do let us know if there are any further standards about which you have similar concern," thus missing completely the point that I was citing Standard 1.8 as an illustration of the problem, and not as the problem itself. Besides, he seemed to believe that arguments of his panel had disposed of the problems in Standard 1.8. I disagree.

I then posed some questions based on a case in which I had been involved. It concerns the selection of Fire Captains from a pool of 257 applicants who were screened successively on a multiple choice test of job knowledge and a simulated fire scene. The 48 survivors were placed on a rank-ordered list based on their performance in an Assessment Center.

I asked:

1. How does one compute the standard error of measurement at critical levels for the tests?
2. How does one use this measure in setting the passing scores?
3. How much will the employer or the candidates benefit from the application of the standard error at critical levels compared with the use of the more conventional measure of the standard error?

The letter was dated June 1, 1983. As **TIP** goes to press, no one of my correspondents has addressed these questions.

TECHNICAL STANDARDS VS. PRACTICABILITY: AN ETHICAL DILEMMA

By DOUGLAS W. BRAY

Consider the following hypothetical case brought before an ethics committee*:

A psychologist, while reviewing a test developed and sold by a major test publisher, discovered that the intended correct answer to a test item was incorrectly keyed. The psychologist called this error to the attention of a high-ranking psychologist employed by the test publishing company. As

a result, the official from the test publishing company verbally abused the test reviewer and subsequently failed to respond to a written request for a change in the scoring key. The publishing company did not make changes in the test's scoring key.

Was the psychologist with the test company guilty of unethical behavior? It clearly seems so. But suppose the following somewhat different information came to light.

The test publishing company official had thanked the psychologist for calling the matter to his/her attention, agreed that the item was incorrectly keyed, and said that they were not able to correct the error until the next revision of the test. The reason was that the test had already been widely distributed, along with scoring keys and manuals, and that it would cost about \$100,000 to make the needed change. In addition, since the test contained 100 items, it was estimated that only 3% would be incorrectly assigned around any particular cutting score. Finally, the next revision of the test is scheduled in about 12 months.

The latter information is an example of extenuating circumstances for an action which, in its unvarnished form (the first set of information), certainly appeared unethical. Knowing the total situation, one would say the action appears *not* to be unethical, since ethics considerations include all the pros and cons or pluses and minuses of a particular situation. The particular circumstances of this case also illustrate the technical standards-practicability dilemma, where compliance with a technical standard (in this case an elementary one of having an accurate scoring key) may involve great practical difficulties. This dilemma nearly always exists and can be expected to appear in any area of psychological practice once technical standards become explicit.

Ethics and Practice

One might reasonably ask, "What has ethics to do with technical standards anyway?" The *Ethical Principles of Psychologists* consist mostly of general rules of conduct which cut across all practical areas. They enjoin us in various aspects of honesty, morality, avoidance of exploiting the trust and dependency of clients, etc. But, although they do warn us to practice only in areas where we are knowledgeable and competent, they do not tell us *how* to practice. They are like rules for driving an automobile, such as not going through red lights, not exceeding the speed limit, and not driving while intoxicated, which don't tell us anything about how to drive a car.

Yet I'm sure we have all observed people who don't break any traffic laws, but who are not very good drivers and can pose a risk to others. Thus ethical violations may be of two types. One

includes violations of general principles of good professional behavior, and the other is the failure to practice in accordance with the technical standards of a particular specialty or subspecialty.

The Ethics Committee is often confronted with cases in which the complaint is basically that of poor practice. This is one reason why efforts are made to have on the Committee specialists in different areas of psychology. In the area of testing, the following situation is one that comes before the Ethics Committee fairly often.

A psychologist is involved in the selection of police officers in a large city. He or she administers a personality and a projective test and conducts a brief interview with candidates. The resulting report is used as a basis for rejecting a considerable number of applicants. There are apparently no validity studies relating performance on the tests given to performance as a police officer, and the psychologist has not conducted or urged that such a study be conducted even though the number of candidates screened each year would be large enough to support such research.

In my opinion this is unethical practice and an inexcusable violation of technical standards related to testing.

Technical standards can be very helpful in judging competent practice, but they come in all ranges of complexity and practicability. The preceding examples of having an accurate scoring key and validating performance on a test against performance on the job involve the most elementary principles of good testing practice. Our ideals about testing practice can be considerably more complicated than this and reach toward goals that are difficult to achieve in practice. With respect to test validation, for example, we often find that our sample sizes, ranges of scores, criteria, and methods are restricted by the realities of conducting validation research in a real organization.

This is not to say that technically sophisticated research can never be done in industry. For example, some years ago, when Donald Grant and I confronted the problem of validating employment tests for telephone company installation and repair jobs, we were able to get six telephone companies in different parts of the country to employ 100 people, half of whom would be blacks. Furthermore, half those employed did not meet existing test standards to assure a more complete range of scores. The criterion was a systematic sample from full training consisting of seven levels and up to 21 days to achieve those levels. As another example, Marvin Dunnette and others developed and validated an industry-wide electric power plant operator selection system which included 70 participating companies, over 3400 plant operators completing tests and interviews, several thousand

supervisors completing performance appraisal booklets, and over 500 operators, supervisors, and company officials taking part in workshop meetings. It is *sometimes* possible to secure resources enough to make a maximum effort to meet high technical standard, but anywhere near efforts such as these examples illustrate will usually be out of the question.

The Joint Technical Standards

The Joint Technical Standards for Educational and Psychological Tests, in the current form of their revision (Draft 3), present particular problems for the technical standards-practicability dilemma because of their great complexity and detail. The draft numbers about 100 pages and many of these pages list several standards. An example of the detail is provided by Standard 3.10:

"When parameter estimates of item response curves are used in test development, the item response model and calibration procedures should be clearly specified in the manual. Information about the degree to which important item response theory assumptions (e.g., unidimensionality, or equality of slope parameters) are satisfied should be presented in the test manual to demonstrate the adequacy of the fit of the model to the data. . ."

The standard further prescribes a diverse, sizable sample, stated in the comments as a minimum of 1000, with enough persons in critical regions, such as low ability levels for "models that have no zero asymptotes".

I can't resist commenting on the sharp contrast between the detailed standards which exist now and may be even further elaborated in the area of testing and the lack of standards in other areas. No one says, for example, that psychologists can't market training programs if they haven't been proven to increase the behavior repertoire of those trained, nor do we proscribe the authorship and sale of self-help books which lack outcome data. Nor do we say that a clinical psychologist must, for example, use a recognized therapeutic method taught in at least several universities or institutes, discussed at meetings of learned societies, and with a proved rate of significant improvement in at least 35% of clients.

In spite of the benefits of sound technical principles for practice, a source of disquietude when a responsible professional group promulgates standards is that they will become standards for legal action and decisions. Division 14 has voiced this concern relative to the Joint Technical Standards since they foresee the possibility that they might come to have the force of law. Since it is usually impossible to meet all such standards, the effect might be to eliminate testing, even where a cost benefit analysis would reveal its value to the institution and those tested.

I happen to be one who believes that psychological testing is of great benefit to society. In most instances it has shown itself to be a more effective selection and placement method than others commonly used, such as the interview. And selection, in turn, is an inescapable reality. No one would want to accept every applicant for police forces or atomic energy installations. Nor would many want organizations to hire any job applicants who came along with no assurance that they would not turn out to be inept employees providing poor goods or services and running up costs to the consumer. We really have no better choice but to use some tests, and maybe quite a few tests, whose development and validation have not fully met ideal standards. If this is the case, it would be unreasonable to count every failure to adhere to all technical standards as an unethical offense.

Remaining Ethical While Testing

Principle 8b of the *Ethical Principles of Psychologists* reads,

"Psychologists responsible for the development and standardization of psychological tests and other assessment techniques utilize established scientific procedures and observe the relevant APA standards."

One meaning of the word "observe" is to "conform one's action or practice to rules." Under this interpretation the Ethics Committee might have to enforce rigid adherence to the new testing standards. But another definition of the word "observe" is to "take notice of", and this is the interpretation of the standard preferred by the Ethics Committee. In fact, if the standard were to be rewritten, I would recommend the phrase "give careful attention to" in place of the word "observe".

The Ethics Committee currently has the implicit position that it will not treat every jot and tittle of technical standards as though they were part of the ethical principles themselves. If someone, for example, files a complaint that a psychologist did not meet item 23b of a set of standards, the Ethics Committee approach would be to ask the psychologist complained against why that particular standard had not been met rather than finding him or her automatically guilty of an ethical violation. If it turned out that the particular situation would make it important that this standard be met and if the person complained against had no persuasive counterargument, then the practitioner might be found guilty of an ethical violation or required to suspend the activity until the standard was met. In short, the Ethics Committee would make its decision and recommendations on the basis of an examination of the total situation and not apply standards as invariant requirements. One must evaluate adherence to technical standards in light of the total practice situation.

My advice to practitioners for ameliorating the technical standards-practicability dilemma is to compare what you are doing or plan to do with relevant standards for practice. Then evaluate the importance of the various standards for what you propose to do, and take steps to meet those standards which are of clear importance. If you cannot take such steps, you should not go ahead with the practice. If, for example, there is no evidence for the validity of a test in a specific selection or classification situation, and if a validity study cannot be conducted, then the use of the test should be abandoned.

Psychologists should have an explanation, possibly recorded, for not deeming a standard important and/or for the impracticality of meeting a standard in the particular situation. Some sort of cost benefit analysis will be necessary. Practitioners should communicate evidence supporting their practice and rationales for it to those affected and to employers as requested.

The requirement in the *Ethical Principles of Psychologists* that psychologists respect the client's right to know the results, the interpretations made, and the bases for their conclusions and recommendations when assessment techniques are used is, I believe, a good incentive for meeting technical standards as far as feasible. Clients can then take their cases to the appropriate forums, preferably professional ethics committees rather than the courts, if they doubt the technical defensibility of the practice.

*Eyde, L. D., & Quaintance, M. K. (1983, August). Ethical issues and cases in the practice of personnel psychology. In R. Lowman (Chair), *Ethical issues and dilemmas in the practice of I/O Psychology*. Symposium conducted at the 91st annual convention of the American Psychological Association, Anaheim.

This article was adapted from Dr. Bray's paper, "The Technical Standards vs. Practicability Dilemma", presented at the symposium entitled "Unresolved Ethical Dilemmas" (R. Ochroch, Chair) at the 1983 APA Convention in Anaheim.

TIP

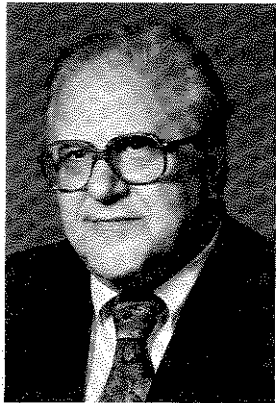
invites you to submit articles and news items of interest to our readers. Send submissions to the Editor, or present your ideas to any Editorial Board member.

THE DEADLINE FOR THE FEBRUARY ISSUE OF TIP is
DECEMBER 15, 1983

BOB PERLOFF ELECTED APA PRESIDENT

In 1965, in an article he wrote as the first editor of TIP, Bob Perloff gave the odds of an Industrial Psychologist becoming President of APA as .01. Either his predictive powers were clearly in error or the field has enhanced its visibility lately. For Bob himself has become I/O's first APA President. He becomes President-Elect officially in January, 1984, and serves his term in 1985.

Discovering How Psychology Can Apply



Bob's educational preparation in psychology was highly quantitative, with a Bachelor's degree in psychology and mathematics from Temple University and a Ph.D. in Quantitative and Industrial Psychology from Ohio State in 1951. His exposure to Bob Wherry at Ohio State led him to his first postdoctoral job doing personnel research with the Department of the Army, where he was Chief of the Statistical Research and Consultation Unit. In 1955 he ventured to Science Research Associates, which he described as his "private sector job."

After four years of "hard hustling for contract money", he accepted an invitation to come to Purdue University and begin a Consumer Psychology program. He dedicated 10 years to that effort, and then in 1969 migrated to the Graduate School of Business at the University of Pittsburgh, where he is now Professor of Business Administration and of Psychology and Director of the Consumer Panel.

Bob is an ABPP Diplomate in I/O Psychology and a Fellow of Division 14 as well as 8 other APA divisions. Although his published professional writings number about 300, he sees his contributions to the field as less in empirical research and more in conceptualization and synthesis and discovering how psychology can apply in many areas. He was attracted to consumer psychology as "behavior in the marketplace, just as industrial psychology is behavior in the organization." He looked at the individual as "consumer rather than as buyer; as a decision-maker

about purchases and how that interacted with things like age, sex, personality, and other individual differences."

Another area of interest for him, and one in which he is perhaps best known, is program evaluation. He was originally drawn into this area about 10 years ago when he defined the ideal dependent variable in an evaluation as consumer satisfaction -- whether of a mental health project, a special program for the handicapped, a training program, or whatever. This interest came at a time when there were many demands for evaluating public programs, such as those by NIE and NIMH. This endeavor has led to innumerable consulting opportunities for him with a wide variety of organizations, including academic, private industry, government agencies, non-profit organizations, professional and scientific societies, and research organizations.

Although program evaluation in a substantive area may be the original motivation for Bob's invitation to consult, he finds that it helps him considerably to be an Industrial/Organizational psychologist since "the core problem of a dysfunctional situation is often a management or organization problem." Said Bob, "Whenever you have two or more people, you're going to have problems. The clinician would say they are problems of conflict, frustration, etc., but I'd say their problems are how to organize a set of individuals. How do you manage them? How do you lead and direct them? We [I/O psychologists] don't have the last word on it, but I'd say we have the better word."

A fascination with psychology and the behavioral sciences is shared by the entire Perloff family. Like Bob, his wife Evelyn had Herbert Toops as a major advisor at Ohio State, where she received her Ph.D. She is now a Professor of Nursing and of Psychology at the University of Pittsburgh, where she teaches tests and measurement, research methodology, and health psychology. She and Bob have had a number of joint professional activities; they are now editing a book on testing and writing a book chapter on applied psychology. Their son Rich is a Professor of Communication Research in Cleveland, daughter Linda is a Social psychologist at the University of Illinois at Chicago, and daughter Judy is a social worker, also in Chicago.

APA and the Presidency

A Presidency will be no strange role to Perloff, since he has served in that position for the Eastern Psychological Association (1980-81), the Division of Consumer Psychology of APA, the Evaluation Research Society (1977-78, their second president), and the Association for Consumer Research (also their second president, in 1970-71). Nor is he a stranger to the APA

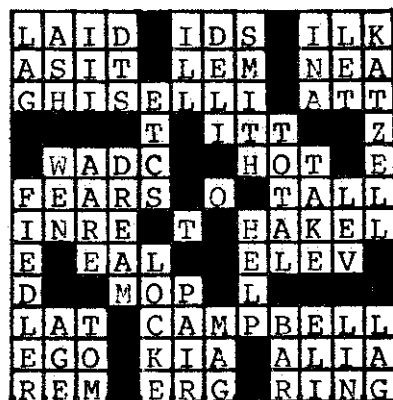
governance, beginning with his election as a Division 14 Representative to Council. Division 14 also nominated him to the Education and Training Board, where he served from 1969 to 1972, followed by his election to APA Treasurer, a position he held from 1974 until 1982. He has also been a member or chair of about a dozen other APA task forces and committees.

Bob is well known among readers of the *APA Monitor* for his Standard Deviations column, which appeared regularly between 1975 and 1980. He always managed to attract attention with his catchy titles, like "Biograffiti", "The Greening of Psychology", "Happiness? Humbug!", and "The Upper Crust's Comeuppance". Even his Treasurer's reports were eye-catchers, with headings like "Revenues, Expenses, and All That Jazz", and "Be It Ever So Humble (\$2,386), There's Nothing Like a Surplus".

When Bob Perloff made, in 1965, his original probability estimate of .01 for an I/O psychologist to become APA President, he was lamenting the lack of "romance" in I/O Psychology as reflected in accomplishments that are the basis of awards and other forms of recognition. Since that time he believes I/O's image has changed within APA, and is now "deservedly superb". "I/O Psychology is in many ways the centerpiece of psychology, impinging as it does on the gamut of areas ranging from experimental to clinical." This is also a reason he believes "It is entirely fitting that an I/O type be an APA President, a precedent which I hope my presidency will have a hand in starting".

Answer to Crossword Puzzle

(From August, 1983 TIP)



INDUSTRIAL POLICY AND INDUSTRIAL PSYCHOLOGY

By MARTIN M. GRELLER

Industrial policy has become a visible issue of late. Books are being written on the topic. Presidential commissions have been appointed (e.g., competitiveness, productivity, trade, etc.). The national political parties are formulating positions on the topic. The ability to use resources in a competitively effective way is certainly a national concern. It is also an issue that is being resolved largely without the assistance of Industrial/Organizational psychologists.

Industrial policy has traditionally been defined in economic or financial terms and the problems are framed in macroeconomic language. The proposed solutions most often involve international trade and economic planning. Given this definition, it is not surprising that economists, investment bankers, politicians, and industrialists have been the prime participants to the discussion.

Still, macroeconomic results are the result of microeconomic (i.e., occurring within the organization) actions. To the extent industrial policy relies on intraorganizational activities, I/O psychologists have something to contribute. Consider a few of the issues that have been raised under the heading of industrial policy:

- A proposal to allow joint ventures for advanced research and development has been gaining popular support. As it would involve changes in tax and FTC regulations, these are the topics which have been most often explored. There has been very little discussion of the anticipated relationship between R&D engineers (employed by the corporately separate joint venture) and the design or production engineers employed by each of the manufacturing companies. The corporate boundaries to be established work against the OD strategy of increasing the involvement of developers and implementors.

- To mitigate the devastating impact of large scale plant closings on the work force, a number of proposals have been advanced to require the retraining of displaced employees. While the principle is sound, little use has been made of existing research on retraining the work force, our knowledge of the recruitment-selection process, or the fitting of individual aptitudes and interests with career selection. As a facet of industrial policy, retraining becomes reduced to a statutory requirement and tax incentives, with little sensitivity to the likelihood that individuals will be assisted.

- One tool of industrial policy is central planning. Based on these plans, the government would offer tax advantages, loans, trade protection, etc. Should such a planning process be successful, it would take a large part of the organization's environment and make it less chaotic. In so doing, it would change the ideal structure of organizations, because the efficacy of structure has a great deal to do with the nature of the environment. To the degree planning is localized in an identifiable body, the individual corporations and that body will need to work out the issues of centralization versus decentralization. Doing so would be critical to the success of the endeavor.

To the extent these three examples are representative of the issues raised by industrial policy, it would seem I/O psychologists have a contribution to make. The need for our expertise is obscured by defining the problem in economic or policy terms. But, it should come as no surprise that I/O Psychology has a contribution to make in any discussion of organizing to use resources effectively.

I/O Psychology's potential contributions will not go totally unnoticed. The industry representatives involved in the discussion of industrial policy have too often encountered the issues to forget them. As the analysis moves from design and philosophy to implementation, the issues of greatest concern to I/O psychologists will become evident. But this confines us to an after-the-fact role, one where we fix problems that need never have occurred.

We are better served by educating the principals to the industrial policy discussion now. Certainly, APA has often enough taken public stands on issues such as disarmament, homosexuality, and discrimination. Industrial policy may represent yet another area in which the Association would care to make its position known.

Our response need not be so institutional. The debate on industrial policy will doubtless be long and public. There will be many opportunities for individual contribution and comment. The extent to which we educate others during this period of discussion will influence the effectiveness with which the resulting industrial policy can be carried out.

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MID-YEAR CONVENTION IS ON!

Society Members Offer Strong Support

By IRWIN L. GOLDSTEIN

Seven hundred and ten members of the Society responded to a survey about their interest in a mid-year convention. Forty-six percent of the respondents reported attending the 1982 APA meeting in Washington, D.C. and 19% reported attending the 1982 Academy of Management meetings in N.Y. On an attractiveness scale from 0 (very unattractive) to 5 (very attractive), the mean response for a mid-year convention was 3.9 and the median response was 4.0. Of the 710 respondents, 487 persons indicated they would attend if some important conditions were met. If most of their important conditions were met, 626 persons indicated they would attend a mid-year convention.

The most important conditions were as follows:

1) Geographic Location - The highest preference was for an east coast city, the next highest preference was for a mid-western city. This was consistent with the place of residence for the respondents (East Coast - 42%; Midwest - 27%; West Coast - 12%; Sunbelt - 15%; Other - 4%).

2) The next most important condition was the length of the meeting with a two day meeting being most preferred. Tied with the length of meeting as an important condition was the time of year with Spring being preferred most. Respondents also expressed preferences for a weekend-weekday combination or a weekday meeting rather than an all weekend meeting.

3) Members indicated that having workshops and special program events would influence them to attend the mid-year meeting.

On the basis of the survey results and interest expressed at the 1983 Society meetings, the Executive Committee has voted to move ahead with preparations for an annual mid-year meeting. Depending on hotel availability, the first meeting will take place in Spring 1985 or Spring 1986. Milt Hakel has appointed Irvin Goldstein as Chair of a Planning Committee to develop the first mid-year meeting. Other Society members appointed to the planning committee are Ron Johnson, Rich Klimoski, and Stan Silverman. All comments and suggestions would be appreciated. Please send them to **Irwin L. Goldstein, Department of Psychology, University of Maryland, College Park, MD 20742**. By the next issue of **TIP**, we hope to announce the location and dates of the meeting.

ORGANIZATIONAL PRACTICES

By RANDALL B. DUNHAM

This article is the first in a series which will alternately provide 1) a description of current organizational practices relevant to Division 14 members, and 2) opinions about these current practices. Descriptions of current practices will be summarized from a variety of sources which are probably not on the regular reading list of the Society member. Opinions will be obtained through mail surveys of professionals both within and outside of Division 14. If there are specific organizational practices which you would like to see included in future articles, please let me know. If you are one of the randomly chosen Division 14 members asked to respond to a survey for this column, please respond.

The three issues focused on in this column are *selection*, *promotion*, and *job evaluation*. The specific issues addressed for each of these topics were chosen for their potential interest to Society members.

Selection

In a recent survey of personnel practitioners (ASPA Mid-America Conference Survey, 1982) 48% reported that identifying employees with adequate skill levels was a "very critical" problem and another 26% described this as "moderately critical." This section of this article explores some of the techniques used by organizations in addressing this serious selection problem.

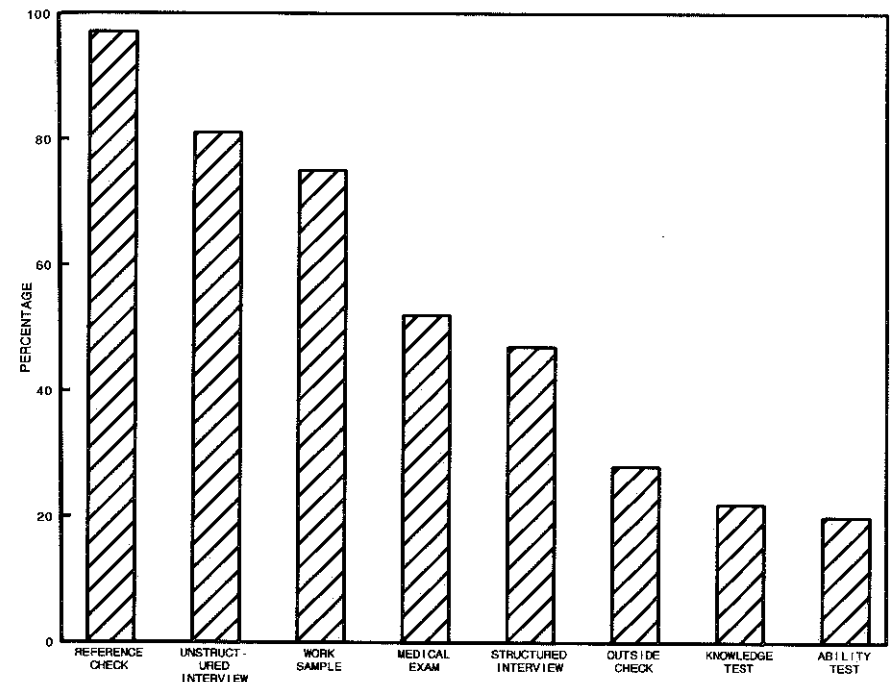
Selection Procedures Utilized

A survey (ASPA-BNA Survey #45, May, 1983) of 437 personnel executives from a wide range of industries representing organizations of various sizes asked them to identify the procedures which their organizations regularly utilized for the selection of employees. Figure 1 presents overall responses to this question. It should be little surprise that these results indicate that virtually all organizations reported the regular use of both reference checks and unstructured interviews. The large percentage (75%) reporting the regular use of work samples for selection, however, is somewhat unexpected. It should be noted that clerical jobs were the primary focus of work samples.

It is also interesting to note that less than one fourth of the organizations reported use of either job knowledge or mental ability tests. This figure was low across all job categories. Virtually

all organizations which were using testing procedures included at least one (and as many as 11) commercially available tests in their selection battery. Almost 20% of the organizations reported using an outside consultant to help with selection procedures, but only 3% reported the use of a staff industrial psychologist for this purpose.

Figure 1
PROCEDURES USED FOR
SELECTION OF EMPLOYEES



SOURCE: ASPA-BNA Survey #45, MAY 1983

Validation Procedures

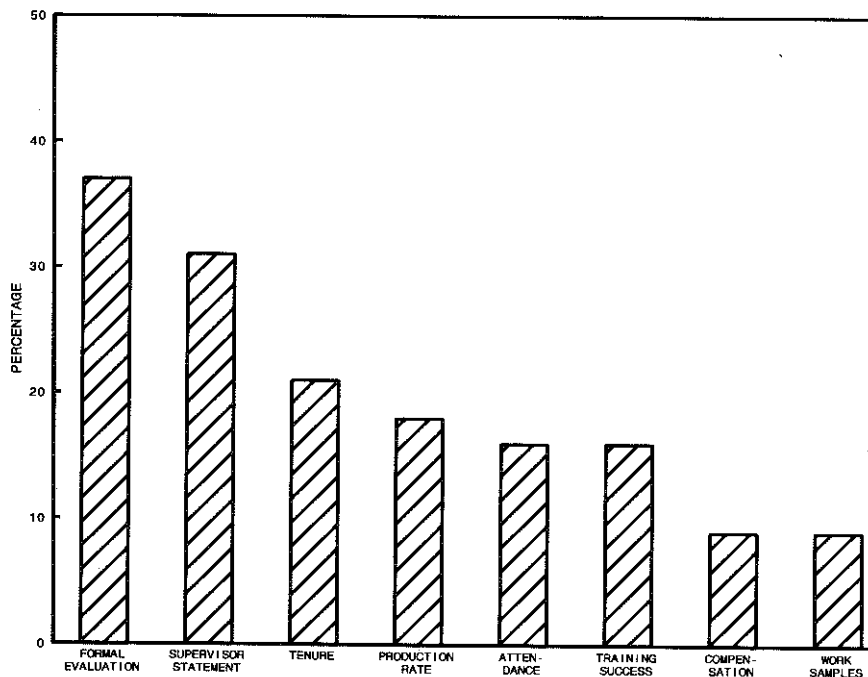
The previously mentioned survey also asked whether the selection procedures currently in use had been validated in accordance with the federal Uniform Guidelines. Eighty-four percent of the respondents said that their selection procedures had *not* been so validated. Even for large organizations (>1000 employees) only 29% reported such validation.

Figure 2 summarizes the types of criteria used when validation was explored. The mix of criteria used is very interesting. Formal evaluations were used for validation purposes by slightly over one third of the organizations. Informal supervisory statements about the overall performance level of employees were used almost as frequently. Other frequently used criteria included organizational

tenure, production rate ("hard" data), attendance, and success during training.

Twenty-nine percent of respondents reported that concurrent validation was dominant in their organization while 18% reported the use of predictive validation. The remainder apparently used no formal validation procedures.

Figure 2
CRITERIA USED FOR
VALIDATING SELECTION PROCEDURES



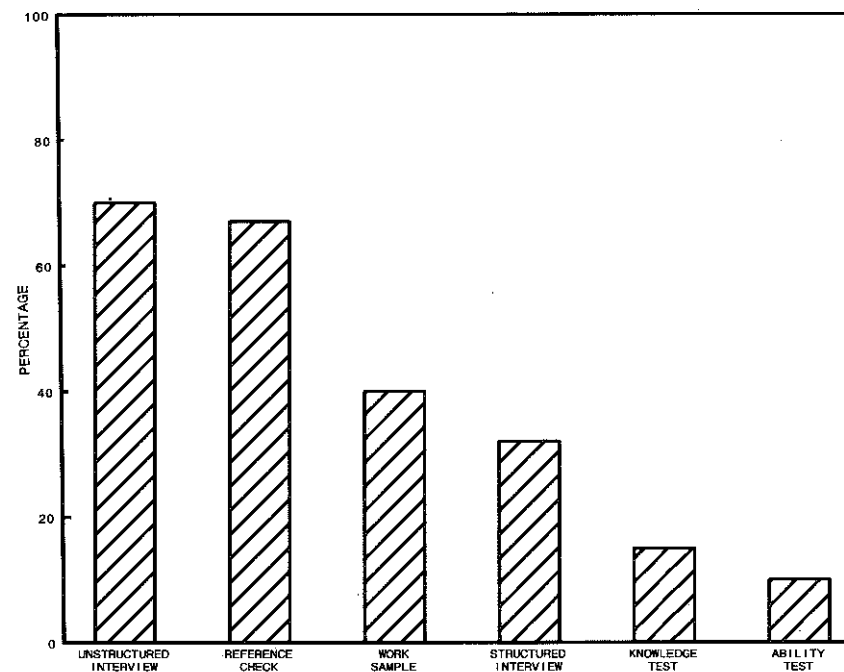
SOURCE: ASPA-BNA Survey #45, May 1983

Promotion

Promotion Procedures Utilized

Figure 3 identifies the six most common procedures used for identifying employees for promotion. This figure reveals that the unstructured interview and reference checks are the most common reported tools used in making promotion decisions. Although still used, work samples, structured interviews, job knowledge tests, and mental ability tests are used even less frequently for promotion purposes than for initial selection. Interestingly, over one third of the organizations surveyed reported that performance records had little bearing on the promotion decision.

Figure 3
PROCEDURES USED FOR
PROMOTION OF EMPLOYEES



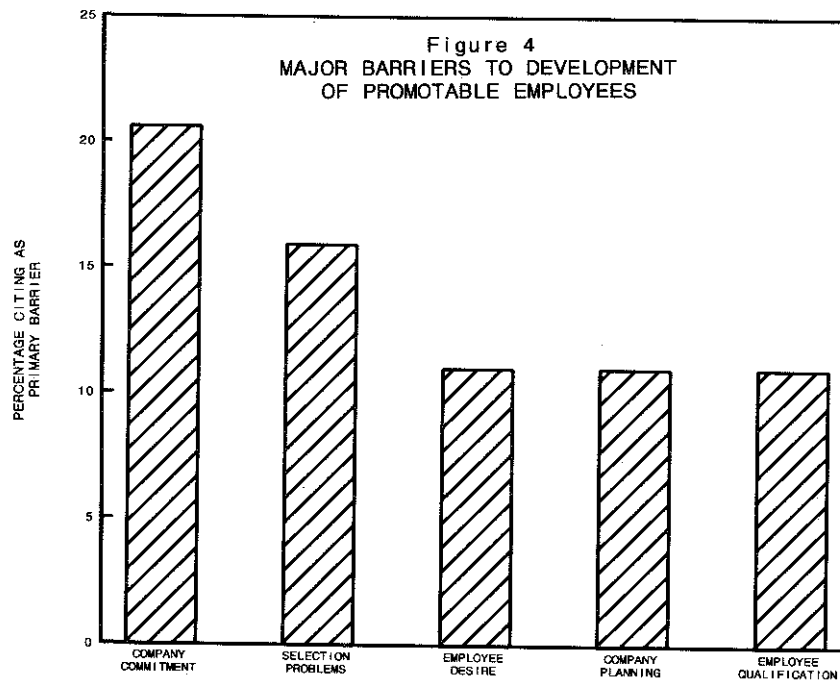
SOURCE: ASPA-BNA Survey #45, MAY 1983

Promotion Barriers

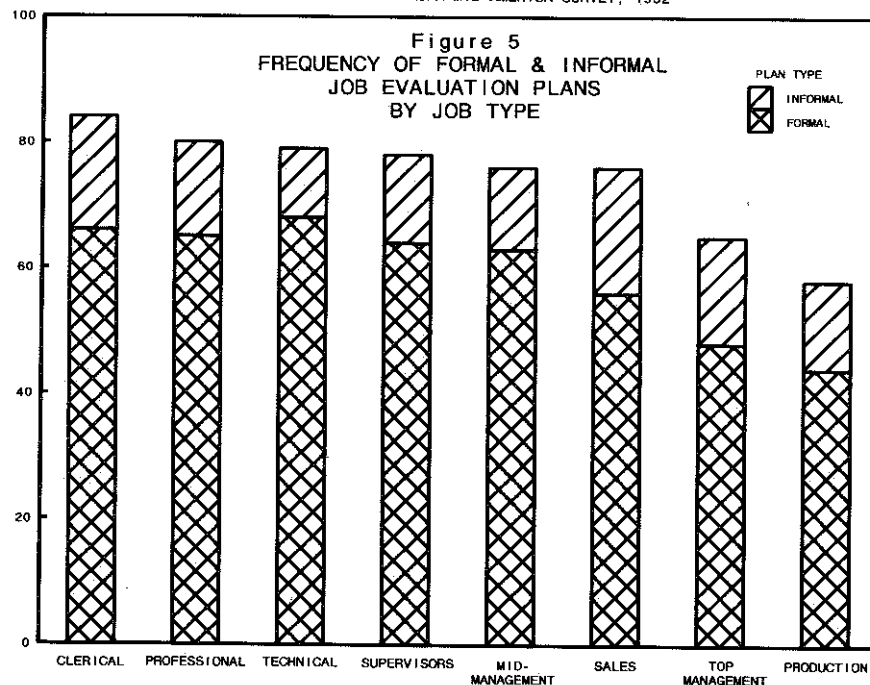
Practitioners at the ASPA Mid-America Conference (1982) were asked to identify major barriers to the development of promotable employees. Figure 4 shows that selection problems were cited as a primary barrier by less than 16% of the respondents and insufficient employee qualifications were noted by only 11%. A more important barrier was lack of organizational commitment to developing employees. Other problems cited included employee desire for promotion and lack of sufficient organizational planning.

Job Evaluation

Figure 5 summarizes results from a study which explored the extent of job evaluation in organizations (PPF Survey #789, 1979). This figure shows the frequency of both formal and informal job evaluation programs by job type. The largest percentage of evaluation plans is present for clerical jobs (84% total) but only 65% of these were formal plans.



SOURCE: ASPA MID-AMERICA SURVEY, 1982

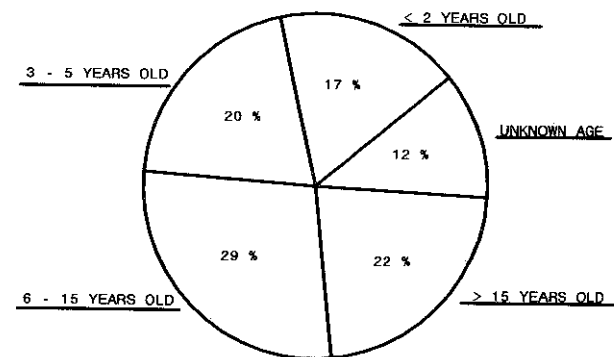


SOURCE: PPF SURVEY #789, 1979

Given the descriptions typically provided of informal plans, an informal plan appears to be very close to no evaluation plan at all. If informal plans are discounted, it can be noted that, depending on job type, between 35 and 58% of employee groups are not covered by a job evaluation plan.

How current are the job evaluation plans which are in use? As shown in Figure 6, many of these plans are very old. In fact, the majority (51%) have had no significant change in the evaluation techniques used in at least six years. Only 17% of the plans in use were reported to have been created or significantly revised within the last two years. Particularly dated were plans used for manufacturing jobs where only 40% had been created or revised in the last two years.

Figure 6
AGE OF JOB EVALUATION PLANS
CURRENTLY IN USE



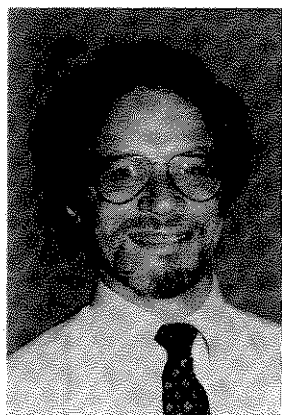
SOURCE: PPF SURVEY #789, 1979

Because this article is focused on *description* of organizational practices and future surveys will address opinion about these issues, little will be said in conclusion. Draw your own conclusions and, in a future issue of **TIP**, read a summary of the opinions of others relating to these issues.



PROFILE: Benjamin Schneider

Your new President-Elect, Benjamin Schneider, seemed destined for a field like ours when he took a bachelor's degree in the joint major of psychology and business administration at Alfred University in 1960. This was followed by an M.B.A. in Industrial Psychology from the University of the City of New York in 1962 and a Ph.D. in Industrial and Social Psychology from the University of Maryland in 1967.



With Jack Bartlett as his major advisor at Maryland, Ben was heavily trained in psychometrics, test development, and attitude scale construction. After all that "I" training, he then took a job in the "O" world as Assistant Professor of Administrative Sciences and Psychology at Yale. There he joined up with Tim Hall, who, according to Ben "had been trained a lot in how to collect data in field settings." Their experience together in a big field research project convinced Ben that he might also be able to collect data in field settings—an important career development. Their work culminated in a book on the work lives of priests.

Ben's research interests from graduate school days focused on organizational climate, or trying to assess the psychology of situations. In fact, before his graduation he was a winner (with Jack Bartlett) of Division 14's Cattell award for research design for a predictive and construct validation study of "Individual and Organizational Patterns of Managerial Climate Attitudes". The project was funded by the Life Insurance Management Research Association, and a semester's support helped launch an appreciative Ben's career at Yale.

The locale for his research and teaching changed several times since then, but Ben always seemed to come back to the University of Maryland. He returned to Maryland from 1971 to

1979 and chaired the Industrial/Organizational Psychology program, interrupted by a year at Bar-Ilan University in Israel on a Fulbright-Hays Award. He left from '79 to '82 to accept a Chair as John A. Hannah Professor of Organizational Behavior in Psychology and Management at Michigan State University. Last year, stricken with homesickness, he returned to Maryland again and once more heads up the I/O Psychology program there.

During this time Ben's research interests have broadened, although he has always been concerned with "how to merge individual differences ideas with organizational ideas". In the last six or seven years he's been attempting to look at the implications of interactional psychology (from personality theory) for understanding behavior in work organizations. A second major interest is in the for-profit service sector of the economy, as he notes estimates that between 60% and 75% of people now work in service and/or information industries rather than manufacturing. Thus he has tried to integrate personnel psychology and organizational psychology with his original orientation and to integrate consumer behavior and organizational behavior with his more recent interests.

Ben has enjoyed a number of long-term research consultancies in industry with such organizations as Citibank, J. C. Penney Company, C&P Telephone Company, the Chase Manhattan Bank, and Westinghouse Behavioral Safety Center, and he has won three different three-year contracts from the Office of Naval Research. He has been on the editorial review boards of the Academy of Management Journal (1972-present) and Administrative Science Quarterly (1976-82) and is a consulting reviewer for three journals and six book publishers. He is the author of innumerable journal articles, a book on Staffing Organizations (in addition to the one about priests written with Tim Hall), and has been a frequent speaker at conferences and conventions. He is a Fellow of the Society of I/O Psychology and also served as Member-at-Large and Chair of The Scientific Affairs Committee.

On the personal side, all of Ben's graduate students have gained (in more ways than one) from his wife Brenda's interests in gourmet cooking. She was formerly with a catering firm and is now manager of a gourmet cookware shop. Their son, Lee, is in his sophomore year at the University of Michigan, where he is taking courses ranging from Chinese history to computer science. Their daughter Rhody is completing her senior year of high school, where she is the Treasurer. When not with his family or "doing I/O Psychology", Ben can be found gardening or playing tennis.

Ben does not come to his job as Society President without experience, for he has just finished a term as President of the

Organizational Behavior Division of the Academy of Management. Although the membership of the two organizations is about equal, Ben notes that there are some major differences. The division structure of the Academy is much newer (10 or 12 years old perhaps) and much more loose and informal. There is no building such as APA's at 1200 Seventeenth Street, N.W. in Washington, there are no professional issues like licensing to contend with, and 85-90% of the members are academicians. Thus Ben believes, "The O.B. presidency was good preparation for the Division 14 presidency, but it didn't require nearly as much of an investment of energy and time."

When asked what presidency he would attempt next, Ben would only say, "I think I'm going to try and go on vacation after the Division 14 presidency." Move over, Dick Campbell.

TAXONOMIES OF HUMAN PERFORMANCE

THE DESCRIPTION OF HUMAN TASKS

EDITED BY EDWIN A. FLEISHMAN,
MARILYN K. QUAINANCE,
and LAURIE A. BROEDLING

This volume reviews some recent efforts to grapple with taxonomic issues. Some of the material is based on a research program held at the American Institutes for Research. This program attempted to develop and evaluate systems for describing and classifying tasks that could improve generalization of research results about human performance. The book updates the work carried out in the program and integrates it with recent related research.

December 1983, c. 426 pp.,
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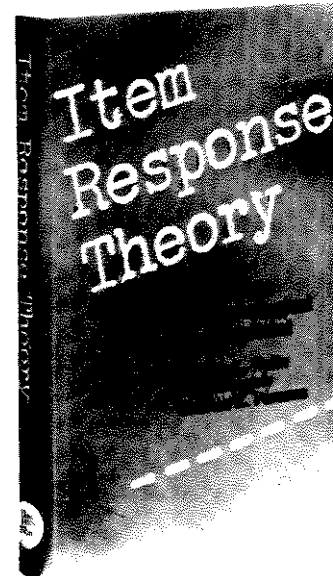
THE MEASUREMENT OF WORK PERFORMANCE

METHODS, THEORY, AND APPLICATIONS

FRANK J. LANDY
and JAMES L. FARR

The authors present a comprehensive and well-balanced history of over thirty years of research in the area of work performance; review existing research and practice; and offer novel applications for existing knowledge. This volume includes such features as: a complete treatment of the theory and practice of performance ratings • a novel approach to rating and judgment • a demonstration of how cost/benefit analysis is applied to performance measures.

1983, 368 pp., \$29.50
ISBN: 0-12-435660-5



A Reference to the Techniques of Psychological Measurement...

A HARD LOOK AT THEIR EFFECTS UPON SOCIETY

Item Response Theory: Application to Psychological Measurement

By Charles L. Hulin, Fritz Drasgow and Charles K. Parsons
(300 pages, \$29.50)

The growth of psychological measuring tools is posing a highly publicized challenge to the profession that created them. *Item Response Theory* helps you find your own way through this controversy by providing a thorough review of current testing procedures and applications, and establishing links between psychological theory and social policy. This first-of-a-kind book is *must reading* for anyone developing or administering placement and capability tests, as well as those who act on their results. Buy it today at your professional bookseller, or send \$29.50 to the address below. (When you send a check, Dorsey Professional Books will pay postage and handling.)



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APA DIVISION 14 FINANCIAL STATEMENT (As of July 31, 1983)

Division Account	Current Year 1982-83	1981-82	1980-81	1979-80	1978-79
<i>Balance *</i>	\$27,323	\$27,620	\$22,901	\$14,349	\$16,375
Income					
Dues and Assessments	\$29,416	\$28,153	\$24,548	\$18,593	\$18,295
Advertising & Subscriptions - TIP	2,332	2,813	2,020	3,119	1,702
Subscriptions					
Principles	2,083	4,649	11,375	147	472
Other Publications**	2,296	-	2	212	282
Interest**	135	-	-	-	-
Workshop Donation	-	-	-	2,000	2,000
Refunds	-	-	-	43	-
Total Income:	\$36,262	\$35,615	\$37,945	\$24,114	\$22,751
Expenses					
Printing & Mailing	\$2,029	\$2,009	\$1,243	\$2,131	\$2,442
TIP	13,604	11,344	11,752	9,899	5,091
Principles	-	15,820	3,181	-	-
Supplies & Telephone	134	-	14,344	12,576	12,914
Meetings	-	-	-	-	-
Travel Expenses	10,732	12,469	-	-	-
Meeting Expense	3,049	3,351	-	-	-
Convention Expense	612	293	-	-	-
Legal Services	4,492	-	-	-	175
Non Endowed Awards	849	-	507	733	900
Dues	350	-	250	100	100
Contributions	300	400	500	295	-
Fees	50	-	50	150	-
Insurance	40	80	-	40	80
Total Expenses:	\$36,304	\$30,896	\$31,817	\$25,924	\$21,702

* As of July 31 for 1982-83 year. As of June 30 for earlier years.
 ** Deposited in Awards Account. Not included in Balance.

NEW SOCIETY MEMBERS

The following Members and Associate Members were accepted into the Society for Industrial and Organizational Psychology, Inc. at the business meeting in Anaheim, California on August 27. The listed Student Affiliates were also accepted by the Membership Committee. **TIP** welcomes you and looks forward to hearing from and about you.

MEMBERS

Roger W. Alford
 Valentine J. Arnold
 H. Ted Ballard
 Helen L. Barnes
 Max H. Bazerman
 Richard L. Bellingham
 Philip G. Benson
 V. Jon Bentz
 Victoria Berger-Gross
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 Ernest J. Hall
 Robert O. Hansson
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 Michael E. Leske
 David Lewit
 Robert C. Liden

E. Allen Lind
 Robert L. Linn
 Rosemary Hays Lowe
 Marilyn M. Machlowitz
 Ann Majchrzak
 Nancy Mansfield
 Michael C. Markovitz
 Richard Marr
 Anne F. Marelli
 Grace B. Martin
 Thomas C. Mawhinney
 Carol McCoy-Foster
 T. Thomas McMurray
 Robert Mecham
 Wayne P. Merrill
 John P. Meyer
 Lawrence S. Meyers
 Duane I. Miller
 Lynn E. Miller
 Robert D. Minick
 Frank J. Minor
 Suzanne H. Montgomery
 Bruce D. Moore
 Michael A. Morris
 Julie Nelson
 Jacques Normand
 Lois C. Northrop
 Lynn R. Offermann
 John E. Oliver
 Joseph A. Orban
 Terrence J. O'Toole
 Susan N. Palmer
 Phil Pantleo
 A. Christine Parham
 Edward J. Pavur, Jr.
 Kenneth Pearlman
 Miri Peer
 Philip J. Pettmen
 Larry Pfaff
 James S. Phillips

Paul A. Reichelt
James H. Reynierse
Peter Richardson
Ronald E. Riggio
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Walter G. Schneider
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Hermann F. Schwind
Tim Serey
Steward B. Shapiro
Joyce L. Shields
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Jack M. Sink
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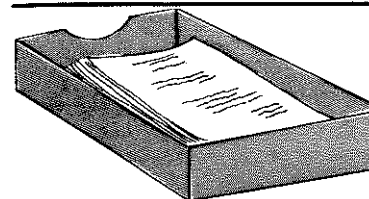
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In - Basket

Remembrances of Jack Bartlett

To Division 14 Members:

On behalf of our entire Department and our Industrial-Organizational Psychology Program, I wanted to write this letter of appreciation to the members of the Society of Industrial-Organizational Psychology. We are all shocked and saddened by Jack Bartlett's death. However, Jack's family, our students, and our faculty were truly supported by the Society's caring and concern. It would be impossible for me to detail the number of calls, letters, offers of support, and contributions that we have received. We still talk about Dick Campbell flying down to participate in the memorial service. The memorial issue of *TIP* will be remembered by all of us forever. Most of all, none of us will ever forget the outpouring of love and caring that came with every conversation and letter communicated to each of us.

We thank you for making a very difficult time a little bit easier.

Irwin L. Goldstein
Professor and Chair
Department of Psychology
University of Maryland
Sept. 7, 1983

To The Editor:

Thank you so much for sending me the copies of *TIP*. I was particularly pleased that you thought to include copies for Andy and Scotty for they are seeing a side of their father that they didn't know too much about. They knew of his work at the University of Maryland, of course, and even attended some of our parties for the students. But I don't think they realized the work Jack was doing on the national level until they heard Dick Campbell speak at the Memorial Service. Now, as they read the nice things people send to me of the work that Jack did for I/O psychology, they are seeing the complete picture of their father's career.

Irv's tribute was beautiful, and I shall call him to thank him. He and Micki have been such wonderful friends -- as have all of you who have known Jack and have written to me to convey your sadness at his death. That does help ease the pain, although I miss him so very much.

Thanks again, Ann, for your thoughtfulness. We shall treasure these booklets.

Mrs. C. J. Bartlett
July 30, 1983

ASSOCIATE MEMBERS

Bettina A. Babbitt
Susan Sensley Bowman
Kim Rehling Chiodi
J. Thomas Darr
Randy L. DeSimone
Marc Anthony Dorio
James David Dyak
Allen Etcovitch
Katie Evans
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Shawn Alan Hughes
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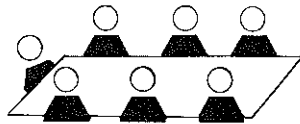
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Patrick R. Shannon
Robert Smaluk
Debra L. Steele

Comparable Worth: A Social Trap?

To The Editor:

Like most industrial psychologists, I have spent some time thinking about the issues of equal pay and comparable worth. As a result of much reading and many discussions, I now believe that comparable worth, like Black English, is a social trap. Comparable worth would preserve the status quo of sex stereotyped occupational placement, albeit with an economic carrot. Equal *opportunity* should be the primary goal. Comparable worth may well have an impact similar to school busing as Eleanor Holmes Norton has suggested. Is that a desirable objective?

J. W. English
Mobil Oil Corporation
Sept. 9, 1983



Committees

Professional Affairs

<> Rodney Lowman

ETHICS, LICENSURE, STANDARDS, AND AWARDS: AN ACTIVE AGENDA CONTINUES

Continuing its active role in a panoply of professional practice issues, the 1983-84 Professional Affairs Committee will have no shortage of projects. The Committee's major work will be to complete the I/O Ethics Casebook Project. A review committee composed of **Brent Baxter**, **Doug Bray**, and **Ray Katzell** is presently evaluating the first batch of cases submitted by the 1982-83 Professional Affairs Committee. After all the ethics cases have been completed and reviewed, PAC will submit the finished product to the Division 14 Executive Committee for approval. Then, distribution will be made, both within and outside the Division. (Please note that we can still use a few more cases, especially concerning organizational development. Please contact **Rodney Lowman**, 817 565-2679, for details.)

Licensure continues to be an unresolved issue for I/O psychologists, and PAC will continue to work with the Division 14 Executive Committee to formulate policy in this ever-conflictual area. A report prepared by **Rodney Lowman** and **Ben Shimberg** will be discussed at the next Executive Committee meeting, and close liaison with the state I/O representatives will be made through PAC's coordination with the State Affairs Committee.

In addition, PAC will continue to serve as the reviewer for a wide assortment of documents concerning the specialty and generic practice of psychology, a proposal to designate programs training graduate students in psychology, and a draft report on physical interventions by psychologists. The diversity of topics reflects the continued escalation of complexity in the issues concerning the professional practice of psychology, and PAC will remain the primary data gatherer, synthesizer, and policy recommender in this area.

Yearbook

<> Ray Katzell

The Executive Committee at its August meeting approved a proposal of the Scientific Affairs Committee for a new publication series to be sponsored by the Society. Called *Frontiers of Industrial and Organizational Psychology*, the publication will take the form of annual volumes, each focusing on a single topic of current significance. The chief criterion of significance of a topic will be its contributions to the science of I/O Psychology through innovative theory, research, and application.

The series will be overseen by an Editorial Board chaired by a Series Editor. The Editorial Board that has been appointed consists of **John Campbell**, **Richard Campbell**, **Edwin Fleishman**, **Richard Hackman**, **Irwin Goldstein**, **Lyman Porter**, **Victor Vroom**, and **Raymond Katzell**, Chairman and Series Editor. Each volume will be prepared under the direction of a specially selected editor with chapters contributed by invited authors.

Jossey Bass will be the publisher and distributor. It is expected that the first volume will be issued early in 1985.

Membership

<> James C. Sharf

SEEKING TO PLOW GREENER PASTURES

The objectives of the Membership Committee this year, not surprisingly, are to increase our membership and to increase our apportionment on Council. Our Committee has its work cut out following the success of previous Chairman Ron Johnson, who over the past two years increased our ranks by over 450 new members.

The Membership Committee will be individually contacting by mail and by phone all APA members who have joined in the past two years and whose schooling or specialty area indicates likely I/O interest. Our apportionment on Council will be most readily

achieved by signing up those peers who are already voting members of APA. To this end, existing APA membership rosters will again be massaged and a mailing campaign directed at individuals with similar interest and/or membership in allied divisions (Social, Consulting, Military, Engineering, & Consumer).

Additional outreach efforts have been authorized by the Executive Committee targeting members of the American Society for Personnel Administration, International Personnel Management Association, Academy of Management, American Society for Training and Development, and Human Factors Society. Through likely advertising in their publications, we will encourage APA membership for these colleagues as a first step toward becoming a member of Division 14. For any TIP reader knowing of candidates for Division 14 membership, please send their names or have them write **Jim Sharf, Richardson, Bellows, Henry & Co., 1140 Connecticut Ave., NW, Washington, DC 20036.**

Program

<> Paul R. Sackett

1984 CONVENTION: CALL FOR PROPOSALS

The program committee is beginning its work in planning the program for the 1984 convention in Toronto. The formula for allocating program hours among the various divisions has been changed this year to incorporate the number of convention attendees primarily affiliated with each division. Convention attendance by Division 14 members is so high that we will have about a 20% increase in program hours. In planning this year's program we're making some significant changes, described below.

Review procedure

In the past, each paper or symposium proposal was reviewed by four committee members, who had the somewhat awesome task of reviewing about 80 proposals in a two or three week period. This quantity of work made individual feedback to authors unfeasible. This year the Program Committee has been expanded to over 40 members (named in the next issue of TIP). A substantial reduction in the number of submissions reviewed by each committee member will enable us to provide written feedback to each author. In addition, given the range of interests reflected in the larger committee, we will be able to match submission content and reviewer expertise more closely than has been the case in the past. A program planning subcommittee, consisting of **Susan Jackson, Morgan McCall, Paul Wernimont, and myself,**

will use input from the reviewers to plan and organize the program.

Criteria for evaluation

As has been the case for the last few years, all individual papers will be presented in a poster session format. Papers submitted will be evaluated on the following criteria:

1) *General interest.* To what extent is the topic addressed of interest to a substantial proportion of the Division membership?

2) *Technical adequacy.* To what extent does the paper measure up to contemporary technical and methodological standards?

3) *Innovativeness.* To what extent is new knowledge presented or existing knowledge integrated in a novel fashion?

4) *Suitability for poster presentation.* Can the paper be meaningfully presented within the confines of the poster session format?

5) *Completeness.* To what extent are study rationale, hypotheses, methodology, and results fully summarized? This may appear to be at odds with requests to limit paper length to 1800 words; we find, however, that the better papers achieve both of these objectives through careful editing and concise writing. State clearly the question you are addressing; present the rationale for the study as concisely as possible. Lengthy introductions leave little room for results and discussion.

A variety of forms of oral presentations fall under the general rubric of "symposia". In evaluating symposium proposals this year, while continuing to apply the criteria of general interest, technical adequacy, and innovativeness, we will place special emphasis on the criterion of integration. Preference will be given to proposals which shown evidence of being a unified whole. Too many symposia would better be labeled as paper sessions: four independent papers and an attempt by a discussant to find some common threads. Some possible strategies for integrated symposia include presenters exchanging drafts of papers in advance and giving presentations which incorporate and react to ideas from the other presenters; members of a research team describing an ongoing program of research, and the presentation by the chair of a controversial premise followed by conceptual or data-based responses by the participants. We welcome proposals using non-traditional formats such as debates and panel discussions.

Quality of presentations

Idealists that we are, we dream of a convention where presentations are rehearsed and timed, where visual aides are

legible beyond the first row, and where the number of copies of handouts the presenter has available and the number of people in the room don't differ by a factor of ten. This year we will be making a concerted effort to achieve a consistently high level of presentation quality. We considered publishing our own version of the academy awards in **TIP** ("...and the award for the worst visual aides by a full professor who should know better goes to...") but opted instead for preparing a new set of guidelines for presenters. These will be prepared over the next few months and will be sent to all presenters.

The official APA call for papers will be sent out around December 1. Submissions must reach the program committee by January 20, 1984. Proposals, papers, inquiries, and suggestions should be directed to **Paul R. Sackett, Department of Psychology, University of Illinois at Chicago, Box 4348, Chicago, Illinois 60680 (312-996-3031).**

Continuing Education and Workshop

<> Stan Silverman

As many of you are aware, one of the important functions of the Continuing Education and Workshop Committee is to prepare a series of workshops (usually 10) at the annual APA convention. The committee meets each fall to determine the topics and workshop leaders for the subsequent convention. The 1984 APA convention is in Toronto, and if you have any suggestions for workshop topics and leaders, the committee would like to hear from you. Please write to: **Stan Silverman, OCG, 483 Overwood Road, Akron, OH 44313.**

Long Range Planning

<> Sheldon Zedeck

For 1983-84, the Long Range Planning (LRP) committee will continue its tradition of addressing issues and problems that are relevant to the Society's continuous growth and development. One of its major tasks will be to implement the recently approved action by the Executive Committee that an administrative assistant be hired and an office be established to handle the general business of the Society. If any University or other institution wants to house such an office, please contact any of the LRP committee members (**Joel Moses, Neal Schmitt, Ben Schneider, and Shelly Zedeck**). In connection with this activity, LRP will be looking into new roles for the Secretary-Treasurer position.

Other activities for 1983-84 include establishment of a budget plan, creation of a Foundation (501-C3) for the Society, and

development of criteria to be used when the Society is asked for financial contributions. With regard to the current functioning of the Society, LRP will conduct a sunset review of the Program and External Affairs Committees, investigate whether the Bylaws should be amended to allow election to membership to be voted by the Executive Committee alone, determine whether the Testing Issues and the Awards Committees should become standing committees, determine whether we should create a foreign affiliate membership for psychologists overseas who are *not* affiliated with APA, and investigate the feasibility of publishing directories and selling mailing labels. If you have any comments on these activities, or would like LRP to consider other issues, write to **Sheldon Zedeck, LRP Chair, Dept. of Psychology, University of California, Berkeley, CA 94720** or call (415) 642-7130.

Committee On Committees <> Larry L. Cummings

Many **TIP** readers are probably familiar with the purpose of this committee, but for new readers a brief description of our function is in order. We are very fortunate in having an active and energetic member body in our Society. Our effectiveness as a Society through the years is due in large part to the voluntary services offered by our membership. If we were to attempt to estimate the cost of the people-hours donated, it would run in excess of several hundred thousand dollars annually.

That we are able to provide so many member services, as well as represent the scientific and professional interests of the Society, is a function of the many able members both eager and willing to serve on our committees.

This year, in addition to helping identify personnel for various committee assignments, we would like to assist in making nominations for APA boards, committees, and subcommittees. It is through this infrastructure that we can insure that our voices are heard.

Please take a moment and complete the form provided on the next two pages of **TIP**. Don't be bashful! The Society encourages the nomination of members of racial and other minority groups.

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

<input type="checkbox"/> Education and Training	<input type="checkbox"/> External Affairs
<input type="checkbox"/> Membership	<input type="checkbox"/> State Affairs
<input type="checkbox"/> Professional Affairs	<input type="checkbox"/> Scientific Affairs
<input type="checkbox"/> Program	<input type="checkbox"/> Continuing Education and Workshop
<input type="checkbox"/> Committee on Committees	<input type="checkbox"/> Testing Issues (Ad Hoc)
<input type="checkbox"/> Mid-Year Conference (Ad Hoc)	<input type="checkbox"/> Fellowship (Fellows only)

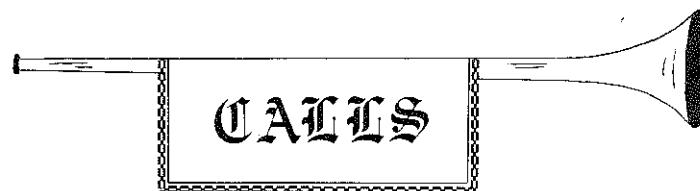
Dr. Larry L. Cummings
Kellogg Graduate School of Management
Organizational Behavior - Leverone Hall
Northwestern University
Evanston, Illinois 60201

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**.



Professional Practice Award

Nominations are requested for the 1984 Professional Practice Award of Division 14. This award is made in recognition of special contributions to the practice of Industrial and Organizational Psychology. It is intended to recognize the development and implementation of a practice, procedure, or method which has had major impact on people in organizations and on the profession of I/O Psychology. Recipients of the award receive \$500, a framed citation, and formal recognition at the annual APA convention, including an invitation to make a formal address the following year.

Completed applications must be received by February 28, 1984. Nominations or requests for submission criteria and sample nomination packets should be directed to **Rodney L. Lowman, Department of Psychology, North Texas State University, Denton, Texas 76203 (817 565-2679)**.

Distinguished Scientific Contributions Award

The Awards Subcommittee of the Society's Scientific Affairs Committee requests nominations for the Distinguished Scientific Contributions Award. The award's purpose is to recognize outstanding scientific contributions to the discipline of Industrial and Organizational Psychology.

The award will be given to an individual who has made a distinguished theoretical and empirical contribution to the discipline in recent years. The award includes a cash prize of \$500 and an invitation to make a presentation at the APA annual meeting.

Inquiries should be addressed to the Subcommittee Chair, **Robert S. Billings, Department of Psychology, Ohio State University, 404C W. 17th Ave., Columbus, Ohio 43210 (614 422-8115)**. Letters of nomination should be postmarked no later than March 16, 1984.

Journal of Occupational Psychology

An international journal of industrial and organizational psychology

Contents of volume 56, Part 2, 1983

- J. Algera. 'Objective' and perceived task characteristics as a determinant of reactions by task performers
- D. A. Buchanan & D. Boddy. Advanced technology and the quality of working life: The effects of computerized controls on biscuit-making operators
- N. Schmitt & S. Fine. Inter-rater reliability of judgements of functional levels and skill requirements of jobs based on written task statements
- S.-O. Brenner & R. Bartell. The psychological impact of unemployment: A structural analysis of cross-sectional data
- D. G. Spencer, R. Steers & R. T. Mowday. An empirical test of the inclusion of job search linkages into Mobley's model of the turnover decision process
- L. Sterns, R. A. Alexander, G. V. Barrett & F. H. Dambrot. The relationship of extraversion and neuroticism with job preferences and job satisfaction for clerical employees.
- M. Krausz & N. Freibach. Effects of flexible working time for employed women upon satisfaction, strains, and absenteeism
- U. Sekaran. Factors influencing the quality of life in dual-career families

Volume 56 (1983) £37.00(US\$79.50)

Foreign Affiliates and Members of The British Psychological Society are entitled to purchase the journal at a special rate of £5.00 per volume. Orders and inquiries to:

The British Psychological Society

The Distribution Centre, Blackhorse Road, Letchworth, Herts SG6 1HN, UK

Edwin G. Ghiselli Research Proposal Award

This award is given for the best research proposal in the field of Industrial and Organizational Psychology submitted to the Society's Scientific Awards Subcommittee. The award includes a \$500 cash prize and a chance to present the research idea at the 1984 APA annual meeting.

Criteria and submission requirements can be obtained from the Subcommittee Chair, **Robert S. Billings, Department of Psychology, Ohio State University, 404C W. 17th Ave., Columbus, Ohio 43210 (614 422-8115)**. Entries should be postmarked no later than March 16, 1984.

S. Rains Wallace Dissertation Award

This award is given for the best dissertation in Industrial and Organizational Psychology completed during 1983. The award includes a \$200 cash prize and a chance to present the research at the APA annual meeting.

Criteria and submission requirements can be obtained from the chairperson of the Awards Subcommittee of the Society's Scientific Affairs Committee, **Robert S. Billings, Department of Psychology, Ohio State University, 404C W. 17th Ave., Columbus, Ohio 43210 (614 422-8115)**. Entries should be postmarked no later than January 13, 1984.

Yoder-Heneman Personnel Research Award

The American Society for Personnel Administration (ASPA) announces the 1984 Yoder-Heneman Personnel Research Award, designed to encourage the reporting of innovative personnel research and to highlight new ideas demonstrated by proven facts. Suitable entries consist of empirical data-based personnel research completed during 1983 that analyzes problems of the present and offers strategies for the future. ASPA membership is not a prerequisite for submitting an entry. Winners will receive a \$500 cash award and their entries will be featured in ASPA publications.

Submissions must be postmarked no later than January 31, 1984. Specific award judging guidelines are available from **Yoder-Heneman Personnel Research Award, American Society for Personnel Administration, 30 Park Drive, Berea, Ohio 44017**.

Dunhill Personnel System Research Grant

Dunhill Personnel System, Inc. provides an annual grant of \$5000, made through the ASPA Foundation, for research in the Human Resource Management field. The intent is to encourage research leading to the advancement of the theory and practice in the broad category of Human Resource Management as it relates to business and industry. Topics related to the hiring process (who hires, cost analyses, turnover among managers) are suggested but not required for submission.

Proposals must be submitted by February 1, 1984. Send requests for proposal forms to **ASPA Foundation, 30 Park Drive, Berea, Ohio 44017, Attn: Foundation Proposal**.

APA Congressional Science Fellowship Program

APA is now accepting applications for the 1984-85 Congressional Science Fellowship Program. Fellows spend one year, beginning September 1, 1984, working as special legislative assistants on the staff of a member of Congress or Congressional committee. The Fellowship stipend is \$26,000 plus \$2500 for travel expenses and relocation to the Washington, D.C. area. APA will sponsor two Fellows, one emphasizing scientific psychology and one emphasizing psychological applications.

Materials must be submitted by December 15, 1983. For more information write **APA Congressional Science Fellowship Program, APA, 1200 Seventeenth Street, N.W., Washington, D.C. 20036 (202 955-7742)**.

Another Journal Outlet For I/O And OB Articles

For over 22 years, *Industrial Relations* has published articles and research notes on all aspects of the employment relationship. In the past, articles on topics within industrial relations and labor economics have been predominant. In an attempt to broaden its scope, the journal is now interested in publishing more articles in the general field of human resources management. Of particular interest are articles that deal with implications of theory, approaches, and programs.

Send two copies of articles for review to **Barbara Porter, Managing Editor, Industrial Relations, Institute of Industrial Relations, University of California, Berkeley, CA 94720**.

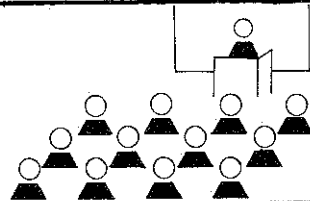
Papers on Organizational Perspectives in Community Psychology

Manuscripts are sought for a refereed special issue of the American Journal of Community Psychology on organizational perspectives in community psychology. The goal is to present current organizational theory, research, and practice focusing on (a) community systems, and (b) quality of life and advocacy issues of concern to community psychologists. Examples of the latter include interventions to improve the quality of working life or to reduce "isms" (racism, sexism, ageism), organizational efforts to increase employees' social competencies (e.g. in stress management), and organizational factors in primary prevention. The focus is on rigorous theory-based empirical research, but strong literature reviews and case studies are encouraged.

Manuscripts must be submitted in triplicate by June 1, 1984. Direct inquiries to **Susan J. Frank, Department of Psychology, Illinois Institute of Technology, IIT Center, Chicago, Illinois 60616 (312 567-3513).**

Meetings

Past and Future



I/O Psychology Scientist/Practitioner Conference November 15-16, 1983

"Implementing Advanced Manufacturing Processes" is the theme for the 4th annual I/O Psychology Scientist/Practitioner Conference, to be held at Old Dominion University. Major topics include (1) contributions to productivity and international competitiveness possible with advanced manufacturing processes like computer-aided design and computer-aided manufacturing, flexible manufacturing systems, robotics, and artificial intelligence, and (2) examination of the organizational and public policy factors that may facilitate and impede the implementation of advanced manufacturing processes. For further information contact **Donald D. Davis, Department of Psychology, Old Dominion University, Norfolk, Virginia 23508 (804 440-4227).**

New England Society of Applied Psychologists (NESAP), 1983-84 Program

NESAP is a society for psychologists and related professionals applying the behavioral and social sciences in business, industry, and other organizational settings. The 1983-84 program of monthly meetings will have speakers such as Manny Kay on managing attendance, Ed Schein on corporate culture, and Barry Oshrey on power in the management hierarchy. For more information on NESAP's programs or membership application contact **Dave Cirillo, President-NESAP, 106 Hancock St., Dorchester, Mass., 02125** or call **Lew Stern** at **617 549-2867**.

Kurt Lewin Conference May 2-5, 1983

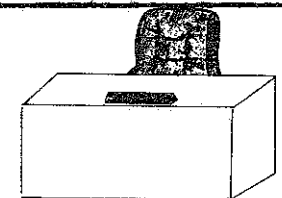
The Dept. of Psychoeducational Processes of Temple University will host the First International Kurt Lewin Conference. Lewinian contributions will be marked by contemporary presentations, seminars, clinics, and other practical applications in the areas of organization development, social psychology, training and education, family and group practice, and action research. For more information contact **Gene Stivers** on **215 787-6042**.

Organization Development Information Exchange May 15-18, 1984

The 14th annual Information Exchange on "What is Happening in Organization Development" will be held on the Lake Geneva Campus of George Williams College in Williams Bay, Wisconsin. Those wishing to make a presentation should mail title, brief subject description, and biographical information by November 30 to **The O.D. Institute, 11234 Walnut Ridge Road, Chesterland, Ohio 44026**.

Positions Available

Ed Adams



1) Research Associate. Center for Creative Leadership. Opportunity to develop a broad array of research and application skills while beginning a career

in a setting that combines academic and business values. Applicants must have a Ph.D. in I/O Psychology, Organizational Behavior, or related; a strong quantitative background (but comfort with qualitative methods); and background in one or more content areas directly related to research on managers and executives. CCL offers excellent research facilities. Starting salary is negotiable. Available immediately. Send resume to: **Dr. Morgan W. McCall, Jr., Director of Research, Center for Creative Leadership, P.O. Box P-1, Greensboro, NC 27402.** CCL is an Affirmative Action/Equal Opportunity Employer.

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) Industrial/Organizational Psychologist. Old Dominion University invites applicants for a tenure track Assistant Professor position in I/O Psychology beginning August 1984; background in the specialty area of Personnel and Training Psychology is particularly desired. Responsibilities will include teaching and research in a 26-member department which offers the Ph.D. (I/O), Psy.D. (Clinical), and M.S. (General) degrees. The selected individual will also be expected to direct student research and participate in the continuing development of the Department's Ph.D. Program. Six faculty members currently provide specializations in Personnel and Training, Organization and Management, and Engineering Psychology. The program emphasizes the development of methodological and problem-solving skills for doing applied and basic research in I/O Psychology. Salary is competitive, and a variety of consulting opportunities are available. Send vita and three references to: **Dr. Ben B. Morgan, Jr., Chair, I/O Search Committee, Department of Psychology, Old Dominion University, Norfolk, Virginia 23508. Submissions requested by 31 December 1983.** Affirmative Action, Equal Opportunity Employer. Minority applications are encouraged.

4) Associate Professor with Tenure. The Department of Psychology at Southern Methodist University anticipates an opening for an Industrial/Organizational Psychologist. Applicants should have already attained the rank of Associate Professor, have a productive record of published research, and be willing to assume a leadership role in an emerging Industrial/Organizational Program. The University and the Dallas community offer unique opportunities for such an individual. Interested parties should send a vita and copies of their publications, and arrange for three letters of recommendation to be sent to: **I/O Search Committee, Department of Psychology, Southern Methodist**

University, Dallas, Texas 75275. S.M.U. is an Equal Opportunity/Affirmative Action/Title IX Employer. Minority applicants are encouraged to apply.

5) Assistant Professor of Industrial/Organizational Psychology. The University of Akron. One or two tenure track positions, beginning September 1984, depending on funding, with heavy emphasis on graduate teaching and research productivity. Interests in training, information processing, group or organizational processes, quantitative methods, and measurement/psychometric areas will be given preference, but highly qualified applicants in other areas of I/O will also be considered. The successful applicant will join an established I/O program and will be expected to develop her or his own research program. Starting salary is competitive, benefits are excellent, and the research and teaching facilities are excellent. Send letter of application together with vita and three letters of recommendation to: **Robert G. Lord, Chairman, I/O Search Committee, Department of Psychology, The University of Akron, Akron, Ohio 44325 by November 15, 1983.** Applicants must complete all requirements for a Ph.D. in psychology by September 1984. The University of Akron is an Equal Opportunity/Affirmative Action Employer.

6) Research Scientist. A large national R&D firm has an immediate opening for an applied social scientist to head a research effort of national significance. A truly unique blend of talents and experience is required. The ideal candidate should have an advanced degree in social science, preferably a Ph.D., five years or more experience in or with the U.S. Army, and five years or more experience in industry dealing with problems of Group and Organizational Psychology and Man/Machine Systems. This individual will be communicating with professional psychologists and Army professionals, applying results of command control research to real world problems in a manner acceptable to users, and solving problems at the boundary between theory and practice. The position is located in the Midwest. Salary and benefits are commensurate with experience. Interested applicants should send their resume to: **Mr. M. E. Walker, Science Applications, Inc., 1710 Goodridge Drive, 8th Floor, McLean, VA 22102.** Equal Opportunity Employer.

7) Industrial/Organizational Psychologist. The Timken Company is seeking a highly qualified individual for Corporate Personnel. Responsibilities include: 1) Developing selection and assessment procedures and programs for employee placement, 2) Conducting analyses of testing needs for the selection and identification of salaried and hourly workers, 3) Conducting validity and reliability studies, 4) Consulting with company users on testing procedures, and 5) Conducting needs analyses to develop recommendations for upper management testing, succession planning and organizational development. Applicants should have a minimum of a master's degree in Industrial Psychology or equivalent, with emphasis in testing and measurement or statistical methods. At least three years experience in industrial testing and test development is recommended. Additional experience with micro and main frame computers for data analysis is preferred. Send vita or resume to: **The Timken Company; Salaried Employment Interviewer, 1835 Dueber Avenue, S.W., Canton, OH 44706.** Or call (216) 438-3944. The Timken Company is an Equal Opportunity Employer.

ADVERTISE IN TIP

The **Industrial-Organizational Psychologist** is the official newsletter of the Society for Industrial and Organizational Psychology, Inc., Division 14 of the American Psychological Association. **TIP** is distributed four times a year to the more than 2300 Society members. Membership includes academicians and professional-practitioners in the field. In addition, **TIP** is distributed to foreign affiliates, graduate students, leaders of the American Psychological Association, and individual and institutional subscribers. Current circulation is 3500 copies per issue.

Advertising may be purchased in **TIP** in units as large as two pages and as small as a half page spread. In addition, "**Position Available**" ads can be obtained at a charge of \$30.00 per position. For information or placement of ads, write to **Ed Adams, Business Manager, TIP, P.O. Box 292, Middlebush, NJ 08873.**

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