

THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST

TIP

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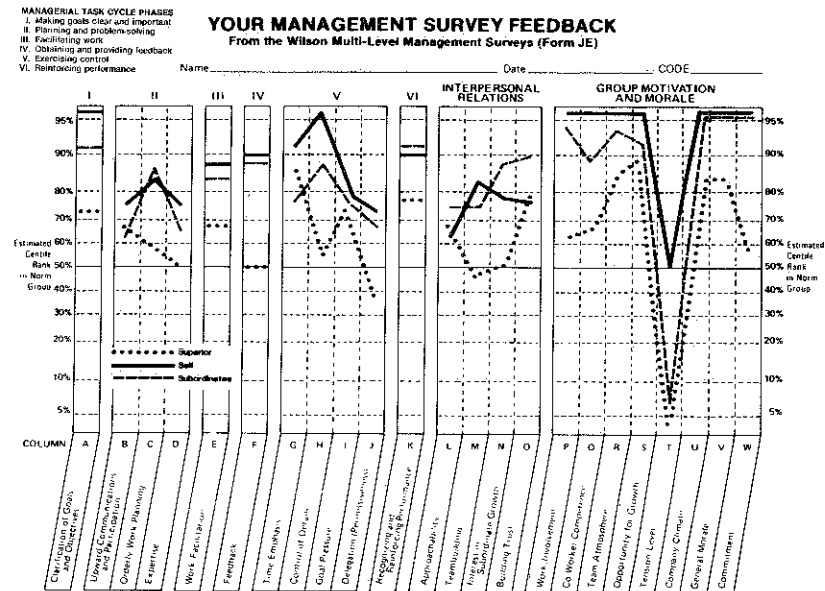
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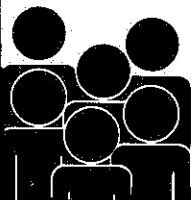
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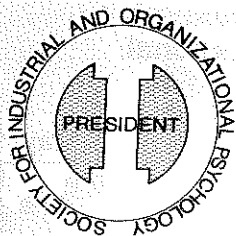
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President's Message

Benjamin Schneider

March, 1985

I wrote in the February issue about the various kinds of actions each Society member can take to be sure that we, not the people outside the Society, control our future. This time I want to tell you about some actions your Executive Committee has taken to help shape our future.

First, the Long-range Planning Committee (LRP) encouraged me to host a meeting of APA Council Representatives from other Divisions to discuss the future of APA. As you know, our LRP is really the three members-at-large (Shelly Zedeck, Neal Schmitt, Joel Moses) and the president-elect (Irv Goldstein). LRP is charged with looking into the future and it has been a major force over the years in insuring that the status quo will never be acceptable to the Society. They pushed the Innovations in Methodology Conference, Incorporation, the Frontiers Series and, now, they focus on APA's future.

Aware that a new *Task Force on APA's Structure* was going to begin its meetings shortly after the first of the year, LRP wanted us to be able to influence some of their thinking. They reasoned that we could do this best by collaborating with kindred divisions and suggested the idea of contacting the presidents of twelve divisions to have them urge their council representatives to attend a meeting hosted by us. The best time for such a meeting was just prior to the full Council's meeting in Washington. The meeting of kindred division Council representatives was held on January 31 with nine divisions represented (and two others interested but unable to attend). The three-hour discussion resulted in agreement on a number of issues.

1. The current APA dues structure is inequitable. It was noted that members of APA who are not of the Health-Care Provider (HCP) persuasion feel a large portion of the dues goes to support professional issues of little benefit to them.
2. HCPs and State Boards have too much influence on the content of graduate psychology programs. It was noted here that non-HCP areas need to have autonomy and flexibility to help the science (and practice) make progress.
3. APA's Central Office was seen as being primarily an advocate for

professional psychology and, only secondarily, an advocate for science and the science-practitioner.

Based on these areas of agreement, it was agreed that the minutes of the meeting should be sent to APA's *Task Force*. In addition, it was agreed that the *Task Force* should be urged to consider the following criteria in any proposals for restructuring that they make:

1. Any new structure should bound the level of influence HCPs have on the science and non-HCP science/practice.
2. APA Central Office should operate on the basis of pay for services. That is, use of Central Office by Divisions, Federations, Areas (or whatever) should determine Central Office size and behavior.
3. In keeping with 2, above, dues should reflect the use of services.
4. The new structure should be clear about *what* APA advocates and for *whom* it is being an advocate.

Second, in addition to this meeting with Council representatives from kindred divisions, I have also been in correspondence and met with the presidents of some other divisions and members of APA's Central Office staff. These contacts have led me to three conclusions:

1. The Society is not alone in some of its frustrations with APA policies and practices. Other divisions, too, have trouble keeping track of the enormous volume of mail emanating from APA, especially from the Board of Professional Affairs. I see some hope even in APA for redress on some of this sense of frustration.
2. Now is not a good time at all for Society members to quit APA. Society members have to stick with us so that we have the support to fight for our future. *Only if we have members who deliver their 10 votes to us so we can elect at least five Council representatives can we be a force in APA.* Every member who abandons ship now hurts our ability to influence our future.
3. Some of the most exciting science and science-practice in psychology is being done by Society members. In my meeting with persons from other divisions and APA staff, I am impressed by their respect for us and what we do, not just as a political entity but because of what they know we contribute to the public and its image of psychology. This is particularly true within APA itself where our work is used very frequently to exemplify psychology's contribution to the economy and the general quality of life. Indeed, at the Executive Committee Meeting on February 8-9, about an hour and a half were devoted to just brainstorming about some of the "cutting edge" issues in I/O science and practice. Do you have a favorite "cutting edge" issue? Send it to me; I'm starting a collection!

So, we are a Society of people who are viewed by others with considerable respect. That, and your continuing support for your Executive Committee, can help us push for the future we think is the right one for APA.

Third, your Executive Committee has been remarkably productive already this year. Just to note a few highlights:

1. The new **TIP**: Paul Muchinsky and his Board have done a wonderful job continuing and extending a tradition of fine **TIP** editors. If you have suggestions, opinions, or what have you about **TIP**, get in touch with Paul; he'd love to hear from you.
2. Fellowship: Tim Hall and his Committee generated so many new Fellow nominations it took the Executive Committee almost three hours to review them. I'm sure you will be pleased in August with our new Fellows.
3. Midyear Conference: Stan Silverman is beginning to take over the reins of leadership now that Irv Goldstein is beginning to loaf into presidency of the Society. The Conference Committee met in Chicago to begin program planning (April 9-10, 1986, Chicago Marriott). Stan reports that Atlanta is on for 1987 at the Hyatt.
4. Continuing Education and Workshop: Dick Ritchie and his gang present their exciting menu in this issue of **TIP**.
5. Professional Affairs: Manny London and his crew have had more affairs to handle than you could shake an APA at—and they've done a superb job of putting forth the Society's views.
6. Education and Training: Gene Stone and his educators have been working on a number of projects, including the role of consulting in graduate training and an update of the Guide to I/O and O.B. Ph.D. programs. If you have thoughts/information/suggestions about the role of consulting, or other items in his report, why not correspond with Gene?

Thinking about Committees reminds me of the tremendous efforts required to keep a volunteer organization going. In this regard, two of our most valued and valuable colleagues attended the last Council meeting of their present term on Council. These two inimitable people, Bob Guion and Mary Tenopyr, have both served the Society so well, so consistently, and so honestly they deserve our thanks and admiration. Bob and Mary have helped the Society grow from a few to many, from weakness to strength, from a position of followership to a position of leadership, and from naiveté in the ways of APA to cognizence (although, as they would caution, we still have a lot to learn). Let's have a round of applause for these folks!

Finally, one last note. I have been pleased to receive some letters from Society members that contain various questions, usually about APA

practices and policies. The two most frequent inquiries concern (1) "Why can't I just belong to the Society and drop my APA membership?" and (2) "Why does professional liability insurance purchased through APA cost so much when it's the Health-Care Providers who have all the law suits?" The first issue, leaving APA, I addressed below: for the Society to have a voice *in* APA we must retain "the numbers." This means we need Society members giving us their 10 votes on the Apportionment Ballot so we can retain our influence; now is no time to abandon ship just when the new Task Force on Structure may get us headed in better directions.

On the second issue, cost of professional liability insurance, I have corresponded with the APA Insurance Trust. They inform me that they are beginning to track claims experience based on type of practice so that a judgment about the validity of risk-rating premiums can be made "in the future."

Two points should be made here. First, please do use this office as an opportunity to obtain information, make complaints, or suggestions, and so on. Second, when complaining about APA to me, *send the relevant office at APA a copy of the letter!* They should be aware of how the Society's membership feels straight from the horse's mouth. Keep those cards and letters coming.

TIP-BITS

Paul M. Muchinsky

Janet Sniezek is on leave from Ithaca College for spring semester, 1985. She will be a visiting assistant professor in the Graduate School of Management at Cornell University. **Martin Evans** is on sabbatical at George Mason University, and **Henry Tosi** is on sabbatical at the University of Milan, Italy.

Many job changes to report. **Bob Keller** is leaving the University of Houston to join the faculty at Louisiana State University. **Michael Mumford** is leaving the Advanced Research Resources Organization in Bethesda to join the School of Psychology faculty at Georgia Tech. **Frank Schmidt** is joining the faculty at the University of Iowa in late August. He will hold the Ralph L. Sheets professorship in the Department of Human Resources and Industrial Relations in the College of

Business Administration. However, after Frank's move we will still be able to count the number of I/O psychologists in the state of Iowa on one hand. **Carol Schreiber** is now the director of operations for Corporate Health Strategies in New Haven, Connecticut. **Harold Johnson** has left RHR to be manager of Management Development at Pepsico. **Jim Sharf** has joined the Office of Personnel Management in Washington, D.C. **Milt Hakel** is leaving Ohio State and joining the Department of Psychology at the University of Houston this fall.

Marilyn Machlowitz has written a book, *Whiz Kids Success at an Early Age*, and is also serving on the APA Committee on Public Information. She welcomes comments from Division 14 members on how APA should relate to the public. **Jimmy Mitchell** has retired from the U.S. Air Force after 27 years of service, and has joined the Human Factors Department of McDonnell Douglas Astronautics Company in St. Louis. **Clyde Lindley** and **Thelma Hunt** served as guest editors of a special issue of *Public Personnel Management* (1984, 13, No. 4) entitled "Assessment Techniques and Challenges." **Richard Byrd** was recently chosen the recipient of an award by the local chapter of ASTD as the OD Professional of the Year. **Adela Oliver** has launched her own consulting firm, Oliver Human Resource Consultants, Inc., with a staff of seven. Adela was cited in the *New York Times* business section, as were **Gary Kaufman** of J. C. Penney Company and **Steve Temlock**, president of Organizational Consultants, Inc., both in separate articles. And we think getting cited in *TIP* is a big deal! **Bob Dugan** of the University of New Haven was awarded a Mellon/Yale Visiting Faculty Fellowship for 1985-86. He will spend part of the time at Yale University in the School of Organization and Management. Bob leads an active life as he is coordinator of the Masters Program at UNH and maintains a consulting practice. He also reports that **Gordon Simerson** has joined the I/O faculty at UNH. **Peter Weissenberg** has become a member of the Board of Directors and the executive vice president of Telemarc, Inc. of Reston, Virginia. It is a consulting firm specializing in the development and application of organizational information systems and in human resource and organizational behavior consulting. He will hold this position in addition to his regular duties as Dean of the Business Faculty at the Camden (NJ) campus of Rutgers.

Are you a newshound, or would you like to be one? Of course you would! I'm looking for people to submit *Tip*bitable news about Division 14 members, sort of "I/O stringers" for *TIP*. I call these people my *Tipsters*. While there is no membership badge or signet ring, you do get my unswerving appreciation and your name in *TIP*. My *Tipsters* for this issue were **David Herold**, **Mark Mishkin**, and **Dee Soder**. Thanks for adding to *TIP-BITS*!

Operational Development of Computerized Adaptive Testing

Ted Rosen

Editor's Note: The author wishes to express thanks to Steve Sellman, director for Accession Policy, Office of the Secretary of Defense, and Martin Wiskoff, officer-in-charge, CAT-ASVAB Project, for their input to this paper.

Computerized Adaptive Testing (CAT) or "tailored testing" is a product of our high technology society. The concept of adaptive testing goes back to the mid-1950's. Adapted testing, however, only became operationally feasible after major developments and advances in computer technology and psychometrics. The purpose of this paper is to introduce CAT to professionals in personnel selection, psychometrics, and applied settings who will be involved in CAT systems in the not so distant future. Many of you may not now perceive what your involvement will be, but it is coming! There is a *brief* history with references to Item Response Theory which is the underlying model for the CAT system described in this paper. Also, this paper presents the major developments to date, of one of the first major large scale implementations of an operational CAT system, the Department of Defense CAT System for the enlistment and job classification of incoming personnel. A list of additional references are included to provide other resources for the interested reader for psychometric issues, system issues, and project development activities.

What is a CAT System?

CAT is a system for administering tests. It differs from conventional test administration in two major respects:

1. CAT is an automated test administration system using a computer.
2. CAT contains adaptive, tailored sequencing of test questions, in lieu of the lock-step sequencing of questions normally found in printed paper-and-pencil tests.

In a CAT system, test items appear on the video display screen of the computer terminal, and the examinee answers the item using an electronic keypad, light pen or some other response unit. Each test item presented is prompted by the response to the previous question. The test is sequentially scored via computer software. Although regular computer

terminals could be used, a CAT system benefits from specially designed terminals. For example, pictures and drawings are often used in test questions. These require special graphics display capabilities. In addition, we cannot rely on examinees having a familiarity with a computer terminal and/or a typewriter style keyboard; therefore, the design must consider this lack of familiarity.

Adaptive, tailored testing presents a more efficient model for aptitude measurement than paper-and-pencil tests. It selects items by using a binary search routine during the test "in such a way as to attempt to maximize the information obtained for each examinee" (Weiss and McBride, 1984, p. 273). All examinees taking a conventional paper and pencil test answer the same questions. Usually, test questions are presented in the format of easier questions first, gradually progressing to the more difficult items. This sequencing and answering of all questions is, however, very inefficient, because there is little useful information gained by asking the most capable examinees easy questions or by asking the least capable examinees the most difficult questions. It is most efficient to ask examinees questions which reflect their ability levels in terms of question difficulty. This is precisely what a CAT system does.

The Adaptive/Tailored Process of a CAT System

The major goal of adaptive/tailored testing is to obtain equally precise estimates of ability for all examinees. To accomplish this goal, the process follows a procedure that is constant for all examinees. The process is essentially a binary search procedure that continuously refines the estimate of the examinee's ability.

The adaptive/tailored process of a CAT system is a series of successive approximations of an examinee's ability. The first question given to the examinee is of medium level difficulty. If the answer given is correct, the next item selected from the item bank of pre-calibrated items will be at a higher level of difficulty. If the answer given is wrong, an easier item will be selected by the computer. This process continues until the error of the ability estimate reaches a pre-specified criterion, or another "stopping rule" is invoked. The criterion can be either when a specified number of items have been administered, or when the standard error of ability estimate has dropped below a pre-specified level. Since the error of ability estimate criterion requires a variable number of items for different examinees, it has been suggested the additional experimental items be added to all individuals so that all examinees receive an equal number of items. These additional items can be new items undergoing calibration for later operational use. This capability is one of the benefits of a CAT system and is discussed below.

Benefits of a CAT System

A CAT system has many psychometric and administrative benefits over paper-and-pencil tests due to the flexibility provided by the use of a computer system. Primary benefits of CAT over traditional testing include:

- **Measurement Precision**—Aptitude test scores have been found to be most precise only at mid-range ability levels of examinees. There is always some error of measurement. Because a CAT system matches estimates of item difficulty levels to the examinee's demonstrated ability level, the error of measurement will be reduced for those examinees whose ability levels are at or near the extremes of the ability scales. These improvements have been demonstrated through research and development activities.
 - **Test Scoring Accuracy**—Paper-and-pencil tests often have many manual operations associated with their administration (scoring, transferring scores to forms, manual timing of speeded test, etc.). These operations often result in non-test related errors. Such operations lead to incorrect estimates of examinee's abilities. A CAT system with the administration of tests standardized and programmed on a computer system can virtually eliminate this class of problems.
 - **Efficiency/Economy**—As a result of adaptive sequencing of test items, a CAT replacement test can significantly reduce the length of a paper-and-pencil test without loss of validity. McBride (1982) estimated that the length of ASVAB subtests could be reduced by 50% or more using the CAT system while still maintaining validity. Urry (1983) reported that tailored testing required 80% fewer items to achieve a matched reliability with conventional paper-and-pencil tests. This has the potential for large administrative dollar savings on large examinee populations.
- Other potential cost savings which result from a CAT system and which could offset development costs of a CAT system include:
- Examinee burden costs (time)
 - Publishing costs (printing, distribution, security)
 - Development of new forms (versus on-line, continuous item calibration)
- **Revision/New Test Development**—Rather than large scale test development activities, a CAT test can pretest several items every time an operational test is administered in a way that is completely transparent to the examinee. This enables the user to continuously develop new items and update the operational test without interference with the examinees or the normal test administration procedures.

- **Security**—By eliminating printed materials, by using unpredictable sequences of items, by randomly drawing items from a given item difficulty level and by constantly updating and revising item banks, a CAT system significantly reduces the major causes of test security problems. The increased security of the test items and answer keys translates into cost savings for the user, especially a large user.

Item Response Theory

The CAT system psychometrics are based on Item Response Theory (IRT), which is one of several models of Latent Trait Theory.

Item Response Theory (IRT) is the most significant development in psychometrics in many years. It is, perhaps, to psychometrics what Einstein's relativity theory is to physics. I do not doubt that during the next decade it will sweep the field of psychometrics. It has been said that IRT allows one to answer any question about an item (test question), a test, or an examinee, that one is entitled to ask. Although this statement is somewhat circular, it will give you an idea of the terrific power of IRT and of the mathematical estimation methods involved. (Warm, 1978, p. 11)

Warm's statement was made following a careful study of IRT in preparation for the writing of "A Primer of Item Response Theory." Over six years later, the "Primer" is still well accepted and used as a basic text for learning IRT. Warm traced the origin of latent trait theory to Ferguson (1942) and Lawley (1943). Other early researchers in IRT related areas include Brogden (1946), Carroll (1950), and Cronbach and Warrington (1952).

In 1952, Frederic Lord's Ph.D. dissertation was published in which IRT was presented as a theory in its own right. Lord (1952) originally called it "Item Characteristic Curve Theory." From that time, Lord has been considered the founder and father of IRT. In 1955, however, Lord stopped work on IRT because of an apparent intractable problem with one of its basic assumptions. In 1960, Rasch (1960) published a one-parameter sample-free model of IRT which rekindled interest and much work on it during the sixties. Lord reported a study in 1965 that contained a sample size of over 100,000. That study (Lord, 1965) showed that the "problem" Lord encountered earlier was a non-problem and that IRT was appropriate for applied multiple-choice tests. Lord resumed work on IRT following that study.

Allan Birnbaum, in Lord and Novick (1968), worked out the mathematical details of two IRT models, and two- and three-parameter normal ogive and logistical models. In his dissertation, Vern Urry (1971) compared the one-, two- and three-parameter models. He concluded that the three-parameter model best described the real world for multiple choice tests. Since Urry's dissertation, much work has been done on all three models; however, the three-parameter model is receiving most of the

attention and is the prescribed model because it best describes reality (see Urry, 1983).

In June, 1975, the Office of Naval Research and the U.S. Civil Service Commission (now the U.S. Office of Personnel Management) (OPM) co-sponsored the first major conference on computer adaptive testing. The Civil Service Commission published the *Proceedings of the First Conference on Computerized Adaptive Testing* (1975), and adopted a particular application of IRT as official policy.

In 1977, Frederic Lord changed the name of his latent trait model to "Item Response Theory."

The Department of Defense (DOD) CAT-ASVAB Project

CAT is being explored by DOD as a feasible alternative to paper-and-pencil testing. The objective of this CAT-ASVAB Project is to develop and deploy an operational system, with support elements, which will adaptively administer the Armed Services Vocational Aptitude Battery (ASVAB). At present, all four Military Services use the ASVAB: (1) to evaluate potential enlisted personnel, and (2) to make decisions regarding selection and placement of applicants to military service. The ASVAB is administered through two major testing programs, the operational testing of applicants for enlistment and the testing of high school students in the DOD Student Testing Program.

The operational ASVAB testing program tests approximately one million applicants per year. This program is carried out in the 69 Military Entrance Processing Stations (MEPS) and their associated Mobile Examining Team (MET) sites.

The high school testing program also tests approximately one million students per year in over 13,000 schools. The test results are available to school counselors and students for vocational counseling/guidance purposes, while the Services use the results for recruiting purposes.

Background of the CAT Project

Early psychometric development and basic research for a CAT system was sponsored by the Office of Naval Research (ONR) and the Army Personnel Research Office (now the Army Research Institute for the Behavioral and Social Sciences [ARI]). In the early 1970's, the Navy Personnel and Training Research Laboratory (now the Navy Personnel Research and Development Center [NPRDC]) experimented with CAT. During the same period, ARI developed prototype equipment for CAT administration.

In 1977, the U.S. Marine Corps, recognizing shortcomings of a paper-and-pencil ASVAB (see the discussion of benefits of a CAT system), requested and sponsored NPRDC in conducting exploratory research into

a CAT system for enlisted personnel selection. Since the results of that research were promising, the Marine Corps project sponsor requested the Deputy Assistant Secretary of the Navy for Manpower to consider evaluation of CAT for operational use.

In January 1979, the Office of the Secretary of Defense established a joint-service project for the development and further evaluation of the feasibility of implementing a CAT system, and the implementation of such a system if its feasibility was demonstrated. The Navy personnel Research and Development Center is the management office for the joint-service CAT-ASVAB project.

Terminus

Although this paper is ending, CAT hardware, IRT and its associated psychometrics, and the DOD CAT-ASVAB Project are still undergoing research and development and will continue to do so for an extended period of time. The purpose of this paper is to introduce computer adaptive testing to the professionals most likely to be involved in such systems in the near future.

The advantages of such a system cannot be over-emphasized. Some of the large test publishers have already become involved in adaptive/tailored testing. Although different theoretical models are involved because of various requirements and situations, the processes are similar. The DOD CAT-ASVAB Project was specifically mentioned since it is the first major research and development effort in the adaptive/tailored testing area. (Also, this author is working on the project.) The DOD project could serve as a model for the organizational activities and concerns which must be addressed while developing such a system. It is expected that reports and technical papers on the DOD CAT-ASVAB system will be available in the future.

It is hoped that those readers whose interests have been stimulated by this paper will follow up their interests via reference to the text bibliography and additional reference list, contact with the new CAT-ASVAB Project Management Office at the Naval Personnel Research and Development Center, and/or contact with the author for more information.

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Department of Humor

I/O Psychology Trivial Pursuits

Paul M. Muchinsky

Well, folks, you just knew it would happen. The countless letters, phone calls, unsolicited conversations, and non-verbal communications I have received asking—no, demanding—that I do this has just been overwhelming. As our society escalates its insatiable appetite for trivia, it was only a matter of time until someone came up with I/O trivia. You've seen trivia questions aimed at sports, entertainment, and newsmakers, right? Those are just child's play. You are about to have your gray matter painstakingly probed for knowledge about that which is common to all TIP readers, I/O psychology. I have come up with 40 of the most minuscule, picayune, and (I hesitate to use the word) trivial questions about our profession. Furthermore, they are presented in categories, just like those other trivia games. You may not know anything about one category, but then you may know even less about another. It is a supreme test of attention to detail.

While the demand for this exercise has been intense, I know there are some of you out there who are saying, "And just who are you, Paul Muchinsky, to write trivia questions covering an entire discipline? What gives *you* the right to ask these questions?" I will tell you. For many years people have been telling me my research is of trivial importance. Since I do research in I/O psychology, and it is judged trivial, I am therefore an expert in I/O trivia. Any other questions, class?

Here are the rules. This is an untimed exercise, but under no conditions are you permitted to confer with anyone else, and you must absolutely not refer to any external source to "look up" any answer. You are to write your answers on a separate sheet of paper. After attempting the last question, put your pen down. The answers to these questions appear on page 20. Give yourself one point for each correct answer. If your answer is just "sort of right" or "close," it is wrong. There is also no partial credit.

Okay then, are you ready? Begin!

Questions

Who

1. To whom is the *I/O Handbook* dedicated?
2. Who was Hugo Münsterberg's major professor?

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3. Who created the concept of "synthetic validity"?
4. Who wrote "Portnoy's Complaint"? Who wrote "Port Noise Complaint"?
5. Who said, "If we are measuring the wrong thing it will not help us to measure it better"?
6. Who was awarded the first Ph.D. in industrial psychology?
7. Who founded the Bureau of Salesmanship Research?
8. Who was the first person to write a book entitled "Industrial Psychology"?
9. Who founded The Psychological Corporation?
10. Who were the three most previous editors of **TIP**?

What

11. Division 14 evolved from what organization?
12. What is a "Therblig"?
13. What is an "Ulstrith"?
14. What is an "Addend"?
15. What university was the first to grant a Ph.D. in industrial psychology?
16. In what city were the Hawthorne Studies conducted?
17. In what company were the Hawthorne Studies conducted?
18. In what city was the Hoppock job satisfaction study conducted?
19. What was the length (in pages) of the first version of the EEOC Guidelines that were published in the Federal Register?
20. What is the length (in chapters) of the *I/O Handbook*?

Which

21. Which U.S. president was in office when Ted Kunin first became book review editor for *Personnel Psychology*?
22. VIE stood for which feature section of *Personnel Psychology*?
23. NDIE stood for which feature section of *Personnel Psychology*?
24. Throughout the history of the *Journal of Applied Psychology* each year's issues were given the same volume number, except one year, in which *two* volume numbers were assigned. Which year?
25. Which person was the first senior editor of the *Journal of Applied Psychology*?
26. *Personnel Journal* was originally published under which title?

When

27. When was the *Journal of Applied Psychology* first published?
28. When did the *Journal of Applied Psychology* switch from being a bi-monthly to a quarterly publication?

29. When did the Division of Industrial Psychology become the Division of Industrial-Organizational Psychology?
30. When was the first edition of Tiffin's book, *Industrial Psychology*, published?
31. When was Münsterberg's book, *Psychology and Industrial Efficiency*, published?
32. When was the last book review published in the *Journal of Applied Psychology*?
33. When did Division 14 incorporate and become officially "The Society for Industrial-Organizational Psychology"?

Weird

34. How many U.S. presidents have held a Ph.D. in I/O psychology?
35. Who played "King Criterion" in the MGM film adaptation of my book, *Psychology Applied to Work*?
36. True or False. The original lyrics to the theme song to *Snow White and Seven Dwarfs* were "I/O, I/O, it's off to work we go."
37. What is the difference between organizational psychology and organizational behavior?
38. Which former president of Division 14 has a last name that sounds like a motorcycle being started?
39. Ring around the collar, static cling, dirt backwash, and shrinkage are four common laundry problems; however, only one of them applies to I/O psychology. Which one?
40. Which state, because of the way it is spelled and pronounced, is looked upon as the spiritual center of I/O psychology?

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.

Answers

1. Edwin Ghiselli
2. Wilhelm Wundt
3. C. H. Lawshe
4. Philip Roth (Random House, 1969). Fred and Judith Fiedler (*JAP*, 1975).
5. Robert Wherry, Sr.
6. Bruce V. Moore
7. Walter Bingham
8. Morris Viteles
9. James Cattell
10. Ann Howard, Sheldon Zedeck, Michael Kavanagh
11. American Association of Applied Psychology
12. An element of job motion developed by Frank and Lillian Gilbreth ("Therblig" is "Gilbreth" spelled backwards, almost).
13. A creation of Herbert A. Toops, it is a subgroup of people possessing a common pattern of characteristics (for example, black males under the age of 30).
14. Another creation of Toops, they are numbers which when added yield a code number uniquely identifying the individual to which a given person belongs.
15. Carnegie Institute of Technology
16. Cicero, Illinois
17. Western Electric
18. New Hope, Pennsylvania
19. 4 (but the print was small)
20. 37
21. Eisenhower
22. Validity Information Exchange (no, not Valence Instrumentality Expectancy)
23. Normative Data Information Exchange
24. 1973
25. G. Stanley Hall
26. *Journal of Personnel Research*
27. 1917
28. 1983
29. 1970
30. 1942
31. 1913
32. 1955
33. 1982
34. None

35. No one. I refused to sell MGM the film rights to my book.
36. False
37. If you are studying them, nothing. If you are teaching them, about \$10,000 per year.
38. Vroom
39. Shrinkage (as after cross-validation your multiple R shrinks from a 44 regular to a 38 short).
40. I/O WA (I'm sorry about this one).

How did you do? I bet you're feeling pretty low about now. You're not quite the walking authority on I/O you thought you were, are you? I bet you wowed 'em on the whats but were were woeful on the whens. Alright, now get up and close the door to your office, and in the privacy of your own quarters you are about to learn the meaning of your trivia score. A very modest validity study was undertaken, relating I/O trivia scores to major life events. Actually, it was more of a case study than a validity study, but then who else could I get to do this? Just look up your trivia score in the following Score Interpretation Chart (SIC), and you need never divulge to anyone how you did.

Score Interpretation Chart

If the number of
correct answers
is between

then

0-8

You are a well-adjusted normal person. You have your priorities in order. You don't clog your mind with irrelevant minutia. You see the "big picture." You are executive material.

9-16

Your head is basically screwed on straight, but you occasionally flit into zones of pathology. It bothers you that some telephones have two 0's, one for the number 6 and one for dialing the operator. You are often driven to distraction and you enjoy it.

17-24

You are betwixt and between. You can't decide if you should wear your sanity on your sleeve or "go public" with your obsession. When you play golf with Dr. Jekyll you go out as a foursome. You are convinced there is a pattern to random numbers. You often write to Rod Serling. He answers you.

25-32

You are disoriented and demented, but some people compliment you on being so. You have been known to count the number of tiny time pills in a Contact cold capsule. You study for blood tests. You think Babe Ruth was an infant girl.

33-40

You are a miserable wretch of a human being. You once tried to buy a CD at a sperm bank. You want to marry the Hunchback of Notre Dame, but are fearful of being labeled a social climber. Your local crisis prevention center got an unlisted phone number after you moved into town. You are **TIP** editor material.

EDITOR SUFFERS MASSIVE SHRINKAGE!

SHRINKAGE!

A sensational headline for a sensational story. Can anybody in **TIP** land top this? As part of a research study, I was trying to predict a Rube Goldbergized criterion of managerial promotability potential—the difference between a manager's current organizational level and the highest possible level to which the manager could be promoted. I used four biographical items as predictors. I had a large enough sample that I could perform a cross-validation. I divided the sample in half, ran a multiple regression analysis, and got a correlation of .92. I then used the weights from my developmental sample to predict the criterion in my hold-out sample, i.e., the traditional cross-validation paradigm. I knew I was shooting dice given that my criterion was a difference score and my predictors were biographical items, but as Skinner once said, "Let the data prevail." The correlation in my hold-out sample was -.34, a shrinkage of 1.26, which I thought was quite large. The more I thought about it, the more convinced I became that this was an all-time shrinkage record. Hear my plea: can any **TIP** reader recall anyone, at any time, getting more shrinkage than this? I will award a small trophy (actually a large trophy that I had shrunk) to the person reporting the greatest shrinkage. Quite frankly, I don't think the trophy will ever leave my office. Anonymous entries will not be considered. However, I can withhold your name from publication upon request. Send your shrinkage to the Editor of **TIP**.

The 33rd Annual

INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY WORKSHOPS*

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

Thursday, August 22, 1985

Los Angeles, CA

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*Society for Industrial & Organizational Psychology, Inc. is approved by the American Psychological Association to offer continuing education for psychologists. APA approval is limited to organizations and does not necessarily imply endorsement of individual offerings. This workshop is offered for seven (7) hours of continuing education credit.

WORKSHOP SCHEDULE

Thursday, August 22, 1985

Los Angeles, CA

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

- Section I **DEVELOPING CONTENT ORIENTED SELECTION PROCEDURES**
 Robert Guion and David Jones
- Section II **EEO IN THE COURTROOM**
 Donna L. Harper and James A. Breagh
- Section III **TACKLING ILL-DEFINED QUESTIONS WITH QUALITATIVE METHODS**
 Morgan W. McCall, Jr., Michael M. Lombardo and Randall P. White
- Section IV **BUILDING SUPPORT FOR ORGANIZATION SURVEYS**
 Richard A. Dunnington and Larry D. Eldridge
- Section V **HARNESSING THE BLACK BOX: SKILLS FOR PSYCHOLOGISTS IN IMPACTING ORGANIZATIONS**
 John R. Hinrichs and John R. Fulkerson
- Section VI **MICROCOMPUTER APPLICATIONS IN I/O PSYCHOLOGY**
 Raymond H. Johnson and C. David Vale
- Section VII **PROGRAM EVALUATION THAT MAKES A DIFFERENCE**
 Michael Quinn Patton
- Section VIII **QUALITATIVE EVALUATION METHODS: BEYOND THE NUMBERS GAME**
 Michael Quinn Patton
- Section IX **PERFORMANCE MEASUREMENT AND APPRAISAL: SOME THEORETICAL CONSIDERATIONS AND THEIR IMPLICATIONS FOR PRACTICE**
 Walter C. Borman and Jeffrey S. Kane
- Section X **INTERGROUP THEORY AND HISTORICAL PROCESSES: IMPLICATIONS FOR RESEARCH DESIGN AND ORGANIZATION INTERVENTION**
 Clayton P. Alderfer and Jonathon H. Gillette
- Section XI* **APPLICATIONS OF ADVANCED TECHNOLOGY IN TRAINING**
 William E. Montague and Wallace H. Wulfeck

*Section XI is co-sponsored by Division 21—The Division of Applied Experimental and Engineering Psychologists.

SECTION I (Half Day) DEVELOPING CONTENT ORIENTED SELECTION PROCEDURES

Robert Guion
Bowling Green State University

David Jones
Personnel Designs, Inc.

The development of content oriented selection procedures is a topic of much attention among Human Resource professionals and those involved in litigation of employee selection procedures. The objective of this workshop will be to review general approaches and specific technical steps which can be used in developing selection procedures.

The workshop will use discussions and case examples to illustrate the steps which contribute to a content oriented selection procedure. Review of job analysis data requirements, item development and evaluation techniques, and program implementation and administration considerations will be supported with use of practical examples.

Participants should include those responsible for developing and administering selection programs, as well as those responsible for management decisions concerning the defensibility of their organization selection programs. Familiarity with the Uniform Guidelines on Employee Selection Procedures and major employment litigation will be helpful.

Robert Guion is professor emeritus, Bowling Green State University. He has written extensively in the area of personnel selection, in terms of practice, research, problems and fundamental aggravation with concepts and terminology. He also practices industrial psychology in the same way he writes about it.

David Jones is president of Personnel Decisions, Inc. He is a practicing industrial psychologist and has conducted many extensive validation research projects using the complete array of methods and techniques.

Coordinator: **Erich Prien**, Memphis State University

SECTION II (Half Day) EEO IN THE COURTROOM

Donna L. Harper
EEOC, Legal Department
St. Louis District Office

James A. Breagh
School of Business Administration
University of Missouri-St. Louis

This workshop will focus on two closely related EEO topics (i.e., recent court cases and the preparation of a court case). In covering court cases, primary attention will be given to topics (e.g., sexual harassment, termination-at-will, comparable worth, creative affirmative relief, racial quotas) of major concern to practitioners and researchers in the personnel/human resource management area. In discussing the preparation of a court case, major emphasis will be placed upon the differing points of view of a plaintiff's attorney, a defendant's attorney, and an expert witness.

The workshop leaders will review current litigation as it impacts the personnel function and as it indicates future trends. The leaders will then present information useful in the preparation for trial, hiring and preparing expert witness testimony, and actual courtroom testimony.

At the end of the session, actual courtroom testimony will be presented and a role play of cross-examination will be conducted. Ample time will be available for discussion of this role play.

Workshop participants should be familiar with the basic principles of personnel selection and evaluation and, more generally, with some of the fundamentals of EEO laws and Uniform Guideline requirements. Participants in the workshop are invited to bring with them questions about the preparation and conduct of such a litigation.

Dr. James A. Breugh received his Ph.D. in Industrial/Organizational Psychology from the Ohio State University. He is currently associate professor of management and of psychology at the University of Missouri-St. Louis. Professor Breugh has published several articles on the application of industrial/organizational psychology to personnel/human resource management problems. He has been involved as an expert witness and statistical consultant in a number of EEO court cases.

Ms. Donna L. Harper received her J.D. from St. Louis University in 1979. She is presently a senior trial attorney with the U.S. Equal Employment Opportunity Commission, St. Louis District Office. Since 1979, she has litigated cases under Title VII, the Age Discrimination in Employment Act, and the Equal Pay Act.

Coordinator: **Phillip J. Decker**, School of Business, University of Missouri-St. Louis.

SECTION III (Half Day)

TACKLING ILL-DEFINED QUESTIONS WITH QUALITATIVE METHODS

Morgan W. McCall, Jr.

Michael M. Lombardo

Randall P. White

Center for Creative Leadership

Being flexible in collecting data is one of the most difficult challenges faced by I/O psychologists. This workshop will focus on applying the lessons learned from two large scale studies. One involved the development of a simulation of managerial work. The other was a study of learning, growth, and change in executive careers. Both of these studies relied heavily on interviews which required elaborate qualitative procedures to make sense of data.

Content of the workshop will include:

1. Research in ambiguous areas—coming up with reasonable topics and making the most of messiness.
2. Who you ask—finding people who provide candor and insight.
3. What you ask—questions that work and some that don't.
4. Who does the asking—coordinating and ensuring the quality of interview teams.
5. Figuring out what was said—content analytic frameworks.
6. From qualitative to quantitative—making the transition from themes to numbers.

Those involved with interview studies, training needs analysis, job analysis and design of quantitative measures from qualitative data will find this workshop especially useful. Ample time for participant discussion on application of content to specific circumstances will be provided throughout the workshop.

Morgan W. McCall, Jr. is director of research and senior behavioral scientist at the Center for Creative Leadership. He was project manager during the early years of the Looking Glass simulation project and is currently program manager of the project on executive learning, growth, and change.

Michael M. Lombardo is behavioral scientist/project manager, Center for Creative Leadership. He is an author and headed the application of the Looking Glass simulation. In recent years, he has been a principal in a major study of executive learning, growth, and change.

Randall P. White, a research associate at the Center for Creative Leadership, was trained as a quantitative methodologist. Since joining the Research Division three years ago, he has been involved in the study of executive learning, growth, and change.

Coordinator: **Paul M. Connolly**, Management Decision Systems, Inc.

SECTION IV (Half Day)

BUILDING SUPPORT FOR ORGANIZATION SURVEYS

R. A. Dunnington
Research Consultant

L. D. Eldridge
Eastman Kodak Company

State-of-the-art employee surveys are sophisticated interventions using advanced technology to serve the needs of respondents, clients and organization units in many different ways. The variety of options and growing body of experience provide a solid base on which to build support for survey use. This workshop will review a variety of different survey applications and examine in depth two types of surveys organizations often used—the corporate sample survey and the operating unit census survey. It will provide an historical context, identify key elements of successful survey programs, examine requirements for effective utilization, and discuss the political aspects of survey use in organizations. Successful and unsuccessful applications will be reviewed, highlighting the pitfalls as well as the potential rewards.

Richard A. (Dick) Dunnington is a research consultant with The Mayflower Group, an association of corporations that regularly conduct employee surveys. During his 25-year career with IBM he was responsible for developing and guiding the use of surveys and personnel research in the corporation. He retired as manager of Strategic Personnel Research.

Larry D. Eldridge is currently an internal organizational behavior consultant with the Eastman Kodak Company. He designed and is responsible for a unique monthly corporate sampling survey and has conducted employee census surveys at Kodak locations throughout the world.

Coordinator: **Wayne R. McCullough**, International Business Machines

SECTION V (Half Day)

HARNESSING THE BLACK BOX: SKILLS FOR PSYCHOLOGISTS IN IMPACTING ORGANIZATIONS

John R. Hinrichs
Management Decision Systems, Inc.

John R. Fulkerson
Pepsi-Cola International

Having real influence and impact on organizational processes requires insights, competencies, and activities alien to many academically trained psychologists. This workshop explores this array of factors and how they can be incorporated into I/O psychologists' methods of operation to enhance their effectiveness. Case examples of successful and unsuccessful efforts to use the contents of the "black box" will be discussed.

The program will cover an external as well as an internal consultant's view of what makes programs work or fail. The perspective of the black box will be explored and a list of "do's" and "don'ts" developed. Proposal writing, project sell-in, and program management will be covered. A role play will be used to illustrate the issues.

The workshop is geared primarily toward the practitioner who must develop programs that solve human resource management issues. Participants are requested to bring a one-page summary of a program that worked/did not work.

John Hinrichs is president of MDS, an I/O consulting and training company in Darien, Connecticut. He has prior experience as an internal practitioner (IBM, Mobil, Exxon), an academic (Cornell), as well as a full-time external consultant and entrepreneur.

John Fulkerson is director of human resources of Pepsi-Cola International and is respon-

sible for managing programs in over 140 countries. He received his Ph.D. from Baylor University. He has worked in the government, consulting, and the private business sectors, as well as having been a line personnel executive.

Coordinator: **Susan Palmer**, Wells Fargo Bank

SECTION VI (Half Day) MICROCOMPUTER APPLICATIONS IN I/O PSYCHOLOGY

Raymond H. Johnson
Ford Motor Company

C. David Vale
Assessment Systems Corporation

Microcomputer technology offers tremendous potential for improving the quality, quantity, and efficiency of work done by I/O psychologists. The goal of this workshop is to familiarize participants with the capabilities of microcomputers for I/O applications, using both off-the-shelf and custom-developed programs.

This workshop will describe the capabilities of microcomputers, available software, and explore the process for developing custom software for new applications. Successful applications of microcomputers to I/O problems will be described (e.g. survey research, testing, project management, performance appraisal, etc.). Problems and applications obtained from participants will also be discussed as time permits.

After attending the workshop, participants should be able to make informed assessments regarding:

- Feasibility of using a microcomputer for an application,
- Effort required to implement the application,
- Who to approach for assistance, and
- Success of similar applications in the I/O field.

Because the presentation format will be lecture, demonstration, and discussion, participant proficiency in the use of microcomputers is not necessary. However, this is not an introduction to computers, and participants should have had previous experience entering data or running programs (e.g., SPSS) on a computer.

Raymond H. Johnson is a senior consultant at Ford Motor Company where he provides corporate direction and consulting to Ford's employee involvement efforts, and manages its world-wide employee opinion survey program. As a practitioner interested in making the work of an I/O psychologist easier and better, he pioneered microcomputer applications among I/O professionals at Ford. He received his Ph.D. in I/O psychology from Michigan State University in 1973.

C. David Vale is president of Assessment Systems Corporation, a firm specializing in the application of computer technology to personnel selection and placement. He received his Ph.D. in psychometric methods from the University of Minnesota. His current research and development activities include computerized testing, adaptive testing, and expert systems for test interpretation.

Coordinator: **Vincent F. Caimano**, Hughes Aircraft Company

SECTION VII (Morning Only) PROGRAM EVALUATION THAT MAKES A DIFFERENCE

Michael Quinn Patton
University of Minnesota

This half-day workshop will focus on how to do useful and practical program evaluations. In the past ten years evaluation has emerged as a specific field of professional prac-

tice. A great deal of work and study has gone into the problems of increasing the utilization and meaningfulness of program evaluations. This workshop will organize the recent developments in program evaluation practice into an overall framework for doing "utilization-focused evaluations."

The workshop will include discussion of the following topics: steps in doing useful evaluations; strategies for increasing utilization; different types of evaluation into overall program development, planning, and implementation; and alternative methods of evaluation.

The workshop will combine lecture, discussion, and exercises. This is a fundamental overview. No knowledge of research methods or statistics is necessary. Suitable for anyone interested in or involved in program delivery or evaluation.

Michael Quinn Patton is program director in the Office of International Programs, University of Minnesota. He is the author of four major books on evaluation: *Utilization-Focused Evaluation*; *Qualitative Evaluation*; *Practical Evaluation*; and *Creative Evaluation*. He regularly consults with and conducts training workshops for both private and public organizations on a variety of topics including program evaluation, strategic planning, information systems, global perspectives, and communications. He is in great demand as a speaker, and has been awarded the Outstanding Teacher Award at the University of Minnesota.

Last year he was recipient of the Alva and Gunnar Myrdal Award presented by the Evaluation Research Society for "Outstanding Contributions to the Use and Practice of Evaluation."

Coordinator: **Ronald Ash**, School of Business, University of Kansas.

SECTION VIII (Afternoon Only) QUALITATIVE EVALUATION METHODS: BEYOND THE NUMBERS GAME

Michael Quinn Patton
University of Minnesota

This half-day workshop is a sequel to the workshop on program evaluation, but does not depend on having participated in the program evaluation workshop.

Qualitative evaluation methods have recently gained legitimacy and validity among professional evaluators as the field of evaluation has focused on increasingly complex questions. Initially evaluation was heavily based in testing and statistics. However, many important program outcomes are not easily measured. Qualitative methods involve the systematic application of interviewing and observation approaches to the study of program outcomes and impacts.

The workshop will cover the following topics: the nature of qualitative methods; strengths and weaknesses of qualitative approaches; types of qualitative information; validity and reliability concerns; relating qualitative information to decision-maker interests and needs; and matching evaluation methods to evaluation questions.

The workshop will combine lecture, discussion, and exercises.

Michael Quinn Patton is program director in the Office of International Programs, University of Minnesota. He is the author of four major books on evaluation. He regularly consults with and conducts training workshops for both private and public organizations on a variety of topics including program evaluation, strategic planning, information systems, global perspectives, and communications.

Coordinator: **Ronald Ash**, School of Business, University of Kansas.

SECTION IX (Half Day)
PERFORMANCE MEASUREMENT AND APPRAISAL:
SOME THEORETICAL CONSIDERATIONS AND
THEIR IMPLICATIONS FOR PRACTICE

Walter C. Borman
Personnel Decisions Research Institute

Jeffrey S. Kane
University of Massachusetts

Implicit personality theory and Kelly's personal construct theory in personality psychology offer useful perspectives on the performance rating process. In the first part of the workshop, these theories will be reviewed briefly and their implications for helping to understand performance appraisal judgements will be explored. Research will be presented suggesting what personal work constructs or "folk theories" of job performance might look like. An exercise will show participants how these personal constructs can be elicited and what some of their own constructs are.

The second part of the workshop will review some other recent theoretical developments in performance measurement. It will make explicit the potential of such developments, not only for alleviating some of the more important flaws in appraisal, but also for generating useful performance information that has been out of reach up to now. The presentation will then consider some possible approaches to implementing these new concepts.

It will devote special attention to the possibility of integrating these concepts with the use of desktop computers to achieve interactive performance appraisal.

Methods of presentation will include lecture, group discussion, and learning exercises.

Recommended Audience: Academics and other researchers; practitioners interested in performance measurement and appraisal.

Walter C. Borman received his Ph.D. from the University of California-Berkeley in industrial psychology. Since then, he has conducted personnel research projects with many government and industrial organizations and in the U.S. military. His research interests include performance measurement and personal perception. He is currently president of Personnel Decisions Research Institute in Minneapolis, Minnesota.

Jeffrey S. Kane earned his Ph.D. from the University of Michigan in organizational psychology and holds an M.A. degree in industrial relations from the University of Minnesota. His speciality is performance appraisal and personnel management, and he has authored numerous publications on this topic. He has practiced in many settings: federal and state government, large corporations, contract research forms, and as a private consultant. Presently, he is associate professor of management at the University of Massachusetts at Amherst.

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

SECTION X (Half Day)
INTERGROUP THEORY AND HISTORICAL PROCESSES:
IMPLICATIONS FOR RESEARCH DESIGN
AND ORGANIZATION INTERVENTION

Clayton P. Alderfer
Yale University

Jonathon H. Gillette
Yale University

Intergroup theory provides a conceptual basis for examining organizational psychology from multiple levels—individual, group, and intergroup. The theory also includes propositions for explaining the effects of "context" on human behavior. Organizational psychologists rarely examine or account for historical forces in their work. Individuals, groups, and

organizations, nevertheless, are products of historical processes, and the effects of history may be observed in the transactions among individuals and groups. According to the present version of the theory, neither investigators nor consultants are immune from affecting or being affected by the human material they study. This workshop describes the fundamental propositions of intergroup theory, demonstrates the use of historical analysis, and provides participants with an opportunity to test the utility of the framework for their own research and consultation.

The workshop has three parts. The first presents intergroup theory and the premises of historical analysis. The second involves small group discussion by participants focused on dimensions of self-reflection derived from the initial presentations. The third includes large group discussion among groups or participants and between staff and participants. The workshop welcomes individuals who are primarily researchers and people who are mainly practitioners. Design and conduct of the activities will reflect, in part, the interests of the participants, who will be asked to provide relevant information when they enroll.

Clayton P. Alderfer is professor of organizational behavior at the Yale School of Organization and Management, author of numerous articles and books, and consultant to a variety of private and public organizations on matters of intergroup relations.

Jonathon H. Gillette is an experienced organizational consultant specializing in service delivery institutions and author of a number of articles on experimental learning and of the history of the American working class. Currently on appointment to the Yale School of Nursing, he is completing his doctoral studies at the Yale School of Organization and Management.

Coordinator: **Rick Jacobs**, Pennsylvania State University.

SECTION XI (Half Day)
APPLICATIONS OF ADVANCED TECHNOLOGY IN TRAINING

William E. Montague
Wallace H. Wulfeck
Navy Personnel Research and Development Center
San Diego, California

The major goal of this workshop is to review recent applications of technology in training research and in operational training. The intent is to describe exemplary projects and to discuss the large gap existing between capability and actual practice. Problems in transitioning current technologies into practice will be identified, and some actions that may help to solve these problems will be discussed.

Several examples of recent developments in advanced systems for computer-based instruction will be presented by slides and videotapes. One of these systems (STEAMER) represents a prototypic intelligent and interactive system to teach students how a complex device works and how to operate it. It is one of the most advanced systems in existence and can be taken to represent what can be done with technology (both hardware and education-software), given time, money and smart developers.

These systems will be contrasted with more usual systems and techniques in widespread use. This gap is large and may really be growing wider. It is hoped that this workshop will help to close this gap by providing a basis for improving the development of instructional technology. Instruction will be provided concerning the widely useable tools and techniques to design instructional interactions, and will describe an organized implementation system. Specific examples of such tools and a system for managing their distribution will be shown and discussed.

The tutorial is intended for those professionals concerned with the use of technology to improve education and training, and for those interested in the application of knowledge from psychology and cognitive science.

Dr. Willaim E. Montague is senior scientist of the training laboratory at the Navy Personnel Research and Development Center, San Diego, California. He has directed research concerned with teaching, instructional design, and technology at NPRDC since 1972. Before that time he was professor of psychology and educational psychology at the University of Illinois, Urbana-Champaign. His graduate training was at the University of Virginia.

Dr. Wallace H. Wulfeck is director, Instructional Technology Division of the Training Technology Department of the training laboratory at NPRDC. He has managed projects developing procedures for quality control in instructional development, and has directed research in the use of microcomputers in training. His graduate training was at the University of Pennsylvania.

Coordinator: **Ben Morgan**, Old Dominion University

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 payable to the **Society for I/O Psychology**.

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Thursday, August 22, 1985

Los Angeles, California

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

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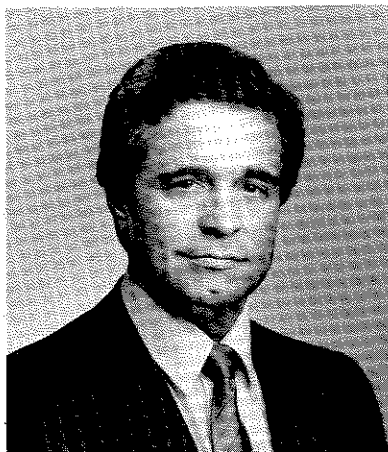
Spotlight on Milton D. Hakel

Milton D. Hakel (Ph.D., 1966, Minnesota, ABPP, 1984) is an Industrial and Organizational Psychologist. He is past-president of the Society for Industrial and Organizational Psychology. He has served on the Council of Representatives, the Board of Professional Affairs, and the Board of Trustees of the Association for the Advancement of Psychology.

Hakel won the Cattell Award for Research Design in 1965, and a Fulbright-Hays Fellowship in Italy in 1978.

Hakel has authored one book and 34 articles and chapters. An essay on the science and practice of making decisions appeared last autumn in *Professional Psychology*. His chapter on personnel selection will appear in the 1986 *Annual Review*. Hakel edited *Personnel Psychology* for 11 years, and is now its publisher.

As professor at Ohio State, Hakel has chaired 45 doctoral committees. He joins the Department of Psychology faculty at the University of Houston this autumn. He is a partner in the Applied Research Group.



Milton D. Hakel

Whither APA?

Milton D. Hakel

The key issue is how to nurture the diversity *and* vigor of psychology *within* APA. How can we best promote not only the practice but also the science of psychology during the coming decades? How can APA strengthen its role as a society of scholars without denying the important career concerns of members in private practice? How can we unite science and practice in the public interest? These questions imply change. In this election the issue of change transcends all others.

Does APA need to change? You bet it does. Science and practice are on diverging courses. The unity of psychology as a discipline is at risk. Unique among the major disciplines, all aspects of our science, engineering, and technology are represented in a single national association.

Today the American Psychological Association faces a crisis of direction. Our response to that crisis will influence our practitioners, our scientists and our scientist-practitioners for decades to come.

Symptoms of the crisis abound.

1. There is a continuing stream of policy initiatives from the Board of Professional Affairs about distressed psychologists, generic standards, specialty guidelines, specialty recognition, designation of graduate programs, etc., etc. These initiatives are meant to assist private practice psychologists, to assist boards which regulate their practice, and to protect the public.

At best, these initiatives have been vexatious for researchers. They typify the kind of regulation that stifles the development of innovative approaches to problems and interferes with scholarly work. This is true especially for clinical practice, where innovation and research are urgently needed.

2. State licensing law content is a major concern. Two groups are now considering a model licensing law. The Committee on Professional Practice is drafting amendments to the current association policy adopted 18 years ago. The Subcommittee on the Future of Professional Education in Psychology is considering licensing in the broader context of educational requirements.

Whatever drafts come forward from these groups must recognize the diversity of professional psychological practice, rather than attempt to force psychologists of all specialties into a single medical-model, private-practice mold.

3. Our governance structure is convoluted and unwieldy. Even the

people who run it don't like it. In many quarters the Council of Representatives' ineffectiveness is regarded as a joke. In some instances the standing boards and committees cannot be "depended upon" to get the job done, so special purpose groups have to be created. Deliberation on model licensing laws is a case in point.

Participation in governance is frustrating and demoralizing, both for members who volunteer their time and for the central office staff assigned to assist.

4. The proposed requirement of graduation from an APA accredited program as a prerequisite for state licensure violates academic integrity. Dictating the content of graduate programs will do nothing to assure that licensees perform competently. It will, however, drive academic psychologists out of APA.
5. From time to time the Council of Representatives considers "advocacy" issues and, occasionally, approves them. Judging by the letters column in the *Monitor*, this is so controversial as to be ill-advised.
6. Dues are high relative to other scientific societies. Dues are allocated to activities that are opposed by significant minorities within the association. Income generated by some sources is used to subsidize activities or products that are considered by many as unessential or even undesirable. The last dues increase was a whopper.

Whither APA? Many of these symptoms were visible in 1978 when a blue-ribbon Commission on Organization was created to "consider in depth the issues involved in the question of APA organization." The Commission reported in May, 1981, and recommended the creation of a Section of Professional Psychologists and a Section of Academic and Research Psychologists, each with separate dues and its own semi-autonomous council. The sections would take turns nominating APA presidential candidates, and the Board of Directors would represent the Sections equally. The report was a sensitive and forward-looking document.

To date *nothing* has come from the Commission's work. Neither the Council of Representatives nor the Board of Directors has addressed the fundamental problems that led to the creation of the Commission in the first place. Forums, a tentative version of one recommendation, were tried—and were abandoned early. Everything else the Commission recommended sits in parliamentary limbo.

Why was the Commission's proposal tabled? Undoubtedly there were several causes, but the chief one in my judgment was that it required everyone to make some kind of sacrifice. Consequently, the proposal probably would have failed if it had been brought to a vote, and tabling was a merciful way to kill it without a public rebuke.

The problems that led to the establishment of the Commission have gotten worse and new ones have appeared.

1. Resignations are at an all time high.
2. Fewer than half of new Ph.D.s even bother to join APA.
3. By the time the dust settles, we will have spent a half-million dollars in legal fees to defend us from ourselves . . . from some of our own members who filed suits against APA. Two recent suits concerned private practice issues.
4. At its Toronto meeting, the Council of Representatives voted to seat non-voting representatives from unrepresented state associations and to pay half of their expenses! This use of dues is objectionable, and the action itself violates our basic "unit of membership," which is the *individual*, not the group, coalition, faction, division or state association.

Some think that the many problems described in this statement can be solved piecemeal and without restructuring APA. However, the fear noted in the Commission on Organization's report, that APA was becoming the AMA of the social and behavioral sciences, is well on its way to becoming a reality.

Can APA survive as the national association of psychology? If the answer is to be yes, then we must make fundamental changes in the way we organize, and we must do so rapidly. We can no longer afford the failure of nerve which resulted in tabling the Commission's recommendations.

How did we get the way we are? In the early 70s, a little known organization was formed. It was the Committee of Concerned Psychologists, the CCP, and its founders were known both affectionately and otherwise as the "Dirty Dozen." The CCP's goal was to increase the clout of private practice interests. Back then private practice interests were not well represented in APA's affairs, and indeed, some members of the academic establishment were openly hostile.

The CCP is now the Coalition for Applied/Professional Psychology (CAPP). It is a classic network that nominates candidates for elected office and standing boards, committees, and task forces. All this is wholly within the rules. The criterion is that the candidate be sympathetic to private practice interests. In the mid-70s, the struggle for dominance was at its height, and there was much animosity. By the end of the '70s, CCP/CAPP had triumphed. The events of the '80s, however, and the problems and trends described above make it clear that current domination by private practice interests is no better than the previous domination of the academic establishment.

Here is the crux of the crisis: With each passing year the probability increases that the trends already clearly discernible when the Commission

filed its report will result in the evolution of a national Society for Psychological Research outside of the framework of APA. Already several independent societies exist outside of APA, and some divisions within APA, such as 8 and 14, are incorporated and could function independently or as members of a federation should the benefits of belonging to APA no longer outweigh the costs.

Reorganization is long overdue. As noted at the outset, the issue is how to nurture the diversity *and* vigor of psychology *within* APA. Psychology will surely grow and diversify. The question is where and how. APA *will* change, but will APA include both research and scientist-practitioner interests? Whither APA?

Should there be only one major organization representing psychology? Sure. Unity has three tactical advantages: 1) lower cost, 2) a unified voice (in testimony to congressional committees, various agencies, and state boards, and 3) greater credibility (science and practice support each other).

But the real benefit of unity is strategic: We are more likely to learn from each other if we remain together. Our scientists need the stimulation of practical problems. Our practitioners need the discipline of rigorous research.

Will there be a single national organization to represent psychology? That depends on whether we can fundamentally reorganize ourselves and do so in a timely manner. That, in turn, depends on a myriad of factors: Whether the modal member of APA (this means a private practice clinician) can see it as a matter of self-interest to strengthen the role of science interests in APA governance; whether researchers and scientist-practitioners can become politically aware and well enough organized to advocate their self-interests; whether the leaders and members of the various divisions, associations, coalitions, and factions can deal with fears of diminished influence, stop quarreling, and unite to pursue the creation of an APA that promotes *both* diversity *and* vigor. Reorganization can be accomplished without diluting APA's power.

Can we reorganize? Sure. The newly appointed Task Force on the Structure of APA has begun deliberating, and should report to the Council by February, 1986. It can begin where the report of the Commission on Organization left off.

As a supplement to the Task Force's activity, an Open Forum will be held at the Los Angeles convention this year on the Division 14 program. Chaired by Richard J. Campbell, who served as a member of the Commission on Organization, its title is "Organizational Scenarios for APA's Future." Your attendance is invited.

Is there any hope? Of course there is. Corporations in the private sector reorganize all the time as markets change, as technology advances,

etc. There are many models we can emulate. Change is imperative. We must restructure our organization to assure future vitality. This is the key issue.

Other Concerns

The priority I place on the direction and future vitality of APA makes other issues pale by comparison, but here are brief comments on some of my other concerns.

1. *Psychology Today*. Although I voted against its purchase, it's now ours and we need to make it work. The editorial content is much improved but there is room for further improvement. It has mortgaged our future, and has consumed many budgetary degrees of freedom.
2. The *Monitor* continues to be controversial. Many members dislike it, disapprove of it, and discard it unread.
3. The annual convention is expensive to attend, huge, and impersonal. What suffers is time for serious scientific exchange.

Who Is Milt Hakel?

By now you are probably wondering, "Hakel? Who's he?" After all, my name is not a household word. The biographical information printed above conveys several facts about my career. What ties those facts together is that I am a scientist-practitioner. I value both scientific practice and practical science.

As a scientist, I conduct research on personnel decisions, behavior modeling, and job analysis. I chair the Scientific Advisory Group for the Army Research Institute's Project A, the largest effort yet made in the measurement and interpretation of human differences.

As a practitioner, I have consulted with many major companies on organizational and human resource issues. I wrote *Making It Happen: Designing Research with Implementation in Mind*, with Melvin Sorcher, Michael Beer, and Joseph L. Moses, as a means of strengthening the connections between research and practice.

From a more personal perspective, I am a 43-year-old Midwestern liberal. I am married to Lee Hakel, the managing editor of *Personnel Psychology* and the administrator of the Applied Research Group. Our two children are in college. I began working for civil rights in the '60s, peace and international understanding in the '70s, and nuclear weapons control in the '80s as expressions of my populist values.

How did I get on the ballot? Spontaneous nominations put me in 11th place. The top four nominees are my competitors on the ballot—the next six nominees declined to run. Three of those potential candidates are members of CAPP, and they may have declined to run because two CAPP members are already on the ballot.

Why should you vote for me? I will provide the leadership needed for a ninety degree turn in the direction this association is going. I know APA's governance structure because I have worked in it. I bring experience and skill to the task of reorganization. I will work to bring science and practice together.

I am elated to be on the ballot. It allows me to put the issue of APA's direction clearly and directly before you. My candidacy represents a referendum on APA's future direction.

When you vote, you will be asked to rank order the five candidates. In the spirit of that referendum, here's how I suggest you interpret the five ranks you could mark by my name:

1. I don't like where we're going. APA needs new direction. **Let's give Hakel a try!**
2. I have a sentimental favorite in one of the other candidates, but **I'm for Hakel in spirit.**
3. I have two sentimental favorites—but **Hakel's on the right track.**
4. **Change will come even without Hakel.**
5. **I like things the way they are.** Status quo, come weal or woe!

Can I be elected? Sure. But I'm a long shot. Since I belong only to Division 14, one of APA's many minorities, I am especially sensitive to the importance of nurturing diversity. Less than 4% of APA's members are I/O Psychologists.

Since I am a scientist-practitioner, I am especially sensitive to the need for balancing the interests of practitioners and the interests of scientists in the governance of APA. If you see validity in any of the views I've expressed, give me your first-place vote. We can change APA.

My election this year would be a clear message to the Task Force on Structure of APA, to the Board of Directors and to the Council of Representatives that the membership wants a unified APA, with strong representation for research and scientist-practitioner interests.

If you have stayed with me this far, **tear out this statement and give it to your friends:**

- **who don't bother to read the *Monitor*;**
- **who care about APA's direction and continuing vitality;**
- **who are eligible to vote.** Remember, not voting is also a vote. Only 30% voted last year. People who don't vote get what they deserve.

Are you proud of your APA membership? I suspect that for most people the answer will be, "Are you kidding?"

I am serious about the question. If you are not proud of being an APA member, then it is time to do something: Let's change APA. Membership *should* be a source of pride.

The issue is clear. We must balance the interests of scientists, practitioners, and scientist-practitioners. Vote early and give me your first-place vote.

To the Members of the Society:

The next APA presidential election is a referendum on APA direction.

Your spontaneous nominations have put Milt Hakel on the ballot as a candidate for APA President. Although I/O Psychologists are only 4% of the membership of APA, we have, in this circumstance, unique leverage with which to assess the strength of research and scientist-practitioner interests among APA members and to influence a possible reorganization. We need to right the balance between our interests (and other research-oriented groups) and those of private practice clinicians. Win or lose, the outcome of the election will be very informative for the Society's leaders.

Voter participation in APA elections is terrible—only 30% voted last time. That indicates hopelessness, but there is hope! Vote early (it makes a difference in our system), and please give Milt your first-place vote.

Ask your friends to vote for Hakel too. We need a huge turnout—9000 or more votes will be needed for election. Recruit sympathetic voters!

Cordially,

Benjamin Schneider, Ph.D.
President

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The **Edwin E. Ghiselli Award**, named after one of the chief proponents of a broad approach to research in I/O Psychology, honors the best research proposal in the field. Each I/O Psychologist should contribute at least \$10.00 to this award fund, and organizations which employ I/O types need to be asked for contributions. The Ghiselli Award is important because it looks to the future; the award is for proposals, not accomplishments.

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Employee Attitude Surveys: Opinions and Experiences of Human Resources Executives

Andrew G. Neiner

I would speculate that the majority of Society members have been or will be involved in conducting an employee attitude survey (EAS) at least once in their careers. Attitude surveys appear to be one of the "bread and butter" activities among industrial/organizational psychologists. To better understand the perception of the consumer toward attitude surveys, LOMA¹ conducted a survey of Human Resources (H.R.) executives representing 375 life and property/casualty insurance companies. (Only a psychologist, of course, would conduct a survey on conducting surveys.)

Experience with Employee Attitude Surveys

Approximately one-half the respondents reported that their companies had conducted at least one employee attitude survey during the last ten years; however, only a small percent (16%) conduct attitude surveys on a regular basis. Of those that do conduct surveys on a regular basis, the majority administer surveys on a two- or three-year cycle. The use of attitude surveys appears to be related to company size. Generally, the larger a company's home office population is, the more likely it is to: (1) have conducted a survey during the last ten years; (2) conduct a survey on a regular basis; and (3) plan on conducting a survey in the next five years.

As a "modus operandi," paper-and-pencil questionnaires were used by nearly all companies which had conducted an EAS during the last ten years. Approximately one-third also included individual employee interviews and one-fourth included group interviews.

Most providers of EAS services would argue that an EAS should not be conducted if the results are not to be shared with every employee. Nearly all companies in the sample which had conducted a survey followed this advice for their last survey; only one in ten did not.

More companies used outside consultants than did not to conduct their last EAS, although the margin was close: 55% to 45%. There was no apparent difference in satisfaction with their EAS between those that used an outside consultant and those that did not.

¹Life Office Management Association (LOMA) is an Atlanta based international center for management research and education among insurance companies.

Commentary

Executives who stated that their companies did not plan on doing a survey during the next five years gave various reasons for their decisions. Those most often cited relate to costs, negative side effects, absence of need, lack of management support, and poor timing. Listed below is a sample of the commentary from respondents regarding why their companies do not plan on conducting an EAS on the next five years:

"Cost is the major factor. Since we are a small company, expenses are kept to a minimum."

"Value not worth the time and effort."

"Top management feels that employee attitude surveys may encourage employees to search for things to complain about."

"We agree with assessment of employee attitudes and opinions, but we try to do it through other means such as regular communication and open employee meetings."

"Have not convinced other members of senior management that there is any value to doing a survey."

Of those companies which had conducted an EAS in the last ten years, only 12% felt that it was not worthwhile. Members of this minority most often blamed cost and time factors, poor follow-up, difficulty in interpreting the results and overly negative findings. The following are examples of the reasons behind dissatisfaction with the last EAS:

"Majority of employees used survey as a means of expressing gripes with no solutions being offered."

"Difficult to measure cost/benefit ratio."

"Management wasn't prepared to make the changes the employees wanted."

"Results difficult to interpret."

Attitudes Toward Attitude Surveys

Human Resources executives were asked to express their agreement with 12 statements about attitude surveys. Responses were made on a 4-point agreement scale. Figure 1 shows the statements and the percent of agreement with each. The findings show overwhelming agreement among executives that attitude surveys are not only a good employee relations tool, but can be useful toward solving productivity and communication problems. Although H.R. executives strongly extol the virtues of assessing employees' opinions, attitude surveys are not seen as a panacea. Approximately one-half point to alleged faults of the surveys—that they are difficult to interpret and tend to be overly focused on negative issues.

Another concern, one somewhat more pragmatic, is expressed by one in five executives who feel that employee attitude surveys are too expensive and time-consuming. Further analysis of the findings indicates that

FIGURE 1

Opinions About Employee Attitude Surveys

Opinion	Agree	Disagree
1. Employees appreciate the opportunity to express their opinions and attitudes in an employee attitude survey.	98%	2%
2. Assessing employee attitudes is a waste of time.	5	95
3. Management should consider employee opinions and attitudes when formulating or changing company policies and practices.	98	2
4. Assessing employee opinions and attitudes is a good step toward developing methods to increase productivity.	93	7
5. Employee attitude surveys create more problems than they solve.	13	87
6. Employee attitude surveys can help management identify causes of labor problems (e.g., turnover, absenteeism).	94	6
7. Employee attitude surveys are too expensive and time-consuming.	21	79
8. Employee attitude surveys are useful, even in companies that have good communication channels.	90	10
9. Attitude survey results are difficult to interpret.	51	49
10. Employee attitude surveys raise expectations on issues that management may not want or be able to address.	81	19
11. Conducting an attitude survey can be useful, even when a company has undergone a recent change.	88	12
12. Employee attitude surveys tend to focus more on the negative, rather than the positive, aspects of an organization.	59	41

Note: For reporting purposes, "strongly agree" and "agree" were combined, as were "strongly disagree" and "disagree."

those who feel this way are also more likely to believe that attitude surveys create problems, that their results are hard to interpret, and that assessing employee attitudes is a waste of time.

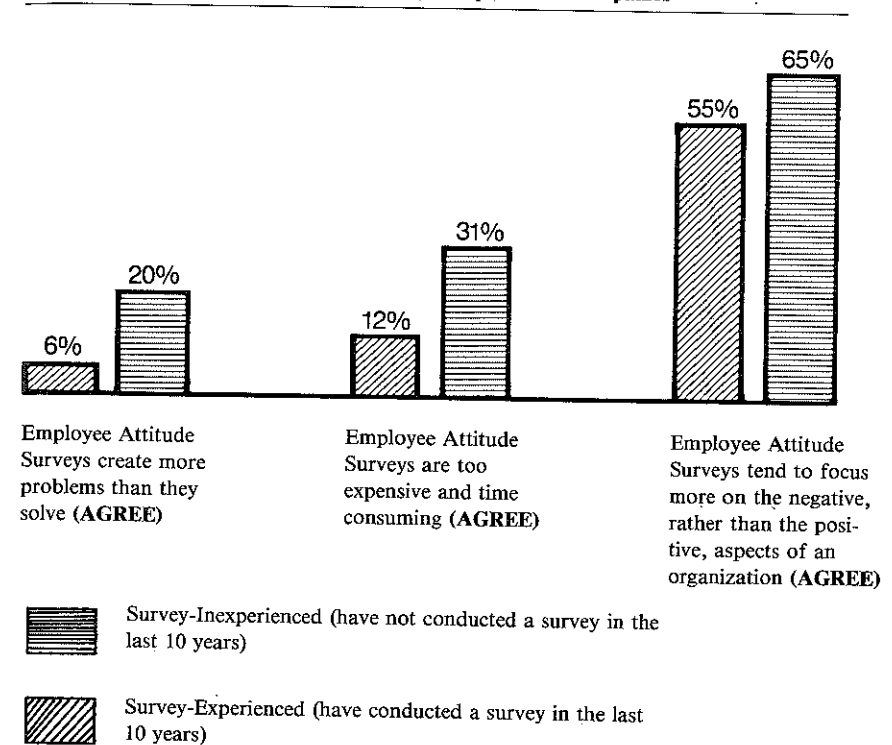
Opinions about employee attitude surveys, particularly regarding their negative aspects, appear to be moderated by experience with attitude surveys. H.R. executives from companies which have not conducted a survey in the last 10 years are more likely to feel that attitude surveys: (1) create more problems than they solve; (2) are too expensive and time-consuming; and (3) tend to be overly focused on negative issues (see Figure 2).

Conclusions

Assessment of employee attitudes is highly endorsed by H.R. executives (not a complete surprise considering the source). In spite of such high praise, only a small percent of insurance companies regularly conduct attitude surveys. Two possible explanations for this apparent incon-

FIGURE 2

Response Differences Between "Survey-Experienced Companies" and "Survey-Inexperienced Companies"



sistency are that H.R. executives do not have the clout to push a survey through management or that they are doing an ineffective job convincing management of attitude survey benefits.

H.R. executives often encounter some initial skepticism and resistance when making EAS proposals to top management. Attitude surveys tend to carry several stigmas, the most prominent being difficulty in interpreting the results and an inordinate focus on negative issues. Also, upper management often thinks it already knows all it needs to know, or is afraid to find out what it doesn't. The survey findings suggest that the following elements must be present to complete a successful (successful means more than the psychologist got paid) EAS:

- **Commitment from the Top.** The president and other top company officials must overtly demonstrate their support for the survey; otherwise, it will not be taken seriously by the employees. Full commitment will be reached when the utility of the survey can be expressed in dollar terms and management's fears that employee expectations will be unduly raised are assuaged.

- **Clear Survey Objectives.** Top management must understand what an EAS can and cannot accomplish, and consequently set realistic and clear survey objectives. Instrument and procedural designs should follow directly from these objectives.
- **Follow-up Survey Action Plans.** Unless management intends to communicate survey findings to all employees and to seriously study the findings, an EAS should not be conducted. When the data are collected and the results tallied, only half the work is done. A survey's success is measured by the positive changes that take place in the company after the survey is completed.

MANAGERIAL AND ORGANIZATIONAL PSYCHOSYNTHESIS

The **INTERNATIONAL ASSOCIATION FOR MANAGERIAL AND ORGANIZATIONAL PSYCHOSYNTHESIS (IAMOP)** announces a series of week-long workshops to be conducted in August 1985 in Thousand Oaks, California.

The purpose of these workshops will be to introduce to O.D. professionals innovative applications of Psychosynthesis to Managerial and Organizational Development.

For further information write to:

John W. Cullen, Ph.D., President
INTERNATIONAL ASSOCIATION FOR
MANAGERIAL AND
ORGANIZATIONAL PSYCHOSYNTHESIS
 3308 Radcliffe Road
 Thousand Oaks, CA 91360

What Do I/O Psychologists Have to Say to Small Businesses?

Paul M. Connolly

Senior Consultant, Management Decision Systems, Inc.

Half of all Americans work in organizations of 500 employees or less. These businesses provide 40% of the total gross national product and are the source of virtually all new jobs. Eight out of ten new businesses fail within the first ten years, primarily because of poor management. Yet few I/O psychologists provide services to this group. We could be overlooking an unparalleled opportunity to play a central role in the success of such businesses.

Small Business in the U.S.

Depending on what statistics you want to believe, there are anywhere between 5.3 million (Baumback, 1985) to 20.9 million businesses in the United States (White House, 1983). Whatever number you prefer, nearly everyone agrees that between 75% and 80% of the figure represent businesses employing 20 people or less, with upwards of 95% employing fewer than 50 people. In 1981, small businesses were responsible for 36% of all employment. In 1984 that estimate was increased to 50% of the private sector workforce, or over 55 million workers (White House, 1980; 1984).

During the recession years of 1981-82, small businesses created over 2½ million new jobs, more than compensating for the loss of over 1¼ million jobs in large industry (White House, 1984). This is not a new phenomenon. Between 1976 and 1980, businesses with under 100 employees were responsible for 51% of the new private sector jobs in the economy. Between 1969 and 1976 these businesses were responsible for more than 87% of all new jobs, while the 1000 largest U.S. corporations created just 0.5%.

The start-up statistics on new businesses aren't all that encouraging, though. For every 100 new business started, 81 will fail within 10 years (Dun & Bradstreet, 1981). Baumback (1985) prepared a summary of causes for these failures based on a study of 570 businesses that declared bankruptcy (Table 1). One of the most interesting findings is the dif-

Note: The author would like to thank Dr. John R. Hinrichs for his guidance and support in developing this article.

ferent perception of the reason for the failure cited by owners and creditors. Owners see business depression (68%) and lack of capital (48%) as reasons for failure. Creditors see failure as a result of poor management (59%), with lack of capital (33%) a distant second. One of the barriers to approaching small businesses is likely to be demonstrating the wisdom and cost effectiveness of interventions.

TABLE 1
Perception for Reasons of Business Failures

Stated Reasons for Failure	According to:	
	Owner (%)	Creditor (%)
Business Depression	68	29
Inefficient Management	28	59
Insufficient Capital	48	33
Bad-Debt Losses	30	18
Competition	40	9
Decline in Value of Assets	32	6
Poor Business Location	15	3
Excessive Interest on Borrowed Capital	11	2
Unfavorable Changes in Business Environment	11	2

Ask any small businessperson what their three major business problems are, and you'll hear "cash flow, cash flow, and cash flow." The reality of this means small businesses generally have less ability to survive poor business practices or decisions. As psychologists we know how important the people in an organization are in ensuring its success. I/O psychologists ought to have something to say to this group.

Local Help Available to Small Businesses

A completely unscientific review of local (CT and NY) business directories and professional society registers provided no clues to the identities of I/O psychologists interested specifically in small businesses. A more thorough review of the literature focusing on small business and problems with management produced the results in Table 2.

TABLE 2
Review of the Recent Literature on Small Business Management

Source	Year	# References	Year	# References
Psychological Abstracts	1981	1	1983	5
	1982	4	1984	2
ABI/Inform (business press)	1981	349	1983	387
	1982	362	1984	333
Magazine Index (popular press)	1981	77	1983	79
	1982	99	1984	92

Of the 12 articles retrieved from *Psychological Abstracts*, four were concerned with personality or interpersonal style issues as they related to small business success. Two others discussed training and one compared demographic variables with business success. The five remaining articles covered more traditional areas I/O psychologists deal with fairly frequently (reducing lateness, increasing survey response rates, fostering organizational change, addressing career concerns, and using content-oriented selection techniques). Compared to the volume of writing on this topic from the other sources, it is clear I/O psychologists are not spending a great deal of time writing about their efforts with small businesses, at least in the professional literature.

A call to the local and federal offices of the Small Business Administration produced offers to mail information and a helpful list of local contacts for all sorts of business and management advice. None of the contacts or documents listed names of I/O psychologists interested in helping small businesses or even indicated materials discussing I/O psychology. To quote Milt Hakel's battle cry from the 1984 convention, what in the world are we doing?

What We Are Doing

It appeared the only way to find psychologists specializing in small businesses was to start calling some Division 14 members. Most of the people I spoke with said they hadn't done a great deal with this group, but were sure there were others who had. Usually they referred me to a university colleague in the business department or a small local consulting shop. The respondents cited several reasons for not working with small businesses, such as the inability to do much sophisticated research with such small groups and the simple fact that no small businesses had sought their help. **Bob Pritchard** summed up the feelings of several others by reflecting that small businesses "don't know us, and we don't know them." What I learned from several others is summarized below.

Ray Katzell said that 1,000 years ago (he later admitted it was probably only 30) he did work with a tile manufacturing company of 200-300 employees. The company president was referred to Ray because Ray "might know something about reading improvement." This was a critical need, since this company's managers weren't implementing actions to increase work quality outlined in memos. Ray dug into the problem and found that the memos were fine, but the incentive system rewarded work output instead of work quality. Ray conducted some group sessions with foremen and production workers, which led to some changes in the compensation and production systems and ultimately an improvement in work quality.

Ray suggested that psychologists working with small businesses need to be flexible enough to approach problems in less traditional ways without straying very far from areas of their technical expertise. One danger in working with small businesses is the temptation to give advice in areas that have little to do with psychological factors. Our perspective might be useful, but in some situations advice from a specialist in organizational planning might be far more valuable.

Bill Mobley reported that he, too, had done some work for small companies. Interviewer training, management selection, choice of external development program, team-building, and goal-setting were all topics he addressed. Bill saw serving as a management "sounding board" and/or an employee ombudsman, providing management assessments, assisting with survey feedback, and applying the validity generalization perspective in evaluating selection systems as valid roles in small businesses for I/O psychologists.

Bill then referred me to his Texas A&M colleague, **Ben Shaw**. Ben has been a faculty advisor in an internship program where he has had students studying tensions between staff and professionals in a law firm of about 30 people. He had another group examining the reasons for high turnover in a local restaurant chain with nearly 200 employees. Ben saw the "problem identification" role as a key contribution for psychologists.

At the University of New Haven, **Bob Dugan** said he has worked with a furniture manufacturer with about 300 employees for the last 3 years. The company is run by the owner/manager who has excellent craft skills but little experience with personnel functions. Bob has "installed some of the basics" with the help of his graduate students. He pointed out that although the projects they have worked on might seem quite mundane (developing job descriptions, selection guidelines, brief training seminars, and starting a newsletter), many of them were new to these employees.

Dick Jeanneret in Houston was working with two professional firms, a small manufacturer, and several local builders. He pointed out that most of his contacts with small companies started out as inquiries on the suitability of specific individuals for certain key positions. After such an initial encounter, the company management slowly came to see the value of such advice and began to ask about other services an I/O psychologist could provide.

Thomas Harrell in Stanford couldn't think of any I/O psychologists who have consciously identified a specialty in small business, although many of his associates in the business school were certainly doing work in the area. He pointed to selection, placement and improvement of work quality as potential high impact areas. While money problems are most

pressing, he pointed out that the cost of poor quality is tangible enough to promote management interest in I/O psychology.

Several people (among them Ben Schneider, Larry Cummings, Dick Barrett, Lyman Porter, and Ed Lawler) were very helpful in referring me to others and in sharing their thoughts on services psychologists might offer small businesses. I've incorporated the general consensus below.

What We Could be Doing

Let's return for a moment to the results from Baumbach's study described in Table 1. Part of the problem in delivering services to small businesses could be the lack of perceived need. Many entrepreneurs are independent to a fault. Since the data show that they tend not to blame themselves for their failures (not very surprising!), they probably don't see a need for the kind of help we could provide. The very reason a small business was started in the first place is sometimes the real source of the problem. Many small business owners get started because they have few other options and are faced with a "once in a lifetime" opportunity. The lack of proper business planning makes the business extremely speculative and questionably viable from the beginning. There may be little that we as psychologists can offer small businesses in this situation.

The most common small business problems are difficulties in acquiring people, borrowing funds, and government regulation and taxation. Often the small businessperson has been trained in a single skill area, such as production or sales and marketing. Rarely have these people had much significant training in management skills, much less any experience with a "human resource function." I/O psychologists or other management consultants could be a source of such expertise.

We could also be offering help in the management training area. Much of it could be in basic areas, designed to increase general awareness of modern approaches to management. As many of those I spoke with indicated, the most valuable and distinctive advice psychologists could offer would be in any of the real "nuts and bolts" areas of I/O psychology, such as:

- Recruitment, selection, and placement
- Measurement and evaluation of performance
- Employee motivation
- Long-term goal setting (career/development orientation)
- Skill building in several topics, such as:
 - Leadership
 - Delegation
 - Motivation
 - Working with others
 - Effective communications

- Managing lateness, absenteeism, and turnover
- Using incentives
- Promoting work quality

Conclusion

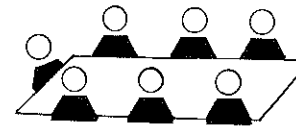
There is a tendency to look to the country's largest organizations to find areas where psychologists have made or could make a contribution. Some I/O psychologists have worked with small businesses, but it hasn't been a primary focus nor has their work been highly visible. Most think others do work with small businesses.

Our impact in large organizations, although it might affect many employees, is often diluted in practice. We could have far more impact in small organizations, both in terms of effect on that single organization and on the success of small businesses as a group. The needs of small organizations, where our individual voices could be heard more clearly, are largely being overlooked by our profession. Although many of us are in small businesses, few of us are focusing efforts on understanding and solving their special problems. Hopefully we won't continue to miss the boat by ignoring the needs of half of the American workforce.

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- President of the United States and the U.S. Small Business Administration. (1984). *The State of Small Businesses: A Report of the President*. Washington, DC: U.S. Government Printing Office.

TIP has received word of the death of **STEVE BEMIS**, who was tragically killed in an automobile accident in late March. At the time of his death Steve was working for Psychological Services, Inc. In addition, Steve was the first psychologist employed by the OFCCP, and was a co-founder of the Personnel Testing Council. **TIP** sends its condolences to Steve's friends and family.



Committees

Long Range Planning Committee

Sheldon Zedeck, Chair

Most of the LRP's time early in the year was spent on examination of and subsequent development of a strategy for Division 14's role in APA's reorganization. As described elsewhere in this issue of **TIP**, we have begun to interact with other Divisions for the purpose of identifying the reorganization issues, problems, and potential solutions. While our Division continues to work with others, LRP (augmented by Dick Campbell and Milton Hakel) will be concentrating on developing criteria for reorganization and a model that we feel will best meet our needs.

In addition, LRP is undertaking some new activities. First, we are exploring a new organizational structure for the Society. We have grown in size, both in membership and in number of committees. LRP will examine alternative structures, especially ones that take into account the networking among current committees. We hope to derive a streamlined organization that retains the current effective operation of individual committees.

Second, LRP is considering the creation of an Organizational Sponsor Program. This program would result in greater involvement and interaction between the Society and participating organizations. Look for greater detail regarding this program in the Summer issue of **TIP**.

Finally, LRP is forming a subcommittee to examine the feasibility of another "Innovations" project. The last (and only) "Innovations" project, chaired by Richard Hackman, resulted in an excellent conference and monographs (now published by Sage) on methodological issues. One possibility is for the Society to research and sponsor projects that deal with new applications for difficult problems. Look for more information on this one, too, as we approach the summer.

If you have any comments on the above or any other issue that you would like LRP to consider, contact the LRP members (Shelly Zedeck, Neal Schmitt, Joel Moses, and Irv Goldstein).

Program Committee Report

Paul R. Sackett, Chair

Once again, Division 14 will present an interesting and diversified program at the upcoming APA convention in Los Angeles. We have been allocated a record amount of program time, and will be presenting 21 symposia, 50 papers, 7 addresses, and, of course, the social hour. The complete Division 14 program will appear in the next **TIP**; a select number of sessions will be mentioned here to get you thinking about blocking off August 23-27 on your calendar:

Minus 15 and Counting: I/O Psychology in the Year 2000, with panelists including Hannah Hirsh, Paul Thayer, Manuel London, Judy Komaki, and Milt Hakel;

The Psychology of Technological Innovation and Change in the Workplace, with panelists including John Hinrichs, Manuel London, Linda Streit, Michael Maccoby, John MacDuffie, Sara Kiesler, Suzanne Weisband, Yvonne Clearwater, and Richard Klimoski;

Executive Derailment: A Study of Top Corporate Women, with panelists including Ann Morrison, Randall White, Ellen Van Velsor, and Eugene Andrews;

Managerial Behavior, Performance, and Effectiveness: A 15 Year Retrospective, with panelists including John Campbell, Marv Dunnette, Ed Lawler, and Karl Weick;

Toward Theories of Training Effectiveness, with panelists including James Russell, Irv Goldstein, Gary Latham, Ken Wexley, and Paul Thayer;

Processes Affecting Aging Workers in Organizations, with panelists including Janet Barnes-Farrell, Jeanette Cleveland, Rich Arvey, John Fossum, Howard Miller, and Benson Rosen;

Managerial Job Analysis: Applications and Integration, with panelists including Doug McKenna, Gerald Fisher, Gerald Kesselman, and Marshall Sashkin;

A Futuristic Look at Career Development, with panelists including Ray Katzell, Stephen Stumpf, Robert Morrison, Richard Campbell, Donald Super, and Douglas Hall;

Meta-analysis of Alternate Predictors of Job Performance, with panelists including Hannah Hirsh, Frank Schmidt, Michael McDaniel, Deborah Whetzel, Geula Lowenberg, and Neal Schmitt.

The convention will also feature invited addresses by Barry Staw and Jon Bentz; an address by Mary Tenopir, winner of the Professional Practice Award; an address by Pat Smith, winner of the Distinguished Scientific Contribution Award; an address by Max Bazerman and Henry Farber, winners of the Ghiselli Award; and, finally, Ben Schneider's presidential address.

I'd like to thank all of the members of the Program Committee for their assistance in reviewing the numerous program submissions. Worthy

of special mention are the members of the Program Planning Subcommittee who met to reach consensus as to the makeup of the program: Cris Banks, Jim Breaugh, Bob Burnaska, and Morgan McCall. Also a note of apology to Program Committee member Ron Shepps, whose name was inadvertently omitted from the Program Committee roster in the last issue of **TIP**.

Professional Affairs Committee

Manny London, Chair

The committee wants to remind **TIP** readers that one of our projects is to generate case descriptions of professional consulting. (This project was described in the last issue of **TIP**.) Three types of cases will be collected, each describing I/O consulting activities in a variety of contexts: (a) psychologists in independent practice, (b) organizationally-based psychologists, and (c) university-based psychologists. The subcommittee responsible for the project would appreciate hearing from members willing to contribute a description of their consulting activities. Those interested should contact: **Tom Hilton, Naval Health Research Center, P.O. Box 85122, San Diego, CA 92138, phone (619) 225-7395.**

Scientific Affairs Committee

Bob Billings, Chair

The Scientific Affairs Committee is continuing its activities in the area of research-practice linkages. Our goal this year is to begin to explore the issues and to lay the foundation for what we hope will be a long-term effort. We believe that the research-practice (and academic-practitioner) relationship is one of the central issues of our field.

There are three specific projects that are in various stages of development:

1. Panel discussion for APA in August, Kevin Murphy, a member of SAC, has taken the lead on this by putting together a proposal for this year's APA. This panel discussion will involve two SAC members (Mark Spool and myself) and two Professional Affairs members (Hannah Hirsh and Tom Hilton). Examples of issues to be discussed include: What forms could research-practice linkages take? Why would it be good to

enhance such linkages? What must change to establish effective links? Are there any dangers or potential losses? What mechanisms would help accomplish this goal?

2. Clearinghouse for research interests. We propose a regular feature in **TIP** which would facilitate academic-practitioner connections. Academic-based researchers could place descriptions of studies they would like to conduct which require support from industry-based practitioners. The type of support needed might include access to subjects, clerical and logistical support, or even funding. The clearinghouse feature would also be a place where I/O psychologists in industry could express interest in certain types of studies that they and their organizations could support. These listings might vary from expressions of interest in a general topic area to proposals for research to deal with a specific problem. This feature will begin with the next issue of **TIP**. If you want to be included, send a statement to Paul Muchinsky or me before the June 15 deadline.

3. Survey of Society members. While thinking about and discussing the research-practice interface, the Committee has noticed a number of commonly-held assumptions about the perceptions, needs, and behavior of academics and practitioners. Consistent with our training and orientation, we propose to collect data on a variety of issues. More development is needed, but the following gives some idea of the questions that would guide these efforts.

What programs and activities are currently being used to encourage interaction between academics and practitioners?

What research questions are seen as highest in priority?

What specific types of research-practice linkages are seen as desirable?

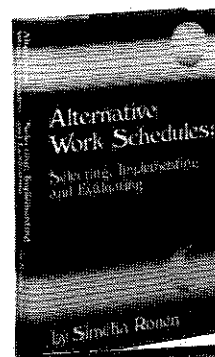
What rewards (and costs) are seen as associated with conducting and supporting publishable research?

What specific lines of research are seen as having had a positive impact on practice?

The Committee hopes to have a specific proposal to present at the next Executive Committee meeting.

Several of you have sent me comments and material relevant to these issues. Thanks. If you have any comments, suggestions, or questions, please contact me at: **Department of Psychology, The Ohio State University, 404-C West 17th Avenue, Columbus, Ohio 43210.**

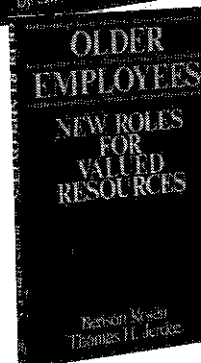
For Maximum Effectiveness and Worker Satisfaction



ALTERNATIVE WORK SCHEDULES: Selecting, Implementing and Evaluating
Simcha Ronen

Alternative Work Schedules explores the opportunities available for adjusting working hours to suit both employee and company goals and objectives. Innovative managers will appreciate this enlightening look at the merits of the compressed work week, part-time work, flexitime, and job sharing.

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OLDER EMPLOYEES: New Roles for Valued Resources

Benson Rosen and Thomas H. Jerdee

Management must take positive steps to realize the benefits senior workers have to offer the company. The authors provide guidelines for assessing the performance and potential of older workers and show younger managers how to overcome communication barriers with senior employees. *Older Employees* includes all the ingredients necessary to create a climate in which every senior employee can attain maximum effectiveness and satisfaction.

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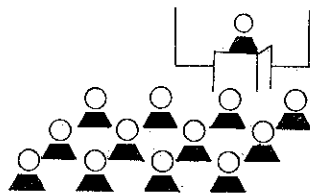
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Meetings



1985 IPMA Assessment Council Conference **June 16-20, 1985** **New Orleans, Louisiana**

The ninth annual conference of the International Personnel Management Association (IPMA) Assessment Council will be held from June 16-20, 1985, in New Orleans, Louisiana. Highlights include a keynote address by Dr. Thomas Mahoney of Vanderbilt University and an invited presentation by Cabot Jaffee, president of Assessment Designs. For more information please contact: **Dr. Sandra Shoun, International Personnel Management Association, 1850 K Street, NW, Washington, DC 20006, phone 202-833-5860.**

5th O.D. World Congress **June 18-22, 1985** **Zeist, The Netherlands**

The fifth Organization Development World Congress will meet in Zeist, The Netherlands. The theme for this World Congress is "Beyond Social Technology: Identifying Trends and Learning from Intercultural Differences." Workshops and paper presentations will be conducted. For further information contact: **Dr. Donald Cole, The O.D. Institute, 11234 Walnut Ridge Road, Chesterland, Ohio 44026, phone 216-461-4333.**

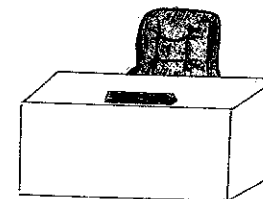
21st International Congress of Applied Psychology **July 13-18, 1985** **Jerusalem, Israel**

The scientific program will consist of plenary sessions, lectures, symposia, workshops, interactive poster sessions and professional tours. The Congress will provide an opportunity to assess the present realizations of applied psychology throughout the countries in which the International Association of Applied Psychology has members. The development of applied psychology, its theoretical, methodological and ethical issues will be discussed at the Symposia and Workshops. Congress participants will

also have the opportunity to explore the dynamics of Israeli society and the development of its psychological and social phenomena. Further information and reservations can be obtained by contacting: **Kenness International, One Park Avenue, New York, NY 10016, phone 800-235-6400 or 212-684-2010.**

Positions Available

Ed Adams



Industrial/Organizational Psychologists. As a result of an expansion and redirection in the Human Resource and Development Department, Frito-Lay, Inc. invites applications for the positions of Manager and Associate Manager within its Human Resource and Planning Department. The individuals in these positions will be responsible for implementing and directing corporate human resource research on a wide variety of topics including assessment, selection, manpower utilization, organizational design and effectiveness. These individuals will report directly to the Director of Human Resource and Development and will work in close contact with twelve I/O psychologists and other behavioral scientists. Candidates should possess Ph.D.'s in Industrial/Organizational Psychology or related fields, and should have relevant experience. Frito-Lay offers exceptional professional developmental opportunities as well as an exceptional compensation package. Write to: **Ken Alvares, Director, Management Development, Frito-Lay, Inc., P.O. Box 35034, Dallas, Texas 75235.** Frito-Lay is an Equal Opportunity Employer.

Industrial/Organizational Psychologists. The Psychology Department of Baruch College/The City University of New York anticipates tenure track openings in September 1985 and invites applications for Assistant Professors. Ideal candidates should have a Ph.D. in I/O Psychology and substantive research and teaching interests in one or more of the following areas: Cognition, Personality, Consumer Behavior and/or Applied Social Psychology. Candidates should also be committed to the development of a productive research career and to excellence in teaching.

Responsibilities will include undergraduate and graduate level teaching, student advisement, and thesis sponsorship. The department offers several undergraduate majors, and the M.B.A., M.S., and Ph.D. in I/O Psychology. Applications will be accepted until the positions are filled. Send a complete vita, copies of recent research reports or publications, and three letters of recommendation to: **Search Committee, Department of Psychology, Baruch College/CUNY, 17 Lexington Avenue, Box 512, New York, NY 10010.** The City University of New York is an Equal Opportunity/Affirmative Action Employer.

MANAGEMENT CONSULTANT. Small Management Consulting Group with twenty years experience seeks full-time employee (Ph.D. Psychology) to join behavioral group conducting management development programs for senior and middle management; psychological evaluations for new hires and promotions. Organizational consulting skills required. Must be expert at group seminars and individual career counselling with ability to lead middle and upper executives in dynamic seminars and workshops. Marketing and selling ability a must. Psychological background can be Industrial/Organizational, Social or Clinical/Counselling but a practical, dynamic, articulate individual with energy needed. Salary commensurate with experience. Ability to relate to executive climate with appropriate stature essential. High energy, heavy travel. Management Health & Development Corporation. Send resumé to: **Dr. R.G.T. Millar, 24824 Pacific Coast Highway, Malibu, CA 90265.**

Journal of Occupational Psychology

Special issue on 'Psychology and Industrial Relations'

Papers are invited for a special issue of the Journal, to be published in late 1986. Contributions are welcomed on any psychological aspect of industrial relations, in particular on psychology and trade unionism, intergroup relations, commitment and mobilization, public opinion, discrimination, and the role of law. Review articles will also be welcomed.

The special issue will be edited by joint guest editors, Dr John Kelly (London School of Economics) and Dr Jean Hartley (Warwick University).

Four copies of submissions should be sent to John Kelly, at the London School of Economics, Houghton Street, London WC2A 2AE.

Submissions should arrive no later than 31 October 1985.

The *Journal of Occupational Psychology* is edited by Dr David Guest. ISSN 0305-8107 Volume 58 (1985), price £41.00 (US\$ 79.50) is available from:

The British Psychological Society

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

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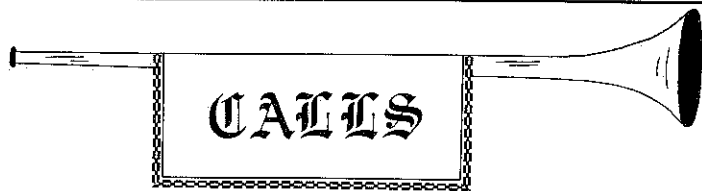
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FULBRIGHT SCHOLARSHIP AWARDS

The Council for International Exchange of Scholars (CIES) has announced the opening of competition for the 1986-87 Fulbright Scholar Awards in research and university lecturing abroad.

The awards for the 1986-87 academic year include 300 grants in research and 700 grants in university lecturing for periods ranging from three months to a full academic year. There are openings in over 100 countries and, in a few cases, the opportunity for multi-country research is available. Fulbright Awards are granted in virtually all disciplines, and scholars in all academic ranks are eligible to apply. Applications are also encouraged from retired faculty and independent scholars.

Benefits include round-trip travel for the grantee and, for full academic year awards, one dependent; maintenance allowance to cover living costs of grantee and family; tuition allowance, in many countries, for school-age children; and book and baggage allowances.

The basic eligibility requirements for a Fulbright Award are U.S. citizenship; Ph.D. or comparable professional qualifications; university or college teaching experience; and, for selected assignments, proficiency in a foreign language.

Application deadlines for the 1986-87 awards are: June 15, 1985 (for Australia, India, Latin America and the Caribbean); September 15, 1985 (for Africa, Asia, Europe, and the Middle East); November 1, 1985 (for Junior Lectureships to France, Germany, Italy, and Spain); December 1, 1985 (for Administrators' Awards in Germany, Japan, and the United Kingdom); December 31, 1985 (for NATO Research Fellowships); and February 1, 1986 (for Seminar in German Civilization Awards, Spain Research Fellowships, and France and Germany Travel-Only Awards).

For more information and applications, call or write: **Council for International Exchange of Scholars, Eleven Dupont Circle N.W., Washington, DC 20036-1257. Telephone (202) 939-5401.**

APA ANNOUNCEMENT

The Board of Convention Affairs would like each person with a disability who is planning to attend the convention to identify himself or herself and to provide information on how we can make the convention more readily accessible for his or her attendance. APA will provide a van with a lift as transportation for persons who use wheelchairs, interpreters for hearing-impaired individuals, and escorts/readers for persons with visual impairments. We strongly urge individuals who would like assistance in facilitating their attendance at the convention to register in advance for the convention on the APA Advance Registration and Housing Form which will appear in the April through June issues of the **American Psychologist**. A note which outlines a person's specific needs should accompany the Advance Registration and Housing Form. This is especially important for persons who require interpreting services. The advance registration deadline is July 10, 1985.

INTERNATIONAL ASSOCIATION OF APPLIED PSYCHOLOGY ANNOUNCES MEMBERSHIP DRIVE

The International Association of Applied Psychology (IAAP) is, once again, opening its ranks to encourage new members. You may be asking yourself as to exactly what the IAAP is. This organization is one of the oldest International organizations in the field of applied psychology if, indeed, it isn't the only one that strictly represents applied psychologists. It was originally founded more than 60 years ago in Sweden as an organization designed to increase communication among psychologists around the world and particularly applied psychologists. Since that time, with the increase in International research, the need for this type of organization and the benefits of membership in it have increased. Applied psychological research is now often conducted under different disciplinary banners or in disparate settings, hospitals, prisons, local government offices, and in different cultures. The IAAP serves to put people both in and outside academia in touch with each other so that they can share findings and views and avoid duplication of work.

Further, to increase the possibility of relevant communications, interactions and personal contacts, the IAAP, under the direction of Past President Dr. Edward Fleischman, began to develop a division structure similar to that which is maintained by APA. The first division, as a matter of fact, was the division of Organizational Psychology which is still the largest. Since that time, at least six new divisions have been added. These are: the Divisions of Psychological Assessment; of Psychology and International Development; of Environmental Psychol-

ogy; of Educational, Instructional and School Psychology, of Clinical and Community Psychology, and of Applied Gerontology. Each of these divisions would welcome your interest once you have joined the parent organization, the International Association of Applied Psychology.

Well enough about what we are. What do we do? One of the major activities of the Association is the publication of the *International Review of Applied Psychology*. This journal, which appeals to all psychologists in applied fields around the world, comes out on a quarterly basis. It is supplied free to members and includes articles in French and English. There are news and information sections as well, which discuss ongoing research and announce important activities around the world. Occasionally, entire issues are devoted to special topics. Further, there is now a possibility that the review will sponsor volumes of research and professional discussion oriented to the interests of each of the divisions. This would be a new activity and these volumes would be made available to all members of the IAAP, not only to those of the division sponsoring the particular volume. This is a particularly new and exciting activity being contemplated by the IAAP (the first volume proposed is in the area of I/O Psychology and the co-editors are Bernie Bass and Pieter Drenth).

Another important activity is the International Congress of the IAAP which is held in a different location in the world every four years. At these Congresses there are general program items as well as particular elements of program time devoted to the activities of each of the divisions. Not only is there opportunity for much professional and scientific interaction, but here is a chance to meet your fellow applied psychologists from around the world on a person-to-person basis and to get to know them and continue contacts which will be renewed at subsequent meetings in various areas of the world. It is an exciting and enhancing opportunity.

Obviously, the IAAP is always looking for new ideas and welcomes them from its members. Each of the divisions is concerned that members have opportunities for participation and provide many means for members to take part. This is not only possible through the officer structure of the division, but also through the various committees maintained by the divisions as well as the Executive Committee and its subcommittees for the IAAP.

The president of the organization is Professor Dr. Claude Levy-Leboyer, who is with the University Rene Descartes in Paris, France. The immediate past president is Dr. Ed Fleischman, who I am sure is a familiar name to most of us since he is a member of Division 14. The vice president is Dr. Harry Triandis, another member of Division 14 who is at the University of Illinois, and our general secretary-treasurer is Professor Charles de Wolff who is from The Netherlands. The writer of this article

is the American co-treasurer as well as the membership chairperson for the International Executive Committee.

What does it cost to take part in this wonderful organization? The cost is relatively low. At present, it is based on the Swiss Franc and the last figure was 36 Swiss Franks which, at the present rate of exchange, is approximately \$15.00 per year. If you choose to join divisions, there is usually an additional membership fee of \$2.00 per division. We urge you to take advantage of this opportunity to join the IAAP and you may do so by sending your name and address to: **Dr. Peter Weissenberg, Associate Dean, Faculty of Business Studies, Rutgers, The State University of New Jersey, Camden, New Jersey 08102**, and rest assured that I will get an application back to you as soon as possible. I think this is a great opportunity for all Division 14 members and I urge you to join.

Publication

Issues in Cognition: Proceedings of a Joint Conference in Psychology (National Academy of Sciences-Chinese Academy of Sciences) 1984. Harold W. Stevenson and Jing Qicheng, editors. The reinstatement of psychology in China since the fall of the Gang of Four has been rapid, as the 10 carefully edited, original Chinese contributions to this volume attest. These and 18 original papers by prominent U.S. researchers (including John Flavell, Richard Held, Lauren Resnick, Michael I. Posner, and Herbert Simon) address current topics in cognitive development; perceptual development; cognitive aspects of reading, math, and science; applied cognition; and relations between neurological and cognitive processes. The Chinese contributions include papers on "Contradiction in Cognitive Development," "Characteristics of Chinese Language and Children's Learning," "STM Capacity for Chinese Words and Idioms with Visual and Auditory Presentations" (with Herbert Simon), and "Research Findings on the Perception of Chinese Speech Sounds." This co-publication of APA and the National Academy of Sciences is the product of a major U.S./China conference on cognition sponsored in August 1983 by NAS and the Chinese Academy of Sciences.

480 pages, list: \$20.00; APA Members/Affiliates: \$20.00. To order, write: **Order Department, APA, 1200 Seventeenth Street, N.W., Washington, D.C. 20036.**

APA JOURNAL DONATION PROGRAM

APA continues to seek donors and recipients for the active journal donation clearinghouse managed by the International Affairs Office at APA. The program is designed primarily to enable individual psycholo-

gists to donate collections of psychological journals to libraries (or other groups) that can use them. The program presently involves approximately 50 donors and 75 recipients.

Prospective donors should write for a complete description of the program, including information on packing and shipping donations, and on the general tax treatment of such donations.

Prospective recipients: Libraries and other groups in the United States and abroad are eligible to receive private donations of back issues of psychological journals under this APA-coordinated program. If you wish to receive mailings of lists of available collections, please write to the International Affairs Office describing your journal needs, including some information on the users of your library.

Quarterly, we circulate to potential recipients the lists of offerings of active donors in the program. Upon receipt of the lists, recipients should contact a donor (or donors) to arrange for packing and shipping. Recipients will be expected to bear or reimburse shipping charges unless other arrangements can be made.

APA has a small fund for use on behalf of recipient libraries outside the United States that cannot, because of currency restrictions or extreme shortages of funds, reimburse donors for costs incurred in shipping collections overseas. Requests for use of this fund will be considered on a case-by-case basis.

APA does not have the facilities to accept collections of journals for re-shipment to a recipient except in the rarest of cases involving very attractive collections that the donor, for reasons of *force majeure*, must dispose of immediately.

To obtain more information about the APA Journal Donation Program, please write to: **Mr. Steven Kennedy, APA International Affairs Office, 1200 Seventeenth Street, N.W., Washington, D.C. 20036, U.S.A.**

APA INTERNATIONAL AFFAIRS OFFICE SEEKS FORMER FULBRIGHTERS

Since the inception of the Fulbright program over 20 years ago, dozens of U.S. psychologists have spent an academic year abroad in university lecturing or advanced research. Of the over 600 U.S. scholars who received awards for the 1984-85 academic year, 26 are psychologists. They are working in 20 different countries.

In the belief that former Fulbrighters constitute a valuable resource for maintaining international links in psychology, the International Affairs Office invites alumni of the program to write to the Office identifying themselves and their work abroad. In addition to providing a source of

referrals for individuals who contact the Office with requests for information on the study or practice of psychology in given regions of the world, a consolidated file of psychology alumni could prove useful on occasions where more formal cooperation between APA and Fulbright alumni in psychology would be desirable, e.g., in expressing support for continued funding of international scientific exchange programs.

Alumni may also be interested in the 1985 APA convention program on the Fulbright experience being organized for presentation in Los Angeles by Robert S. Feldman of the University of Massachusetts, who spent the 1977 academic year as a Fulbrighter in Korea. Please check your program at the APA meeting.

Individuals interested in more details on the Fulbright program of university lecturing and advanced research abroad should contact the **Council for International Exchange Scholars, 11 Dupont Circle, N.W., Washington, D.C. 20036.**

Fulbright alumni are invited to contact **Steven Kennedy, APA International Affairs Office, 1200 Seventeenth Street, N.W., Washington, D.C. 20036.**

INFORMATION SOUGHT FOR BOOK ON PSYCHOLOGY IN LATIN AMERICA

Gerardo Marin of the University of San Francisco and Steven Kennedy of the International Affairs Office at APA are compiling information for a book on education, training, research, and employment in psychology in Latin America. The book is being prepared under the auspices of APA's Committee on International Relations in Psychology.

Information is sought from anyone having knowledge of or personal experience with (i) undergraduate or graduate psychology programs at Latin American universities or institutes, (ii) training requirements for practicing psychology in the countries of the region, (iii) centers, institutes, or psychology departments where substantial research is conducted, (iv) psychological associations, (v) publishers of psychological tests, (vi) public or private institutions or corporations in which psychologists are employed in any professional capacity.

Please send information in as much detail as possible to: **Steven Kennedy, APA, 1200 Seventeenth Street, N.W., Washington, D.C. 20036, U.S.A.**

ONR ESTABLISHES GROUP PSYCHOLOGY PROGRAM

From 1973 to 1984 the Office of Naval Research (ONR) conducted a program called "Organizational Effectiveness" which aimed at greater

understanding of the variables that determine the job performance, morale, retention, and quality of working life of members of work organizations. During that period we funded a number of contracts dealing with organizational theory and organizational behavior. At the end of 1984, we changed our name to "Group Psychology" and decided to phase out our basic organizational research. We will, therefore, no longer support basic research consisting primarily of observations, surveys or interviews in organizational settings. In the future we will support basic research involving formal models and theory-guided, controlled experimentation on performance in small groups—especially those which work under stressful conditions or are hierarchically organized. The following topics indicate the aspects of small group performance we are interested in: learning and training, motivation, societal modeling, productivity, information processing, decision-making, conformity/non-conformity, cooperation and competition, exchange processes, coalition formation, bargaining and negotiation.

Researchers who wish to explore the possibility of ONR funding of basic research on small group performance should send three copies of a concept paper or draft proposal to:

Bert T. King, Program Manager
Group Psychology Program
800 N. Quincy Street
Arlington, VA 22217
202-696-4741

Doctoral Research Assistantships

Old Dominion University announces the availability of three Special Doctoral Research Assistantships to be awarded to students who enter the I/O program at the post-masters level.

These awards are reserved for outstanding students who are expected to graduate in three years.

Awards are in the amount of \$7,000 per year and also provide complete tuition remission. In addition to completing the normal application procedures, students interested in these awards should also submit a written request to be considered for the award. These requests should emphasize the student's plan for programmatic research and completion of the Ph.D. program. Interested students should respond to: **Dr. Ben Morgan, I/O Program Director, ODU, Norfolk, VA 23508.**

Ethics and Values in Organization Development: CALL FOR CRITICAL INCIDENTS IN OD

With a grant from the Program on Ethics and Values in Science and Technology of the National Science Foundation, IIT's Center for the Study of Ethics in the Professions and several Organization Development (OD) professional groups are conducting a collaborative research project to assess ethical issues in OD. The project is expected to produce: (1) a Casebook on Ethical Issues in OD; (2) an Annotated Bibliography in OD Ethics; and (3) an OD Clearinghouse on Professional Ethics to promote continuing assessment of ethical issues beyond the life of the project. An important goal of the project is to contribute to the development of ethical guidelines for OD researchers and practitioners. The project is committed to widespread participation in its activities by OD professionals and their clients, social and behavioral scientists familiar with OD, and philosophers working in applied and professional ethics.

The project is soliciting critical incidents and statements of concern describing ethical issues in OD. The incidents or statements may reflect actual experiences or observations or they may reflect serious ethical concerns as perceived by persons inside or outside the OD field. A sample of ethical issues likely to arise during OD research and practice might include confidentiality, responsibilities of change agents, researcher-practitioner role conflict, informed consent and accountability in terminating professional-client relationships. Contributors are encouraged to describe the ethical issue(s), the conditions which precipitate it, and how, if at all, it was or could be resolved. Project staff, with the assistance of an Advisory Board, will use the materials submitted to prepare a series of case scenarios which will be suitably disguised to ensure anonymity, while retaining sufficient information to assess the ethical concerns and alternative strategies for resolving them. The cases and their assessment will be presented at a series of panels at OD professional meetings convened over the next twenty months.

Submissions and inquiries should be addressed to: **Dr. Mark Frankel, Co-Project Director, CSEP, IIT Center, Chicago, Illinois 60616-3793; (312) 567-3017.**

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 2400 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 3200 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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