The Industrial-Organizational Psychologist

TIP

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COLUMNS

A Message From Your President

Kevin R. Murphy

SIOP 2007—Developing A Vision for the Next Ten Years

At the Fall meeting of the SIOP Executive Committee, the Executive Committee and Committee Chairs began a process of strategic planning for SIOP. Our goal is to develop and articulate a vision of where SIOP should be heading over the next 10 years, and what sort of an organization we want to be 10 years from now. We plan to continue this process at our Winter meeting, and we have been soliciting input from members through a variety of media, including a call for input that was posted on the SIOP Web site shortly after our Fall Meeting (See http://www.siop.org/siop2007.html). We will continue to seek your input and suggestions at a strategic planning session at the upcoming SIOP conference.

Our previous efforts at strategic planning have yielded considerable benefits (the Society Conference and the *Frontiers* and *Professional Practice* series grew in part out of these efforts), and we have high hopes for the current effort. The stimulus for this strategic planning effort is the tremendous success of SIOP, and more generally of the field of I/O psychology. SIOP is growing at an amazing rate (the current count of Fellows, Members, Associates, Foreign Affiliates and student affiliates exceeds 5,000). Our annual conference is bigger and better each year. Sales of books in the *Frontiers* and *Professional Practice* series are robust, and the combined income from the conference and book sales has put us in a very sound financial position. The SIOP administrative office is a model of efficiency and effectiveness. The SIOP Foundation is raising funds to support a wide range of possible initiatives. All of this gives us the resources and capability to do many things we have only talked about over the years. Our task now is to identify the goals and objectives that SIOP should most actively pursue.

One way to think about what SIOP should do for its members is to take stock of what SIOP currently does. As you will see from the partial listing below, SIOP is active on a number of fronts; our strategic challenge is to maintain and build on a record of success.

What *Does* SIOP Do for You?

The Bylaws of SIOP note that the Society undertakes a variety of activities to: advance the science and practice of I/O psychology, facilitate the exchange of information and experience among members, improve opportunities and standards for training and development, facilitate the growth and development of the field, foster cooperative relations with allied groups and professions, and contribute to the broad advancement of psychology. These activities include scientific and professional conferences (e.g., annual SIOP conference, high-quality programs at annual conference of APA), workshops, books dealing with issues in both science and practice (e.g., the *Frontiers* and *Professional Practice* series), activities in support of graduate education and professional training (e.g., consortia, training guidelines, brochures such as *The Science and Practice of Industrial and Organizational Psychology*), and reports on issues of importance to science and practice (e.g., *Affirmative Action: A Review of Psychological and Behavioral Research*). SIOP issues important and influential statements about the practice of psychology in organizations (e.g., *Principles for the Validation and Use of Personnel Selection Procedures*). Its committees monitor laws, regulations, and public policies affecting I/O psychology, and it recognizes and encourages excellence in the science and practice of I/O psychology (e.g., fellowships, awards). The newly created SIOP Foundation is extremely active in building a substantial endowment to support SIOP's present and future activities. The SIOP Administrative Office provides an extremely wide range of services to members, including developing and maintaining a Membership Directory and a web site (www.siop.org), book sales, and providing information and referral to members and nonmembers interested in our activities.

This list of activities above is far from comprehensive. Several hundred Members and Fellows are involved in SIOP Committees and Task Forces, providing a wide range of information and services to our members. Outside observers often note that SIOP is a model for effective and efficient professional societies, and I think they are right. In part because of the success of many of the activities outlined above, SIOP is now in a position to significantly expand its services to the membership and the profession.

What *Can* SIOP Do for You?

We have received a number of suggestions for new ventures, including a more substantial involvement in undergraduate education, electronic publishing, and providing financial support for students (e.g., scholarships), research, and for activities aimed at increasing the links between science and practice in I/O psychology. Over the next few months, we will attempt to integrate the many proposals and suggestions we have received and develop a broad vision of where SIOP should be heading over the next 10 years, and how the Society can best serve its members. We ask for your continuing

input (the Web site noted at the beginning of this article provides information for submitting suggestions), and look forward to discussing strategic plans for the society at this year's conference.

IOTAS

Michael D. Coovert

January 1998—what an exciting time for the society! As you read in **Kevin Murphy's** presidential message, the Executive Committee and committee chairs have begun a process of strategic planning to create a vision for SIOP's direction in the next decade. Be sure and provide thoughts you might have to Kevin or any member of the excom (see the inside back cover for a list and numbers).

Features in this TIP

•We are printing the entire annual conference announcement developed by **Katherine Klein** and her committee. All the critical information is there: Workshop descriptions, Job Placement Service, Pre-Conference Tour, Golf Outing, 5K Road Race/Fun Run, and all Pre-Registration Forms.

•**Jim Sharf** updates us on the U.S. Justice Department's stance on affirmative action, as does **Dianne Brown Maranto** from APA's Science Directorate.

•**David Baker, Ed Salas,** and **Jan Cannon-Bowers** review the state of job analysis for teams and challenge us to work in the area.

From the TIP editorial board

Phil Craiger and **Jason Weiss** document the beginning and evolution of our Web site. It began as a means to make *TIP* information available quicker to members than the print version did. Today it is a full-fledged Web site containing all sorts of SIOP information and links to other sites of interest.

Lori Foster and **Dawn Riddle** shine their TIP-TOPics spotlight on training and technology in I/O programs. Their article also provides excellent advice on I/O internships with input from **Fritz Drasgow, Elaine Pulakos,** and **Michelle A. Donovan.**

Karen May's focus on work in the 21st century calls for personnel departments to continue changing their focus to full-fledged human resource departments. If they really want to be players in the organization, they must increase their real and perceived value to the organization and its business units.

Allan Church tackles leadership, and we hear from three active individuals in the area: **Walt Tornow, W. Warner Burke,** and **Bruce Avolio.**

Charmine Härtel's Vantage 2000 column brings us two very different topics. One on romance in the workplace and the second on issues for global I/O companies. On second thought, with the intranets seamlessly linking individuals in a multinational organization, romance in the workplace is an issue for global organizations.

You will read in Practice Network that **Tom Baker** is stepping down at the end of his term after providing many years of service to the society. We will miss you, Tom. Practice Network has always been a lively and important voice for the society. If you are interested in continuing the column, contact Tom or the incoming *TIP* editor Allan Church.

Dirk Steiner's International Forum advances across the continent. This article focuses on I/O in Spain.

And that is not all! There are other columns in this *TIP* will be of interest to you too.

News

Some terrific information about SIOP fellow **Ed Fleishman.** The *Edwin A. Fleishman Dissertation Award* was recently established by George Mason University to be given annually to the best paper based on a Ph.D. dissertation completed at the University in applied experimental psychology. The citation reads that "The Award is given in honor of Edwin A. Fleishman, Emeritus Distinguished University Professor, who throughout his career, has made exemplary contributions to many areas of Applied Psychology, including human abilities measurement, leadership, and the promotion of Applied Psychology around the world." Congratulations, Ed!

Ed Levine, department chair at the University of South Florida, tells me that the I/O program has topped the century mark in Ph.D. graduates. **Mark Rose** is the 100th, and he was quickly followed by four others. **Wally Borman** is the I/O area director, and faculty members include: **Tammy Allen, Michael Brannick, Michael Coovert, Herb Meyer (Emeritus), Carnot Nelson, Lou Penner,** and **Paul Spector.**

Interested in the Psychological Study of Men and Masculinity? Then check out APA's second newest division's Web site. Visit http://web.indstate.edu/SPSMM.

Errata. The first sentence in Jim Morrison's column last issue should have read "The November 25, 1996, issue of *Business Week* arrived at my desk as I was preparing for my 2-day Board of Director workshops which are scheduled annually in Singapore and Kuala Lumpur."

Society Losses

The society was notified of the deaths of members Peter Weissenberg and William Hoel.

People on the move ...

Dianne Brown is now Dianne Brown Maranto! In addition to the name change, Dianne is APA's Director of Science Workforce and Education Policy. Although still project director on the revision of the test standards, Dianne will be focusing on workforce and education policy and legislation for the Science Directorate. She will cover issues relating to research funding for education and workforce initiatives, as well as legislative issues such as affirmative action and education reform. Congratulations on both moves!

...and in the News

Vesta Gettys was selected as the American Business Women's Association Businesswoman of the year. Congratulations!

Time passes before you know it...

SIOP needs to preserve its history and the development of I/O Psychology.

You can help by donating your documents to the SIOP collection at the Archives of Psychology. Please contact our Historian, Laura Koppes at (219) 665-4183 or by email at KOPPESL@alpha.tristate.edu

Traveling in Cyberspace: The Evolution of SIOP on the Web

J. Philip Craiger and R. Jason Weiss
The University of Nebraska at Omaha

The pace of change in technology is dizzying. The Traveling in Cyberspace column began less than 3 years ago with a promise to discuss the emerging capabilities of technology as it related to the interests of SIOP members. Because of its "newness" to many, our first themes were the Internet and the World Wide Web. Back then, the Web was only one component of the 'Net. It offered little more than text and graphic formatting, and the browsers crashed frequently. The browsers still crash frequently, but the Web is now capable of delivering everything from personalized news to multimedia-enhanced training to live radio. More importantly, it has grown into an indispensable tool for quickly accessing information.

In the intervening years since this column was launched, we've also been responsible for SIOP's presence on the Web. Things have changed quite a bit since then. At that time, **John Boudreau** (Cornell University) served as moderator of the very successful human resources listserv (a technological precursor to the homepage). **Mike Coovert** and I (PC) had begun our discussions as to how we could accelerate SIOP's transition into the information age. That transition began in early 1995 as the *TIP* home page, which was housed on my computer. For months, only Mike Coovert, **Milt Hakel**, and I had access to our fledgling homepage as I worked out all the kinks. In April of 1995, we opened the *TIP* homepage for access to the public (we developed the SIOP homepage in early 1996). About that time I was selected to be the Chair of the "E-Mail" Committee, whose name I changed to the "Electronic Communications" Committee to reflect the variety of technologies that we use on a daily basis.

Looking back, our initial mandate seemed simple at the time: We were to archive *TIP* issues as they went off to the printer. Soon after, we began providing links to other information that would be of interest to SIOP members, such as grant and conference news. This didn't seem like a daunting task; our attitude was reminiscent of the comic strip in which the new parents naively ask the doctor if they should wake their newborn child for breakfast. Little did they (and we) know how demanding the new baby would be!

One of the authors (RJW) remembers reading an interview with former Pepsi CEO John Sculley in which he discussed marketing research which found that there seemed to be no limit for the public's appetite for soft drinks. As the researchers placed more of the product in people's homes, more was consumed. We made a similar discovery with the SIOP and *TIP* homepages. The more information we put on them, the more people visited the pages. As more people visited the pages, more information seemed to find its way to us for inclusion. By SIOP '96 in San Diego, the *TIP* home page had been accessed over 40,000 times—only a year after its inauguration!

Our interest in providing SIOP members with a variety of information resources has led us to continually expand the depth and breadth of services provided on the Web site. For those of you who have never visited the site, or those who only occasionally visit to find an e-mail address of a SIOP member, we urge you to visit and explore all that is available. For example, did you know that the following could be found on the SIOP Web site?

- Free SIOP documents (e.g., Ph.D. Training Guidelines, Science and Practice of I/O Psychology, SIOP Report on Affirmative Action, etc.)
- Dozens of up-to-date position advertisements (including internships)
- Links to psychology journals on-line, software for psychologists, and psychology related newsgroups
- Past issues of *TIP* (dating back to July of 1995)
- Calls for proposals for I/O related conferences (including our annual SIOP conference and the IO-OB conference)
- The current SIOP conference program (when available)
- A listing of current SIOP members with hot-linked e-mail addresses
- A listing of publications available from the SIOP office
- Listings of upcoming conferences and meetings
- A listing of links to industrial psychology-related Web sites
- Links to university I/O programs across the continent

This is only a partial listing of the information available. For those of you who haven't had the opportunity or inclination to visit, we certainly hope you do so.

This column represents a sort of passing of the torch. SIOP now has its own Web site: http://www.siop.org. (Accordingly, the *TIP* homepage has moved to http://www.siop.org/*TIP*.html). Day-to-day maintenance of the Web site has moved from the University of Nebraska at Omaha to the SIOP Administrative Office in Bowling Green, Ohio, where Lee Hakel, Esther Benitez, and Ted Smith make sure that the content of the Web site is current. I (PC) will continue to serve as Chair of the Electronic Communications Committee as well as the "Web" master of the SIOP Web site (at least for the near future).

Although the pages retain their familiar look and feel, we are working on reorganizing them to make more content available through the SIOP page and reduce redundancy. Arranging the content and developing an intuitive interface takes time, but we are proud of what we have done and look forward to making further improvements.

The Future of the SIOP Web site

We have appreciated all of the constructive comments (and an occasional criticism) we have received on the Web site. We will continue to improve

the usability and expand the information provided on the site. In the future, we hope we can provide features on the Web site that will make your life easier, such as:

- Renewing your SIOP membership via a secure transaction
- Paying conference fees
- Purchasing books
- Professional referral services
- Information useful to International members

For now, we thank you for helping us to make the SIOP and *TIP* Web sites so successful. We hoped at the outset to provide a useful resource for I/O psychologists at all levels, and the number of accesses we have seen on these sites lead us to believe we're on the right track. If you have any suggestions as to how we can improve the Web sites (or any other comments or questions for us), please do not hesitate to contact us at pcraiger@unomaha.edu or weiss@unomaha.edu.

TIP-TOPics for Students

Lori Foster and Dawn Riddle
University of South Florida

Business has been booming here at TIP-TOPics headquarters! Over the past few months we received a variety of questions, insights, and ideas from graduate students far and wide. We appreciate your interest and would like to say "keep those e-mails coming!" As we've mentioned before, student comments and inquiries are essential to the success of the TIP-TOPics column, since they provide the foundation for each new issue. As always, our contact information is listed at the end of the column.

Any ongoing dialogue addressing new and unique ideas on virtually any subject must eventually turn to the topic of technology. Training in I/O psychology is no exception. This issue's **In the Spotlight** shines on the application of technology in I/O training. An informal survey of TIP-TOPics student representatives from around the world suggests that teaching technologies have only begun to find their way into I/O graduate programs. With this in mind, the objective of this segment is to offer up possibilities... and perhaps to stimulate some of you to *champion the cause* and find interesting and effective ways to incorporate technology into our I/O programs.

Over the past few months, a number of graduate students have asked us questions about when, where, and whether to do internships. In the **You Know, I've Been Wondering...** segment, **Fritz Drasgow**, **Elaine Pulakos**, and **Michelle Donovan** each share insights about internships from the perspective of an academic advisor, an internship director, and a graduate student intern, respectively. Following their input, we provide some original tools for evaluating internship expectations and experiences.

Finally, our last segment offers **TIPs for Balancing Life and Graduate School.** This issue's "TIP" addresses networking opportunities for graduate students with families.

In the Spotlight

In this segment, we focus on two primary approaches for combining training and technology in our I/O programs: (a) using technology to train, and (b) training to use technology.[1] Technology can be used to accomplish a variety of I/O training-related activities. We chose the personal computer (PC) and the World Wide Web (WWW) as a starting point for our discussion of the application of technology to the classroom, due to the prevalence and availability of these types of technology.

[1] This notion is adopted from a chapter written by **Michael Coovert** (1995).

Using Technology to Train

PC and Web-based applications can be used to present and provide demonstrations of class material, to furnish opportunities to practice specific skills, and to assess student progress.

PC—According to our student representatives, probably the most common application of technology in the classroom is the use of presentation software such as PowerPoint. These are presentations in which slides are prepared on a computer, and the computer image is displayed to the class via a LCD panel and an overhead projector.

Other sources report the use of interactive multi-media in conveying concepts such as motivation, decision making, and learning. Computer tutorials/modules of this type might include lessons describing the topic, glossaries containing terms and related constructs, demonstrations or exercises, opportunities to apply the material, and pre- and post-tests, along with feedback.

Speaking of testing, a number of software packages are available which are designed to provide computerized test development, as well as delivery. These packages are also capable of scoring both objective as well as subjective responses.

Finally, computerized Assessment Centers (ACs) provide additional possibilities. Although computer-based ACs are typically developed for application in the workplace, this methodology might also be useful for assessment in the classroom. For example, a seminar on job analysis might combine a series of computer-based simulations into a computerized AC to assess the students' ability to apply various job analysis methods to "real world" situations.

WWW—The Internet allows students and teachers to communicate via e-mail, perform research projects on the web, and conduct online class meetings. For instance, one representative reported the use of an online class discussion group. The discussion group provides a forum for things like: asking questions you didn't ask during classroom meetings, clarifying information from a lecture, and expressing ideas for future research.

Furthermore, instructors around the world are beginning to construct web pages providing course syllabi, outlines, current and archival notes, homework assignments, and applied exercises. These sites can be helpful whether you're actually taking the course or just looking for information on a topic.

Just a thought: if you remember, in the "Traveling in Cyberspace: Web-Based Instruction" piece in the last edition of TIP, **Phil Craiger** and **Jason Weiss** describe *The Interactive Patient*. *The Interactive Patient* provides web-based instruction for the field of medicine. Perhaps one day we'll find a site entitled "The Interactive Organization." Think of the possibilities!

Training to use Technology

The ability to effectively utilize technology is becoming more and more important regardless of one's occupation. Training I/O psychologists to use technology is important for two reasons: (a) being familiar with technology can help us perform our daily jobs, and (b) being aware of the general technology utilized in the workplace may facilitate our work as I/O psychologists.

Training students to use technology such as e-mail, video conferencing, and various I/O-specific software packages might further narrow the gap between academic training and applied work.[2] Consider the following example of how this technological training might be incorporated into the classroom. Standard graduate seminars on training often require students to develop a training program as a course project. Perhaps this seminar project could be enhanced by including applications such as skills and training management systems. Skills and training management systems help users identify the skills and proficiency level necessary for a specific job, the skills possessed by individual employees, skill gaps to offer suggestions for training and career development, and they offer department-level skills assessment for examining current and future staffing requirements. In the classroom, this technology might teach students about training issues, as well as provide them with an opportunity to make concrete the links between a variety of I/O topics such as training, selection, career development, and manpower planning, just for starters.

Training to use technology can also be used to provide future psychologists with the tools to take advantage of non-I/O technology. Such knowledge could certainly enhance the outcome of the work we do as I/O psychologists. For example, an I/O psychologist could take machinery offline and use it for training, selection, or performance evaluation-related purposes. Some of these purposes might include identifying training needs, conducting training, providing realistic job previews, identifying and assessing skills important for selection, and providing a more objective means for assessing performance.

Out of space, and we're just getting started! Obviously, within the constraints of our column we can only begin to scratch the surface regarding the possibilities for incorporating technology into I/O training. However, we hope we've fulfilled the objective of the **In the Spotlight** segment by providing you with ideas for using technology to train I/O psychologists, as well as some ideas for training I/O psychologists to use technology.

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[2] Note that software is abundant for a variety of I/O-related tasks, including: training management, skills management, job analysis, employee scheduling, employee testing, specific content training, payroll, career development, applicant tracking, job descriptions.

You Know, I've Been Wondering...

...about internships. Sound familiar? Well, you're not alone. Many students have questions about I/O internships, such as: *What are the advantages and disadvantages? What types of internship opportunities are available in I/O? When is the best time to do an internship?* and *How long should an internship last?* As you might expect, your TIP-TOPics investigators are on it! In the following pages, Fritz Drasgow, Elaine Pulakos, and Michelle Donovan shed some light on these critical internship inquiries. Each author writes from a unique perspective—Fritz as an academic advisor, Elaine as an internship director, and Michelle as a graduate student intern, thereby providing the TIP-TOPics audience with more than one side of the internship story. In addition to this up-close and personal perspective on internships, we offer a handy guide, based on information gathered from the authors above, as well as from our representatives around the world, for examining key issues during your internship search.

An Academic Advisor's Perspective on Internships

Fritz Drasgow
University of Illinois at Urbana-Champaign

As a professor in the Department of Psychology and the Institute for Labor and Industrial Relations, interactions with graduate students play a central role. I teach graduate courses, direct independent study projects, serve as an advisor for thesis research, and collaborate on a variety of research projects. I also offer graduate students advice about their professional development, including the advantages and disadvantages of internships.

Many of our students begin graduate school immediately after completing their BA degree and consequently have never worked full-time in a professional capacity. By working closely with faculty members, they become familiar with the work activities of a university professor. However, the day-to-day tasks of a professional in the private sector or government are less clear. An internship can be a valuable experience for students who suspect that they may be interested in a job outside the university because it can show them what such jobs entail.

We recommend that students complete their masters thesis and pass qualifying exams before taking an internship. As a result, students in our doctoral program typically intern during their 4th year in graduate school. By the time a student has completed an MA thesis and passed quals, he or she can bring a rather impressive set of skills to an internship and add value to the host organization.

Many of our doctoral students have had very positive experiences as interns. They were given challenging and interesting assignments and learned a great deal. Interestingly, some students have decided that they really want

to work in the private sector while other students have concluded that they greatly prefer life in academe.

Although internships have usually worked out well, several types of problems can arise. First, organizations can be poorly prepared for an intern; without a meaningful project, an intern can be reduced to a well-educated gopher. Thus, it is important for students to find out what they would be assigned before accepting an internship offer. Second, a student's formal education is on hold during the internship; moreover, progress on research projects and publications is minimal. Therefore, students should realize that going on an internship is likely to affect their publication record unless they work doubly hard when they return to university life. When they return to the university, students should be somewhat leery of offers from their host organizations to provide data sites for dissertation research. Private sector organizations change rapidly and key contacts within the organization may change jobs, retire, or take a job with another company. Finally, some internship positions evolve into full-time jobs. While this can be very desirable in some ways, stories abound of students with two promotions, several children, and mortgages on their second house, *but no dissertation.*

An Internship Director's Perspective on Internships

Elaine Pulakos
PDRI, Director of Washington D.C. Office

As the Director of the Personnel Decisions Research Institutes Washington D.C. office, I oversee the selection and training of interns for the office. From my perspective, the greatest advantage of interns is that they allow an assessment of the person's fit and capabilities to contribute to the type of I/O work done in the organization. Internships are simply the best selection device we have. Likewise, I believe the greatest advantage of internships from the intern's perspective is that they provide the intern with an opportunity to see first-hand what is involved in working in an applied I/O setting. This is extremely useful in helping individuals make decisions regarding their career paths.

Applied settings are highly variable, however. There are research organizations, consulting firms, businesses that focus on custom development products, organizations that focus on product sales and service, organizations that primarily do corporate work, those that primarily service the government, and corporate HR groups. All of these types of organizations provide very different learning environments and experiences. Since an internship provides insight into working in only one applied environment and possibly entry into that organization for a future job, it is useful for individuals seeking internships to collect information about different types of applied organizations and carefully consider what type of setting and job are of most potential interest to them, rather than just take any internship for the sake of doing so. Also, in order to gain an accurate picture of the work and get sufficiently involved to make the experience meaningful, 6 to 9 months is the minimum time period I recommend for an internship experience, at least at PDRI.

One potential issue that both the employer and intern have to guard against is impeded progress on the student's dissertation. It is very easy to become fully enamored with and committed to very interesting and challenging applied projects. This can lead to the "internship that never ends." While this situation can be a great advantage for employing organizations (they have good, energetic talent at inexpensive costs), it can be a very bad situation for the intern. Interns should be leery of organizations that "provide opportunities" for them to stay on but do not actively encourage and support completion of school.

A Graduate Student Intern's Perspective on Internships

Michelle A. Donovan
Graduate Student, University of Illinois at Urbana-Champaign
Intern, PDRI, Washington D.C. Office

Finding and completing an internship has been a priority of mine since I first entered graduate school at the University of Illinois at Urbana-Champaign. For me, the ideal time for an internship was after the completion of my master's thesis and my qualifying exam. Therefore, as soon as these projects were finished, I began to search for internship opportunities. I am now nearing the end of a 7-month internship with Personnel Decisions Research Institutes (PDRI) in Washington, D.C. and feel that I have a unique perspective on I/O internships to share with *TIP* readers.

Beyond helping an intern make decisions about his/her career, the skills and knowledge gained on an internship can be applied to any career path in I/O psychology. For example, if an intern later pursues an academic job, he/she will have applied experiences to share with students. In an applied I/O career, the intern can build upon skills developed in the internship, such as how to work with clients to plan and execute applied projects. Other internship experiences—such as communicating with clients and I/O colleagues, preparing reports and presentations, delivering presentations, and planning and conducting large-scale research projects—can be applied to virtually any career. In addition to the professional development and confidence gained in an internship, perhaps the most practical advantage is its potential to enhance the graduate student's competitiveness on the job market.

I have a few recommendations for the graduate student selecting an internship. When interviewing, realize that a graduate student in his/her 3rd or 4th year has much to offer an organization. Many students in the 3rd and 4th years of graduate school have developed valuable skills in conducting research studies, delivering presentations, and writing technical reports. More than that, we can offer organizations a well-educated employee eager to learn and work hard. I also recommend interviewing with a variety of organizations offering internships; regardless of where you decide to intern, you will gain practice interviewing and valuable contacts with I/O professionals. When evaluating internship opportunities, consider the types of projects you will be assigned, the level of responsibility you will be given, and whether you will have the opportunity to learn from a mentor. Finally, I recommend accepting an internship in an organization where you might consider pursuing a long-term career. Keep in mind that the hard work you invest in your internship is a great opportunity to show the organization your potential as an employee.

A disadvantage of an internship is that the time and effort invested could likewise be applied to progress in graduate school (e.g., publications and a dissertation). This time period may be significant considering that most organizations prefer 6- to 12-month commitments from their interns. However, nearing the completion of a 7-month internship, I realize that I needed at least 6 months at PDRI to learn about the organization, actively participate in projects, and effectively demonstrate my skills. The right internship is time well spent.

Tools for Evaluating Internship Opportunities and Experiences

We want to end the **You Know, I've Been Wondering...** segment by providing a few tools to get you thinking about some of the key issues in internship selection. Based on the excellent insights and advice extended above by Fritz, Elaine, and Michelle, we offer an informal checklist that may provide a useful organizational framework for students who are considering I/O internships.

In addition, we gathered dozens of examples of positive and negative internship "incidents" from I/O interns and former I/O interns.[3] Rather than focusing on poor and exceptional individual employees, as critical incidents usually do, these examples described poor and exceptional internship opportunities. In general, these critical incidents provided information about three important dimensions upon which internships tend to vary: the communication of job expectations, job content, and supervisory guidance/support. With all of those critical incidents lying around, who could resist the temptation to put together a few Behavior Summary Scales (BSS)? Certainly not us! Therefore, we conclude this segment by providing three scales upon which you can evaluate the quality of your internship experiences.

[3] Many thanks to the TIP-TOPics student representatives who helped us collect this information!

Internship Readiness and Priorities

This checklist is designed to help you think about your readiness and priorities before you embark on the search for an internship.

Am I Prepared to Begin an Internship?

____ Do I have the necessary skills (our three authors suggest by the time you finish a thesis and comprehensive or qualifying exams you should have the appropriate skills)?

____ Have I identified my areas of interest (e.g., would I prefer experience in training, selection, etc.)?

____ Do I have a preference for setting (e.g., research organization, consulting firm, sales and service organization, government, corporate HR)?

____ Have I assessed and accepted the cost involved in terms of slowing progress in my formal education (e.g., dissertation, coursework)?

What Are My Top Internship Priorities?

____ Gain additional skills
____ Practice and experience performing existing skills
____ Develop contacts/networks
____ Potential career opportunity with the organization
____ Enhancement of the résumé or vita
____ Other

Internship Evaluation Scale

This rating scale is designed to help you think about the quality of your current and previous internship experience(s). Such an evaluation can provide useful information for your peers, and it may help to guide your own future job searches.

A. Communication of Job Expectations

This dimension includes communicating information to potential and current interns about the work schedule, length of employment, job tasks, performance requirements, and responsibilities expected of them.

4 or 5

An Excellent Internship Experience

The advertisement describing the internship thoroughly and accurately describes the position in terms of job tasks, responsibilities, etc.	During the employment interview, the employer spends considerable time talking about job-related expectations.	The employer continually updates the list of job responsibilities and clearly communicates these changes as they occur.

3

An Average Internship Experience

During the selection phase, the employer does not say much about job-related expectations, but the advertisement describing the internship provides a reasonable description.	During the selection phase, the employer does not say much about job-related expectations, but he/she provides a written description of the intern's responsibilities during the first week on the job.	On the job, the employer provides information about changes in responsibilities, but only after the intern has expressed confusion.

1 or 2

A Poor Internship Experience

The advertisement describing the internship is inaccurate, and no one mentions this to the prospective intern.	On the job, the intern is unsure of what to do. The tasks are ambiguous, and no one provides guidance.	Some of the job conditions change mid-way through the internship, and no one effectively explains the nature of the changes to the intern.

B. Job Content

This dimension includes the appropriateness of the work activities assigned to the intern and the opportunities for learning provided on the job.

4 or 5

An Excellent Internship Experience

The intern is provided with opportunities to grow and learn on the job.	The tasks assigned are new and challenging, yet well within the capabilities of the intern.	The job allows the intern to apply what he/she has learned in graduate school.

3

An Average Internship Experience

The work is I/O-related, but not particularly challenging.	The job mainly consists of lit reviews and other activities that are very similar to the tasks performed in school.	While the job offers good I/O experiences, it revolves around I/O topics that the intern is not especially interested in.

1 or 2

A Poor Internship Experience

The intern performs many menial tasks (e.g., answering phones, extensive copying, running personal errands).	The intern is essentially "used" to do the work that no one else wants to do.	Assigned tasks are challenging, but have nothing to do with I/O.

C. Supervisory Guidance and Support

This dimension includes the personal and professional support provided by a supervisor or mentor at the organization offering the internship.

4 or 5

An Excellent Internship Experience

The supervisor takes the time to introduce the intern to various members of the organization (beyond the department where the intern is working).	The supervisor promotes the intern's ideas and accomplishments to other organizational members.	The supervisor acts as a mentor and makes sure that the intern is not put in difficult "political" positions.

3

An Average Internship Experience

The supervisor periodically checks to make sure that the intern is "doing O.K."	The supervisor supports the intern's ideas and decisions when they are called into question by other organizational members.	The supervisor does not warn the intern about organizational politics, but he/she comes to the intern's rescue when the intern becomes involved in a difficult political situation.

1 or 2

A Poor Internship Experience

The intern feels as though he/she has been "thrown to the wolves."	A less-educated supervisor acts with resentment and fails to support the intern's decisions.	The supervisor uses the intern as a political pawn.

TIPs for Balancing Life and Graduate School

It seems that graduate students with young families often become disassociated from other students in their programs. This separation has important academic, professional, and social implications for these students as well as their peers. Today's **TIP**: if you have peers who are responsible for families, consider their circumstances the next time you plan a graduate school-related gathering. This might mean alternating happy hour with a more family-oriented activity (i.e., something that could involve children). Chances are, this type of planning will make it easier for the more "non-traditional" graduate students to attend student gatherings, thereby allowing them the opportunity to socialize and share academic and professional insights with their peers.

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Work in the 21st Century: The Changing Role of Human Resources

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There are an incredible number of pressures on today's organizations. To name a few: environmental pressures such as increasing globalization, rapid technological change, and tougher competition; organizational changes such as new organizational alliances, new structures and hierarchies, new ways of assigning work, and a very high rate of change; changes in the workforce, including employees' priorities, capabilities, and demographic characteristics. Within these pressured organizations, there is a need for (and opportunity for) the human resource function to play a critical role in helping organizations navigate through these transitions. In order to play this role, however, HR will have to increase its real and perceived value.

The role of human resources has been evolving for some time. The shift from "personnel" to "human resources," for example, was part of the movement to acknowledge the value of employees as an organizational resource, and was an attempt to remove some of the stigma that was coming to be associated with slow, bureaucratic personnel departments. This shift in label was accompanied by a call for HR to become a strategic partner with the leaders of the business—to contribute to significant business decisions, advise on critical transitions, and develop the value of the employees—in short, to have a seat at the table.

Dave Ulrich provides a clear path to the next generation of HR with *HumanResource Champions:The Next Agenda for Adding Value and Delivering Results* (1997). He describes a multi-faceted approach to delivering HR services that meets the needs of both employees and employers, and positions HR as a significant contributor to organizational success.

Ulrich presents his approach in terms of deliverables, or outcomes, for which HR should be responsible: strategy execution, administrative efficiency, employee contribution, and capacity for change. In the course of delivering in these four areas, he describes four corresponding roles for HR to play within a business: a) as a strategic partner working to align HR and business strategy, b) as an administrative expert working to improve organizational processes and deliver basic HR services, c) as an employee champion, listening and responding to employees' needs, and d) as a change agent managing change processes to increase the effectiveness of the organization. One of unique things about Ulrich's approach is that it is includes all of the ways that HR can deliver value to an organization, rather than shifting focus from one area to another.

Similarly, Johnson (1997) describes his experiences in executive search in which CEOs describe the HR leaders they want to hire. They want people who will be successful business partners, strategic thinkers, and people who

will understand the pressures of running an effective business in today's market. He reports that, when hiring a leader for the HR function, most CEOs ask for someone who is, "not a typical HR person," and that most of the successful candidates describe themselves that way. This trend reflects the common perception that HR "business-as-usual" is not prepared to meet the challenges that today's businesses present.

Making the shift to a new HR role will raise unique issues for every HR group that attempts it, but there are some common steps and activities that will increase the likelihood of success. Some of these steps and activities are:

- *Strong HR leadership.* As with any major change effort, a strong leader can develop a clear vision, motivate others to share that vision, and help them work toward achieving it. In order to change the role of HR in an organization, the HR leader will need to work both within the HR group and with the organizational leaders to reshape everyone's expectations of what HR can and will deliver. The success of the change will depend upon HR's ability to meet the real needs of the organization and the credibility it develops.
- *Acute future orientation.* One of the ways that HR can provide value is to understand how changing environmental, organizational, and workforce factors will likely influence the business, anticipate the associated HR needs, and be prepared to deliver appropriate solutions to meet those needs. By maintaining a focus on workplace trends, for instance, HR can prepare to evaluate the impact that particular changes are likely to have on an organization's people and processes, and be prepared to work with the business leaders to decide how to respond—being ahead of the curve, not behind it. For example, one movement that is likely to have significant impact on the way people are hired, managed, and valued is that of intellectual capital. A "new role" HR department is one that has learned about intellectual capital and its implications, evaluated the impact on current practice, and developed ideas and recommendations for changing HR practice and other business processes.
- *Flexibility and creativity.* An HR group that is successful in the future will likely be one that is responsive to the changing needs of its client organization. Responsiveness in the changing world of work will require being flexible—as the organizations change, so will their needs and priorities. In addition, traditional activities and processes may not be sufficient to meet the unique needs of the future—HR leaders will likely rely on creativity of their groups to achieve effective results. Increasing globalization of the market will create a need for both flexibility and creativity as businesses try to succeed in new locations, with a new workforce, and with new customers.
- *Delivering value.* Although this is not a new challenge for HR, it remains a critical one. HR is still perceived by many within today's

organizations as simply a non-revenue generating function. It is important to make apparent the value provided by working with the management team to hire the right people, manage them well, pay them appropriately, and build a working environment that encourages success. Beatty and Schneier (1997) extended the concept of delivering value within the organization by arguing that HR must deliver economic value to the *customers*, as well as to employees.

Here is a sampling of strategies that I have seen implemented as HR groups work to respond to environmental and organizational changes, become more valuable, and deliver results.

- *Business unit assignment.* Some companies are assigning HR employees to specific business units as a way of enabling them to develop a focused relationship with a small part of the business. This relationship can be enforced when the HR person has a direct reporting relationship with the leader of the business unit. In these situations, the central HR group usually provides information and services to the "distributed" HR representatives, who then deliver the service personally to the business unit. One advantage of this structure is that it fosters the flexibility and creativity mentioned above, as the local HR people can modify and tailor processes and services to meet the needs of their assigned business units.
- *Centers of excellence.* As organizations grow by merger and acquisition, they often find themselves with multiple HR groups. These can be duplicative or complementary. When they are duplicative, they can be subject to (painful) downsizing and consolidation, leaving behind a department that is unable to serve all areas of the business as well as they had been accustomed, which can, in turn, undermine the credibility of HR. An effective response to this issue is to utilize the multiple HR groups differently. One approach that seems to work well is to develop "centers of excellence," where the HR groups in different parts of the company develop their expertise in a particular area and serve the needs of the larger company in that area—HR groups operating within this model can see each other as resources rather than competitors, and the company benefits from high levels of expertise in a number of areas.
- *Consulting model.* A number of HR departments with whom I've worked have adopted a consulting model of providing service. They view their internal customers as clients, learn consulting skills, and take their client satisfaction as a measure of their success. In one large high-technology firm, internal clients whose needs cannot be met by the internal HR group can go to external service providers directly—even for basic HR needs.
- *Job rotation.* One way to bring the perspective of the business into HR—and vice versa—is to rotate line managers into the HR function for periods of time. These individuals often serve as reality checks for the HR group, and then bring an increased understanding of the value of HR back to their line function when the rotation is over. This approach seems to work best when the duration of the assignment is sufficient to allow the rotated individual enough time to become proficient in some area(s) of HR and when he or she is working closely with experienced HR people who can help them learn. Sending HR people into other areas of the business can serve a similar purpose.
- *Increasing line managers' capabilities.* Part of the future HR model is that responsibility for HR activities is shared between line management and HR people. This approach allows the manager to be more fully involved in the development and direction of employees, with HR as a resource; it requires, however, that those managers have the capabilities needed to work through issues with employees successfully. Many companies are therefore increasing line managers' access to information. Many of today's HR information systems and integrated HR systems put tools and data on each manager's desktop.

It is clearly time for a quantum leap in the HR field, and I/O psychologists working with and for HR professionals can support this transition by taking seriously the organizational pressures to change, helping to identify ways to measure the value delivered by HR, and conducting meaningful research related to all areas of human performance in tomorrow's organizations.

In the next column, I will be contributing to the special edition of *TIP* by interviewing one or more business leaders about their perspectives on our field. As always, I am interested in hearing from you. Please call, write, fax, or e-mail me at: Terranova Consulting Group (formerly Human Resource Solutions) 61-F Avenida de Orinda, Orinda, CA 94563, Phone (510) 253-0458, Fax (510) 253-9432, karen@terranovaconsulting.com.

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U.S. Justice Department's Supreme Court *Amicus* Brief in *Taxman* Flip Flops on Affirmative Action But Argues for Diversity

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The April '97 issue of *TIP* [*34*(4), 57-68], reprinted the Clinton Administration's *amicus* argument before the U.S. Court of Appeals for the Ninth Circuit in which they unsuccessfully sought to overturn California's Proposition 209 banning the state's use of racial preferences in public employment, public education, and public contracting. The Administration's latest idea of how "to mend, but not end" affirmative action under Title VII is the U.S. Department of Justice's *amicus* brief filed with the U.S. Supreme Court in August and reprinted below.

In 1989, the Piscataway, New Jersey, school board decided to downsize the staff in the high school's business department. Invoking their "commitment to affirmative action" in choosing between two teachers with equal seniority, they kept Debra Williams because she was Black and fired Sharon Taxman because she was White. The Bush Administration supported Ms. Taxman's successful challenge in which the Federal District Court awarded her back pay and reinstatement. The school board's appeal of that decision coincided with President Clinton's election in 1992. When the Clinton Administration sought the Court of Appeals' permission to reverse the government's position in order to support the school board's affirmative action argument, the Court refused, but allowed the Administration to withdraw from the case. Upon losing again, the school board appealed.

Piscataway Township Board of Education v. Taxman was headed for the Supreme Court when the school board sought to overturn the Court of Appeals decision. Initially, the Clinton Administration unsuccessfully sought to convince the Supreme Court *not* to hear the case. Then in August, the Administration filed this friend of the court brief, which rejected the school board's affirmative action rationale in favor of a more nebulous "diversity" rationale. In early November, the Supreme Court declined to hear *Taxman*, thus leaving the Court of Appeals decision intact. As *TIP* was going to press, the Piscataway school board agreed to settle the case. A confederation of civil rights organizations agreed to pay most of the $433,500 settlement, which was instrumental to the school board's decision to drop the case.

In the spirit of attempting to understand the Clinton Administration's advocacy of "mending, but not ending" affirmative action, their *amicus* brief to the Supreme Court is reproduced below.

"Questions Presented by the Department of Justice:

1. Whether petitioner's layoff decision imposed an unnecessary and unjustified burden on respondent and therefore constituted impermissible discrimination under Title VII

2. Whether Title VII prohibits all non-remedial, race-conscious employment decisions.

This case raises questions concerning the extent to which Title VII permits employers to take race into account in employment decisions in order to further non-remedial objectives. The Attorney General has responsibility for enforcing Title VII against state and local employers. The decision in this case will affect that responsibility. The United States was plaintiff in this action in the district court, but withdrew as a party in the Court of Appeals. Subsequently, and following the decision in *Adarand Constructors v. Pena*, the Department of Justice engaged in an extensive examination of when it is permissible to engage in race-conscious government action. After that examination, the Department of Justice issued a memorandum to federal agencies on that issue. In response to the Court's invitation, the United States filed a brief as *amicus curiae* at the petition stage in this case suggesting that the petition for a *writ of certiorari* be denied.

Statement

1. In May 1989, the Board of Education of the Township of Piscataway (petitioner) decided to eliminate a position in the Business Education Department of the Piscataway High School. At that time, there were 10 teachers in the Business Education Department, all of whom had tenure. Under New Jersey law, petitioner was required to lay off tenured faculty in reverse order of seniority except in the case of a tie. The two least senior teachers in the Business Education Department were respondent Sharon Taxman, who is White, and Debra Williams, who is Black. Respondent and Williams had begun their employment with petitioner in the same academic year and therefore had equal seniority. Williams was the only minority teacher in the Business Education Department.

Petitioner had discretion under New Jersey Law to select any lawful method to break the seniority tie. In prior layoffs, petitioner had broken seniority ties through random selection. This time, petitioner's Superintendent of Schools recommended to petitioner that the decision whether to retain Williams or respondent should be based on petitioner's affirmative action policy. That policy, which was adopted in 1975 and modified in 1983, specified that:

> In all cases, the most qualified candidate will be recommended for appointment. However, when candidates appear to be of equal qualifications, candidates meeting the

> criteria of the affirmative action program will be recommended.

The policy was applicable to 'every aspect of employment including...layoffs,' and Blacks were among those 'meeting the criteria of the affirmative action program.' The policy was not adopted with the intent of remedying prior discrimination or of eliminating any manifest imbalance in petitioner's teaching force. At the time of the policy's adoption, there was no evidence that petitioner had ever intentionally discriminated against Black applicants for employment, and there was no imbalance between the percentage of Blacks in petitioner's work force and the percentage of Blacks in the qualified labor pool.

According to the Superintendent, he made his recommendation to resolve the layoff decision on the basis of petitioner's affirmative action policy because he believed that Williams and respondent 'were tied in seniority, were equally qualified, and because Ms. Williams was the only Black teacher in the Business Education Department.' Petitioner voted 5-0 to accept the Superintendent's recommendation to break the seniority tie by relying on its affirmative action policy and to terminate respondent's employment.

When petitioner discharged respondent, it did not act with the intent of remedying any prior discrimination, and if petitioner had retained respondent rather than Williams, there would not have been any imbalance in petitioner's work force as a whole. The last analysis conducted by petitioner before respondent's discharge showed that Blacks constituted 5.8% of the relevant labor pool and 9.5% of the educational professionals in petitioner's work force.

In a letter to respondent, petitioner explained its layoff decision as follows:

> (T)he board of education has decided to rely on its commitment to affirmative action as a means of breaking the tie in seniority entitlement in the secretarial studies category. As a result, the board, at its regular meeting on the evening of May 22, 1989, acted to abolish one teaching position and to terminate your employment as a teaching staff member effective June 30, 1989.

In her deposition, ..., petitioner's Vice President at the time of the layoff decision, explained her vote to retain Williams rather than respondent as follows:

> In my own personal perspective I believe by retaining Mrs. Williams it was sending a very clear message that we feel that our staff should be culturally diverse; our student population is culturally diverse and there is a distinct advantage to students, to all students, to be made—come into contact with people of different cultures, different background, so that they are more aware, more tolerant, more accepting, more understanding of people of all background.

2. After respondent was laid off, she filed a charge with the Equal Employment Opportunity Commission, alleging that she had been subjected to discrimination, in violation of Title VII. In relevant part, Title VII makes it unlawful for an employer 'to fail or refuse to hire or to discharge any individual, or otherwise to discriminate against any individual with respect to his compensation, terms, conditions, or privileges of employment because of such individual's race.' The charge was referred to the Department of Justice, and the United States filed a Title VII suit against petitioner in which respondent intervened.

On cross-motions for summary judgment, the district court found that petitioner had violated Title VII. The Court held that petitioner's asserted purpose of promoting faculty diversity for educational reasons is not a permissible basis for the use of race under Title VII. The Court also held that petitioner's affirmative action policy was 'overly intrusive to the rights of nonminorities,' because it applied to layoffs and lacked a termination point. The Court awarded respondent $144,014 in monetary relief and retroactive seniority. By the time of the district court's remedial order, respondent had been rehired, so there was no need for an order reinstating her.

When petitioner appealed, the United States sought leave to file a brief and *amicus curiae* supporting reversal of the judgment. The Court of Appeals denied the United States leave to participate as *amicus curiae*. Instead, it treated the United States' motion as a request to withdraw as a party, which it granted.

3. The Court of Appeals, sitting *en banc*, affirmed the judgment of the district court. The Court held that 'affirmative action plans' are valid under Title VII only when they (1) 'have purposes that mirror those of the statute,' and (2) do not 'unnecessarily trammel the interests of nonminority employees.' The Court concluded that petitioner's policy did not satisfy either requirement.

With respect to the first requirement, the Court stated that, 'unless an affirmative action plan has a remedial purpose, it cannot be said to mirror the purposes of the statute.' The Court noted that petitioner's 'sole purpose in applying its affirmative action policy...was to obtain an educational benefit,' and that petitioner's policy was not adopted 'to remedy past discrimination or as the result of a manifest imbalance in the employment of minorities.' The Court therefore concluded that petitioner violated Title VII when it laid off respondent. The Court rejected petitioner's reliance on cases addressing the constitutionality of non-remedial, race-conscious decisions. The Court stated that, '(w)hile the Supreme Court may indeed at some future date hold that an affirmative action purpose that satisfies the Constitution must necessarily satisfy Title VII, it has yet to do so.'

The Court of Appeals also concluded that petitioner's policy 'unnecessarily trammels (nonminority) interests.' The Court noted that the policy failed to address 'what degree of racial diversity…is sufficient;' the Court perceived the policy to be 'an established fixture of unlimited duration;' and the Court was 'convinced that the harm imposed upon a nonminority employee by the loss of his or her job is so substantial and the cost so severe that (petitioner's) goals of racial diversity, even if legitimate under Title VII, may not be pursued in this particular fashion.' Judge Stapleton filed a concurring opinion.

Four judges dissented. Chief Judge Sloviter (joined by Judges Lewis and McKee) concluded that race-conscious employment decisions can be permissible under Title VII not only when they remedy prior employment discrimination, but also when they further Title VII's broader goal of eliminating 'the causes of discrimination.' Judge Sloviter noted that racial diversity in the classroom is 'an important means of combating the attitudes that can lead to future patterns of discrimination.' She therefore concluded that petitioner's 'decision to obtain the educational benefit to be derived from a racially diverse faculty is a permissible basis for its voluntary affirmative action under Title VII.'

Judge Sloviter also concluded that petitioner's layoff decision did not 'unnecessarily trammel' respondent's interests. Because respondent had 'no more than a fifty-percent chance of not being laid off,' Judge Sloviter reasoned, respondent did not have a 'legitimate and firmly rooted expectation of no layoff.' Judges Scirica, Lewis, and McKee filed separate dissenting opinions.

Summary of Argument

The Court of Appeals erred in holding that Title VII precludes *all* non-remedial, race-conscious employment decisions. This case, however, does not provide a suitable vehicle for resolving that extraordinarily broad issue. The Court of Appeals' judgment should be affirmed on the ground that petitioner's layoff decision unnecessarily trammeled respondent's interests, and the broader question should be reserved for a case in which its resolution is necessary to the outcome and in which the employer's use of race is more representative of the kind of actions taken by state and local governments and by private employers nationwide.

I. Unlike the cases in which this Court has upheld race-conscious training, hiring, and promotion decisions, petitioner considered race as a factor in a layoff decision. This Court's cases reflect a special concern about the use of race in layoffs. That concern rests on the understanding that layoffs generally impose more significant burdens on those adversely affected than other forms of race-conscious employment decisions. An employer who takes race into account in making a layoff decision therefore has an especially heavy burden of justification.

Petitioner failed to satisfy that burden. Petitioner seeks to justify its layoff decision on a single ground: that retaining a minority faculty member

rather than respondent was necessary to promote diversity in the Business Education Department of the Piscataway High School. A simple desire to promote diversity for its own sake, however, is not a permissible basis for taking race into account under Title VII. And petitioner failed to introduce any evidence to show that promoting diversity in the Business Education Department was necessary to further any compelling educational objective. Petitioner's layoff decision therefore unnecessarily trammeled respondent's interests in violation of Title VII, and the judgment upholding the award to respondent of monetary relief should be affirmed on that ground.

II. Should the Court reach the broader question, it should hold that, when a public employer takes race into account in a way that is narrowly tailored to further a compelling, non-remedial purpose, and therefore satisfies constitutional standards, Title VII erects no additional barrier to the employer's action.

There are some circumstances—not presented by this case—in which an employer should be permitted to demonstrate that taking race into account for non-remedial purposes is narrowly tailored to further a compelling interest. For example, if an undercover officer is needed to infiltrate a racially homogeneous gang, a law enforcement agency must have the flexibility to assign an officer of the same race to the task. Against the backdrop of racial unrest, a diverse police force may be essential to secure the public support and cooperation that is necessary for preventing and solving crime. Prison institutions may find it impossible to cope with racial tensions without an integrated work force. And school districts may responsibly conclude that a diverse faculty is essential to dispel students' stereotypes and promote mutual understanding and respect. The careful, tailored use of race to serve similarly compelling goals would satisfy the Constitution's strict scrutiny standard.

If an employer can satisfy the constitutional standard, Title VII does not erect any additional barrier to the employer's action. Prior to the enactment of Title VII, this Court had referred to the Constitution as containing a prohibition against 'discrimination' on the basis of race. And this Court has interpreted the prohibition against 'discrimination' on the basis of race in Title VII to incorporate the constitutional standard. It is therefore reasonable to conclude that practices that satisfy the Constitution's most rigorous equal protection standard do not constitute 'discrimination' within the meaning of Title VII. The 1972 amendments to Title VII, which extended Title VII to state and local government employers, reinforce that conclusion. In enacting those amendments, Congress relied on its power under Section 5 of the Fourteenth Amendment, and its principal goal was to provide federal administrative assistance to public employees who were subjected to discrimination that violated constitutional standards.

The Court of Appeals' reliance on *United Steelworkers v. Weber* to reach the conclusion that Title VII precludes all non-remedial, race-conscious employment decision is misplaced. The Court noted in *Weber* that the plan upheld in that case had a remedial purpose. In sustaining a plan with such a purpose, however, the Court made clear that it was not intending to describe the entire universe of permissible race-conscious employment decisions. The Court of Appeals erred in transforming a description of the plan at issue in that the plan upheld in that case had a remedial purpose. In sustaining a plan with such a purpose, however, the Court made clear that it was not intending to describe the entire universe of permissible race-conscious employment decisions. The Court of Appeals erred in transforming a description of the plan at issue in *Weber* into a legal requirement for all race-conscious employment decisions.

Argument

I. Petitioner's layoff decision imposed an unnecessarily and unjustified burden on respondent and therefore constituted impermissible discrimination under Title VII.

In *United Steelworkers v. Weber*, the Court held that Title VII does not prohibit a private employer from taking race into account in its employment decisions when the purpose of doing so is to eliminate 'a manifest racial imbalance' in 'traditionally segregated job categories' and when the decisions do not 'unnecessarily trammel the interests of the White employees.' In *Johnson v. Transportation Agency*, the Court held that Title VII permits public employers to take race into account in like circumstances.

The Court of Appeals understood *Weber* and *Johnson* to hold that Title VII precludes all non-remedial, race-conscious employment decisions. For reasons explained in Part II of our brief, the Court of Appeals erred in reaching that conclusion. When a non-remedial, race-conscious employment decision is narrowly tailored to further a compelling interest and therefore satisfies equal protection standards, it also satisfies Title VII. This case, however, does not present a suitable occasion for resolving that issue because petitioner failed to show that using race in a single layoff decision in its Business Education Department was necessary to serve any compelling objective. Petitioner therefore failed to satisfy both the Constitution's narrow tailoring requirement and the parallel requirement in Title VII that a race-conscious employment decision may not unnecessarily trammel the interests of those affected by the decision. Because the Court of Appeals' judgment should be affirmed on that basis alone, it is both unnecessary and inadvisable to reach the broader issue of whether Title VII ever permits the use of race for non-remedial purposes.

A. *Weber* and *Johnson* illuminate the requirement that race-conscious employment decisions may not 'unnecessarily trammel' the interests of those adversely affected. In *Weber*, an employer set aside 50% of the positions for a craft training program for Black employees until such time as the percentage of Blacks in craft positions matched the percentage of Blacks in the local labor pool. In holding that the plan did not unnecessarily trammel the interests of White employees, the Court noted that the plan did not 'require the discharge of White workers and their replacement with Black hirees,' did not 'create an absolute bar to the advancement of White employees,' and was a 'temporary measure…not intended to maintain racial balance, but simply to eliminate a manifest racial imbalance.'

In *Johnson*, a public employer established long-term goals for the promotion of women into traditionally segregated job categories and authorized sex to be taken into account as one factor in making promotion decisions. The Court held that there was not unnecessary trammeling, since (a) no person was 'automatically excluded from consideration' for a position, (b) denial of a promotion did not unsettle any 'firmly rooted expectation,' (c) a person denied a promotion 'retained his employment with the Agency, at the same salary and with the same seniority, and remained eligible for other promotions,' and (d) the plan 'was intended to *attain* a balanced work force, not to maintain one.'

The considerations bearing on the 'unnecessarily trammel' inquiry largely overlap with those examined when race-based action is challenged under the Constitution as insufficiently narrowly tailored. The decisions applying the narrow tailoring requirement to race-based employment decisions therefore shed further light on the appropriate Title VII inquiry. See *Johnson* (relying on constitutional cases discussing narrow tailoring in finding no unnecessary trammeling).

In *United States v. Paradise*, the Court upheld the constitutionality of a district court remedial order requiring that for a period of time, 50% of state trooper promotions go to qualified Black troopers. The plurality opinion explained that the order satisfied the narrow tailoring requirement because it was unlikely that there was 'any other effective remedy,' the order was 'flexible, waivable, and temporary in application,' the order bore an adequate relationship to the qualified labor pool, and the order 'did not impose an unacceptable burden' on those adversely affected. In discussing the latter point, the plurality noted that the order did not 'require the layoff and discharge of White employees.' Citing the same factors, Justice Powell agreed that the order was narrowly tailored.

In *Local 28 of Sheet Metal Workers' International Association v. EEOC*, the Court upheld as narrowly tailored a district court remedial order imposing a minority membership for admission to a union. The plurality explained that the goal was 'necessary' to end discriminatory practices and that the goal would 'have only a marginal impact on the interests of White workers.' The plurality specifically noted that the order would not 'disadvantage *existing* union members,' and that the Court's order did not 'stand as an absolute bar to the admission of (Whites).' For substantially the same reasons, Justice Powell concluded that the membership goal satisfied the narrow tailoring requirement.

B. In contrast to the cases discussed above, petitioner considered race as a factor in a layoff decision. This Court's Title VII and Equal Protection

Clause cases reflect a special concern about the use of race in layoffs. In the only two cases in which race-conscious layoffs were directly at issue, the Court found them to be invalid. In *Wygant v. Jackson Board of Education*, a layoff provision in a collective bargaining agreement for teachers provided that those with the most seniority would be retained except that layoffs could not result in a reduction in the percentage of minority teachers. In operation, the layoff provision required the school board to release White teachers with greater seniority than minority teachers who were retained. The Court held in several separate opinions that the layoff provision did not satisfy the narrow tailoring requirement. In *Firefighters Local Union No 1784 v. Stotts*, a district court order required that layoffs not reduce the percentage of minority firefighters, and the effect of the order was to require layoffs of nonminority employees with more seniority than minority employees who were retained. The Court held that the layoff provision did not comply with Title VII. Equally significant, in all the cases discussed above in which race-based employment decisions were upheld, an important factor was that the decisions did not involve the layoff or discharge of existing employees. *Johnson* (noting that, while petitioner had been denied a promotion, he retained his employment); *Paradise* (noting that the order upheld did not require discharge or layoff of existing employees); *Sheet Metal Workers* (noting that the order upheld did not affect existing employees); *Weber* (noting that the plan did not require the discharge of White workers and their replacement with new Black hires).

The Court's special sensitivity to the use of race in layoffs is based on the understanding that layoffs generally impose more significant burdens on those adversely affected than other forms of race-conscious employment decisions. Layoffs burden identified individuals and often seriously disrupt their lives. *Wygant*: 'Even a temporary layoff may have adverse financial as well as psychological effects.' In contrast, the use of race in hiring or promotions poses less serious concerns. The burden is more likely to be 'diffused' and '(d)enial of a future employment opportunity is not as intrusive as loss of an existing job.'

Despite the special concerns associated with the use of race in layoffs, the Court has never announced a *per se* rule against taking race into account in layoffs. An employer who takes race into account in making a layoff decision, however, has a 'heavy burden of justification.' And race may not be used in layoffs when '(o)ther, less intrusive means of accomplishing similar purposes—such as the adoption of hiring goals—are available.'

C. Petitioner has failed to satisfy the heavy burden of justification applicable to the use of race in layoff decisions.

1. Petitioner does not seek to justify its layoff decision as a remedy for past discrimination. As petitioner has stated, '(i)t is undisputed that the Board had never discriminated against Black employees, and that they were not underrepresented in the professional staff as a whole when compared with their availability in the relevant labor market.'

2. Nor does petitioner seek to justify its layoff decision as a narrowly tailored means of obtaining the important educational benefits of school-wide faculty diversity (school-wide diversity can further the compelling educational goal of dispelling students' racial stereotypes and fostering mutual understanding and respect). There are also means less burdensome than layoffs to ensure that students obtain those benefits. For example, prior to the decision at issue here, petitioner sometimes took race into account in assigning a teacher to one school rather than another in order to ensure that the faculties at each of its schools would be racially diverse. Because petitioner could rely on hiring and assignment practices to provide its students with the educational benefits of school-wide diversity, petitioner did not need to resort to the use of race in layoffs to further that objective.

3. Petitioner seeks to justify its layoff decision on a single ground: That retaining Williams rather than respondent was necessary to promote diversity in the Business Education Department of the Piscataway High School. A simple desire to maintain diversity for its own sake, however, is not a permissible basis for taking race into account under Title VII any more than it is a permissible basis for taking race into account under the Constitution. When race is used to foster diversity, an employer 'must seek some further objective, beyond the mere achievement of diversity itself.' Equally important, an employer must produce convincing evidence demonstrating a connection between diversity and the objective sought to be furthered; such a connection may not merely be asserted. Petitioner was therefore required to supply a convincing factual predicate for the conclusion that diversity in the Business Education Department itself serves distinct and compelling educational objectives that could not otherwise be achieved.

Petitioner failed to do that. The evidence relied on by petitioner to justify its layoff decision consists largely of generalized assertions, and those statements at most demonstrate a basis for seeking school-wide diversity. Petitioner's evidence does not address why diversity in the Business Education Department specifically, as well as diversity in the school generally, is important. In particular, petitioner adduced no evidence that, despite the presence of a diverse faculty overall, it nonetheless was necessary to retain diversity in the Business Education Department in order to ensure that students would 'come into contact with people of different cultures.'

Nor is this a case in which sub-unit diversity is so obviously necessary for compelling educational reasons that a more particularized showing is unnecessary. The Business Education Department is not a self-contained academic program: Students who take business courses also take courses in other departments. There may well be circumstances in which diversity in a particular high school department serves vital educational purposes. Petitioner, however, has failed to show that promoting faculty diversity in the Business Education Department in the Piscataway High School is any more or less educationally important than promoting such diversity in the various corridors of that building.

Significantly, before the decision at issue here, petitioner had never asserted an interest in departmental diversity. Although petitioner invoked its affirmative action policy in making the payoff decision at issue here, that policy did not state that its purpose was to promote diversity, much less diversity in particular departments. That policy's stated purpose was to 'ensure equal employment opportunity for all persons and prohibit discrimination in employment because of sex, race, color, creed, religion, handicap, domicile, marital status, or national origin.' Petitioner's affirmative action reports analyzed the racial composition of the work force as a whole; they did not analyze the racial composition of particular departments. Petitioner never sought from its administrative staff information breaking down the teacher work force by department. And prior to the decision in this case, petitioner never considered the racial composition of a department as a factor in the hiring, assignment, transfer, or termination of a teacher.

The inescapable conclusion is that petitioner did not satisfy the heavy burden of justification necessary to permit race-conscious layoffs. Petitioner's layoff decision thus unnecessarily trammeled respondent's interests in violation of Title VII. The Court of Appeals' judgment upholding the award to respondent of monetary relief should be affirmed on that ground.[1]

II. Title VII does not prohibit all non-remedial, race-conscious employment decisions.

Because the judgment below should be affirmed on the ground discussed above, this Court need not and should not resolve in this case the broad question whether Title VII ever permits an employer to take race into account for non-remedial purposes. That important question should be reserved for a case in which its resolution is necessary to the outcome, and in which the non-remedial use of race is more representative of the non-remedial actions of employers nationwide.

Should the Court nonetheless reach the issue, it should hold that Title VII does not erect a *per se* bar to all non-remedial, race-conscious employment decisions. Title VII does not permit 'preferences for minorities for any reason that might seem sensible from a business or a social point of view.' *Johnson.* But when a public employer takes race into account in a way that is narrowly tailored to further a compelling, non-remedial purpose, and therefore satisfies constitutional standards, *Adarand Constructors v. Pena*, Title VII erects no additional barrier to the employer's action.

We discuss below some of the circumstances in which an employer may be able to demonstrate that taking race into account for non-remedial purposes is narrowly tailored to further a compelling interest, thereby satisfying constitutional standards. We then show why Title VII does not prohibit non-remedial employment decisions that satisfy the Constitution's strict scrutiny standard.

A.1. As several courts have held, local law enforcement agencies can demonstrate a compelling need for a diverse work force that justifies the carefully tailored use of race in employment decisions.... For example, if an undercover officer is needed to infiltrate a racially homogeneous gang, a law enforcement agency must have the flexibility to assign an officer of the same race to that task.

In addition, against the backdrop of racial unrest, a diverse police force may be essential to secure the public support and cooperation that is necessary for preventing and solving crime. That view is not based on the stereotypical assumption that individuals communicate better with persons of their own race or on the unacceptable notion that a police department should cater to public prejudice. Rather, it is based on the empirically supported judgment that, when racial tensions smolder, the existence of a visibly integrated police force can instill public confidence and respect in law enforcement institutions in a way that an all-White or an all-Black force cannot.

2. Prison institutions may also be able to establish a compelling need for a diverse work force that can justify a narrowly tailored use of race in employment decisions. For example...the Seventh Circuit held that the warden of a boot camp prison had a compelling interest in using race as one factor in hiring a lieutenant when the prison camp had no Black supervisors, the prison population was 70% Black, the staff was 'expected to treat the inmates with the same considerateness, or rather lack of considerateness, that a marine sergeant treats recruits at Parris Island,' and expert testimony established that Black inmates were 'unlikely to play the correctional game of brutal drill sergeant and brutalized recruit unless there (were) some Blacks in authority in the camp.' The Court was careful to note that the record would not support an effort to make the racial composition of the security staff mirror that of the inmate population. And it also made clear that prison authorities are not 'entitled to yield to extortionate demands from prisoners for

[1] The brief the United States attempted to file in the Third Circuit concluded that petitioner had established a sufficient justification for its layoff decision. Subsequently, and following this Court's decision in *Adarand Constructors v. Pena*, the Department of Justice undertook an extensive examination of the question of when it is permissible to engage in race-conscious governmental action. Following that examination, the Department issued a memorandum to federal agencies on that issue. The memorandum offered three important guiding principles drawn from the decision of this Court and lower courts concerning the use of race to promote non-remedial objectives. First, to the extent that race is used to foster diversity, the government must seek some further objective, beyond the mere achievement of diversity itself. Second, in some settings, a government entity may have a compelling need for a diverse work force that justifies the use of racial considerations. And third, to justify the use of race, there must be a convincing factual basis for the conclusion that the use of race is needed; a broad assertion of need is insufficient. In light of the extensive analysis...we have arrived at a different conclusion on the correct disposition of this case from that stated in the Third Circuit brief. We continue, however, to adhere to the brief's main argument—that Title VII does not preclude all non-remedial, race-conscious employment decisions.

guards of their own race.' The Court held only that, 'on the record compiled in the district court, the preference that the administration of the Greene County boot camp gave a Black male applicant for a lieutenant's job on the ground of his race was not unconstitutional.' See also *Minnick v. California Dep't of Corrections*... (prison authorities may use race as one factor in transfer, promotion, and assignment decisions in light of the evidence that diverse work force was essential to 'reduce severe racial conflict and violence within the State prison system').

3. Educational institutions may also be able to establish a compelling interest justifying a tailored use of race in employment decisions. For example, a school district can have a compelling interest in obtaining the educational benefits of a racially diverse faculty at each of its schools, and may permissibly use narrowly tailored means, such as using race as one factor in assignment or transfer decisions, to achieve that goal...

Swann v. Charlotte-Mecklenburg Board of Education supports that conclusion. There, the Court stated unanimously that, 'in order to prepare students to live in a pluralistic society,' school authorities have discretion under the Constitution to integrate their student bodies by making race-conscious student assignments. That statement reflects an understanding that integrated schools afford important educational benefits to students of all races: in schools with integrated student bodies, children can begin to learn how 'to function' in a multiracial society, as well as how 'to live in harmony and mutual respect.'

A diverse faculty can further the same compelling goals. Exposing students to a diverse faculty on a daily basis can dispel stereotypes and misconceptions and foster mutual understanding and respect in a much more powerful and lasting way than imparting those lessons through words alone... Like a diverse student body, a diverse faculty also benefits all students. The lesson that 'the diverse ethnic, cultural, and national backgrounds that have been brought together in our famous 'melting pot' do not identify essential differences among the human beings that inhabit our land' is one that is critical for students of all races to learn.

> (T)he fact that persons of different races do, indeed, have differently colored skin, may give rise to a belief that there is some significant difference between such persons. The inclusion of minority teachers in the educational process inevitably tends to dispel that illusion whereas their exclusion could only tend to foster it.

See also *Columbus Bd. of Educ. v. Penick* (when student bodies and faculties are segregated, Black and White students are deprived of opportunity 'to meet, know and learn from' teachers of other races).[2]

[2] Using faculty diversity to advance the compelling educational goal of dispelling racial stereotypes is quite different from the role model theory rejected in *Wygant*. The role model theory rested on the view that Black students are better off with Black

B. As discussed above, there are some limited situations in which an employer's use of race for non-remedial objectives can be narrowly tailored to further a compelling interest and therefore satisfy constitutional standards. When a public employer can make such a showing, Title VII does not erect any additional barrier to the employer's race-conscious action. The Court of Appeals therefore erred in holding that Title VII contains a *per se* prohibition against the use of race to further non-remedial objectives.

1. Title VII prohibits employment decisions that 'discriminate against any individual... because of such individual's race.' Title VII nowhere defines 'discriminate,' and that term is susceptible to varying interpretations... Prior to (and contemporaneous with) the enactment of Title VII, decision of this Court referred to the Constitution as forbidding 'discrimination' on the basis of race... And, while Title VII originally was directed to private rather than public action, it was animated by some of the same concerns that animated the Equal Protection Clause... It is therefore reasonable to conclude that the Congress that enacted Title VII did not consider practices that satisfy the Constitution's most rigorous equal protection standard to be prohibited 'discrimination.'[3]

This Court's treatment of the same issue under Title VI of the Civil Rights Act of 1964 further supports that conclusion. Title VI, which was enacted by the same Congress that enacted Title VII, prohibits 'discrimination' in federally funded programs. In *Bakke*, the Court held that Title VI does not bar race-conscious action that satisfies constitutional standards.... As the controlling opinions in that case explain, the legislative history of Title VI shows that Congress equated discrimination under Title VI and Title VII, they cannot be read *in para materia* for all purposes. *Johnson*. But there is no sound basis for interpreting them differently with respect to the

teachers and, when carried to its logical extreme, could have led to the very system rejected in *Brown v. Board of Education*... The need for faculty diversity rests on the very different understanding that students of all races are better off when they have the opportunity to learn from an integrated teaching staff, because exposure to such an integrated faculty inevitably tends to dispel the notion that there are essential differences between the races.

[3] Title VII is not completely coextensive with the Constitution. Title VII prohibits employment practices that 'adversely affect' employment status... and therefore it reaches employment practices that have a disproportionate impact on minority employees and are not justified by business necessity. *Griggs v. Duke Power Co.* In contrast, the Constitution prohibits only practices undertaken with a discriminatory intent. *Washington v. Davis*. In addition, this Court has held that, in light of the crucial role that voluntary affirmative action plays in furthering Title VII's purpose of eliminating the effects of discrimination in the workplace, the evidentiary burden of showing a lawful remedial purpose is less demanding under Title VII than under the Constitution. *Johnson*. Title VII requires a showing of manifest racial imbalance in a traditionally segregated job category, while the Constitution requires a strong basis in evidence for believing that the employer itself has engaged in prior discrimination, *Wygant*.

question of whether they permit race-conscious decisions that satisfy the Constitution's strict scrutiny equal protection standard.

2. The 1972 amendments to Title VII, which extended Title VII to state and local government employers, reinforce the conclusion that Title VII does not bar race-conscious decisions that satisfy constitutional standards. In enacting those amendments, Congress relied on its authority under Section 5 of the Fourteenth Amendment.... As explained in the House Report, Congress's principal purpose in extending Title VII to state and local government employers was to provide federal administrative assistance to public employees who were subjected to discrimination that violated constitutional standards.

> The Constitution is as imperative in its prohibition of discrimination in state and local government employment as it is in barring discrimination in Federal jobs. The Courts have consistently held that discrimination by state and local governments, including job discrimination, violates the Fourteenth Amendment and is prohibited.
>
> While an individual has a right of action in the appropriate court if he has been discriminated against, the adequacy of protection against employment discrimination by state and local governments has been severely impeded by the failure of the Congress to provide Federal administrative machinery to assist the aggrieved employee.

It is fully consistent with the purpose of the 1972 amendments to permit a public employer to consider race as a factor in an employment decision, so long as the employer does so in a way that satisfies the Constitution's strict scrutiny standard.

Nothing in the legislative history of the 1972 amendments suggests that Congress intended to limit permissible race-conscious actions to those that are intended to remedy prior employment discrimination. To the contrary, that legislative history shows that Congress was concerned not only with the effect that discrimination has on those seeking state employment opportunities, but also with the broader effects that such discrimination has on the ability of state institutions to carry out their missions fairly and effectively.

For example, Congress concluded that the exclusion of minorities from local law enforcement agencies 'not only promotes ignorance of minority problems in that particular community, but also creates mistrust, alienation, and all too often hostility toward the entire process of government.' ...Congress also concluded that '(t)o permit discrimination (in educational institutions) would, more that in any other area, tend to promote existing misconceptions and stereotypical categorizations which in turn would lead to future patterns of discrimination.' Race-conscious action that is designed to instill trust in law enforcement and to break down racial stereotypes and misconceptions in educational institutions is therefore fully consistent with the goals of Title VII.

3. Legislation enacted contemporaneously with the 1972 amendments to Title VII also refutes any suggestion that Congress intended to prohibit all race-conscious employment decisions except those designed to remedy prior employment discrimination. In 1972, Congress enacted the Emergency School Aid Act..., an act that has since been repealed. ESAA made federal funds available to schools for use in eliminating *de facto* as well as *de jure* segregation... ESAA reflected Congress's view that, regardless of its cause, racial isolation harms the education of students.

Consistent with ESAA's purposes, Congress required school districts receiving ESAA funds to assign teachers in such a way as to ensure that faculties at their schools would not be racially identifiable... Since Congress obviously did not intend for school districts to take action under ESAA that would violate Title VII, the only reasonable conclusion is that Congress did not view Title VII as an absolute bar to all non-remedial, race-conscious employment decisions.

4. In holding that Title VII bars all non-remedial uses of race, the Court of Appeals relied on this Court's decision in *Weber*. The Court of Appeals understood that decision to hold that, in order for consideration of race as a factor in an employment decision to be valid under Title VII, the purpose of the decision must 'mirror' a purpose of Title VII. And the Court further concluded that only a remedial purpose can mirror the purposes of Title VII. That reasoning is flawed.

This Court stated in *Weber* that the purposes of the plan at issue in that case 'mirror(ed) those of the statute' in that both 'were designed to break down old patterns of racial segregation and hierarchy,' and both 'were structured to open employment opportunities for Negroes in occupations which have been traditionally closed to them.' The Court made clear, however, that it was not thereby intending to define 'the line of demarcation between permissible and impermissible affirmative actin.' Because the plan at issue in *Weber* did mirror Title VII's remedial purpose, the Court had no reason to consider whether other forms of race-conscious action could also be consistent with Title VII.

For the reasons set forth above, the kind of plan upheld in *Weber* is not the only form of race-conscious action that is consistent with Title VII. Title VII permits race to be used for any purpose that is sufficiently 'compelling' to satisfy equal protection standards, as long as the means chosen to further that purpose are narrowly tailored. The Court of Appeals erred in transforming a description of the plan at issue in Weber into a legal requirement for all race-conscious employment decisions.

The Court of Appeals also defined too narrowly the purposes of Title VII. Although the principal purposes of Title VII are to 'break down old patterns of racial segregation and hierarchy,' and to 'open employment opportunities for Negroes in occupations which have been traditionally closed to them,' those are not its only purposes. The Court explained in *Weber* that one important purpose of Title VII was to preserve 'management prerogatives' to 'the greatest extent possible' consistent with achieving Congress's 'ultimate statutory goals.' And, as discussed above, Title VII was also designed to assist in the task of restoring trust in law enforcement and breaking down racial stereotypes and misconceptions in educational institutions. When a public employer is permitted to further those compelling goals through narrowly tailored, race-conscious means, Title VII purposes are furthered."[4]

Conclusion

The judgment of the Court of Appeals should be affirmed.

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[4] Title VII permits employers to use religion, sex, or national origin, but not race, in employment decisions, if such a criterion is a 'bona fide occupational qualification (BFOQ) reasonably necessary to the normal operation of that particular business or enterprise.' Interpreting Title VII to permit non-remedial, race-conscious employment decisions that satisfy strict scrutiny is not inconsistent with Congress's failure to create a BFOQ for race. Under the Constitution, it is not enough that the use of race be 'reasonably necessary' to advance a 'normal' operational need; instead the use of race must be *narrowly tailored* to a *compelling purpose*. *Adarand*. There was no need to create a BFOQ-like exception from Title VII for race-conscious employment decisions that satisfy that constitutional standard, because Congress did not view such decisions as prohibited 'discrimination' in the first place. The notion that the failure to create a BFOQ for race precludes all non-remedial uses of race also proves too much. Acceptance of that notion would mean, for example, that a law enforcement agency could not use race to assign a Black officer to infiltrate an all-Black gang. Any sensible reading of Title VII must allow for some non-remedial uses of race, and the real question is how to draw the line. The constitutional standard best fulfills that function.

An Open Invitation to APA Division 14 Members

Richard M. Suinn, Ph.D.
APA President-Elect 1998

My commitment as APA president is to use grass roots input as the foundation for planning. I invite all Division 14 members, other psychologists and other professionals to help me brainstorm. Brainstorming involves establishing the basis for future plans by creating as many different suggestions, without limiting such creative thinking in any way (such as whether the idea is feasible, too "far out," etc.).

I have two major interests: a) ethnic minority or multicultural issues, and b) cancer. I invite you to brainstorm as a grass roots think tank to generate ideas about how we might meet these two themes—either separately or combined.

For example regarding what we might do relating to minority issues, some examples of ideas:

- Identify and document epidemiological data specific to cancer among ethnic minority populations
- Develop a directory of psychologists doing multicultural training in different regions
- Develop fact sheets of scientific knowledge for addressing issues such as affirmative action, bilingualism and educational achievement, stereotyping and stress in the workplace
- Organize a roundtable at the APA convention specifically for minority students to directly meet minority leaders, and/or to obtain information on graduate programs with multicultural curricula
- Provide consultation to state psychological associations with suggestions written by associations who have a record of significantly increasing minority membership
- Make APA a more welcoming place by introducing a monthly column in the *Monitor* highlighting a psychologist of color
- Provide members of the four Ethnic Minority Psychological Associations with a reduced membership rate for joining APA in their first year

Regarding cancer, some examples of ideas:

- Develop coalitions with other professional organizations such as....
- Organize a public meeting prior to the APA convention at a community building, with panelists who are psychologists, nurses, insurance representatives, and so forth, to address the public's questions about what to expect from cancer, psychological interventions for side effects, needs of family as supporters, how to make decisions, research findings, and so forth

- Write a series of feature articles for media releases and for the *APA Monitor* that informs the public about the many ways in which psychologists contribute to cancer issues
- Develop plans for funding through federal agencies aiming at a goal of integrating scientific knowledge, community education, and training of psychologists and other health professionals regarding psychological aspects of cancer
- List research programs in a document organized by type of cancer, or by other classification (research on vulnerability, on treating side effects, on prolonging survival, on quality of life, on medical decision-making, etc.)
- Write brochures that help patients deal with the psychological impact of cancer or offer a Web-site information help line connected to experts
- Suggest curricula for training of psychologists to work with cancer

These are but a few examples that illustrate the broad range of potential action-ideas that I am encouraging. Out of such brainstorming will evolve plans, some of which I may be able to achieve alone, many of which may demand a partnership with you to take the lead on some elements. We can readily identify the problems; what we need is to brainstorm possible actions that move us toward possible solutions!

When you brainstorm, think also about how we can do coalition building. Note that one of the sample ideas speaks to connecting with nonpsychology professionals. Should we be considering a coalition with nurses, with community organizations, and so forth—which ones, and how can they help us and we help them on these topics?

As you think about, dream about, have a sudden insight about, brainstorm ideas for either or both themes, send them on to me before you forget. Be sure to identify yourself, and how I can contact you in the future. Feel free to distribute this invitation broadly to others. Mahalo!

You can reach me at:

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From Both Sides Now: Leadership—So Close and Yet So Far

Allan H. Church

Let's start our discussion for this installment with a simple question—What is leadership? Quick, take out a pencil and piece of paper and jot down your own personal definition. Now take a look at it. If there is anything in there about "leading others" or the "the process of leading" you are probably suffering from the same tautological problem that has faced most people working with and in the area of leadership. Of course, you're in good company, as one of our contributors will point out later on. The fact is, however, that it is human nature to have some understanding and/or recognition of leadership. For example, we all know the concept—or at least think we know it. We all deal with it in some form on a daily basis in our professional and even personal lives, whether we are serving in the role of leader or leadee (my preferred label for the term follower). Moreover, most of us would probably even admit to being able to recognize a "good" versus a "bad" leader if we came into contact with one. If you don't believe me, go ahead, briefly conjure up your opinion of the current or a past president of the United States, your favorite CEO, the current dean or president of your institution, or even your current manager and see if you can't make some sort of spot judgment in this regard. Furthermore, it doesn't take an I/O professional to assess the qualities of another's leadership abilities—just ask anyone at your next holiday get-together about what is going on in their company and you'll have an answer. The point is, many people think they know a great deal about leadership even without having read through the volumes of material in the professional and academic literature on the subject.

These days, I often feel sorry for students planning to do research on leadership. I mean, after so many years, how can there be anything left to study? Of course, the answer to this question (which can be applied to almost any area of study in almost any field, for that matter) is we can always learn more. But if we think about it hard enough, we must be able to identify some basics that we know by now, right? In other words, if we had to make a definitive statement about the current state of leadership theory, practice, and research what would it contain? Herein lies the impetus for our discussion in this issue. Given the fact that all four individuals approached agreed to respond to the question at hand and that I have a page limit to maintain, I am going to just get out of the way and let these researchers and practitioners make their comments in response to the following question:

After centuries of human history and decades of psychological research, what have we concluded about the nature of leaders and leadership in organizations? In other words, if you had to write a brief summary or synopsis *of the state of the field of organizational leadership, let's say for the Encyclopedia Britannica or some similar outlet, what would you include?*

Comments and Conclusions on Leadership: Walt Tornow

1. Leadership has many definitions: The field of leadership abounds with definitions (Bass, 1990; Rost, 1991;Yukl & Van Fleet, 1992) and instruments (Leslie & Fleenor, 1988). Hughes et al. (1996) attribute this to the study of leadership still being an immature science where there is a lack of consensus about the major questions in the field, much less the answers to them. Still, there is a substantial body of knowledge that can be usefully applied (Clark & Clark, 1996; R. Hogan et al., 1994). According to Bass (1990), leadership has been seen as the focus of group processes, a matter of personality, including compliance, exercise of influence, particular behaviors, a form of persuasion, a power relation, an instrument to achieve goals, an effect of interaction, a differentiated role, and initiation of structure.

2. Leadership is personal and multidimensional: Leaders are seen to differ from nonleaders; and their individual differences have been studied as traits, personality, and behaviors. For example, trait lists include intelligence, self-confidence, determination, integrity, and sociability (Northouse, 1997); core style dimensions are task behaviors and relationship behaviors (Blake & Mouton, 1964; Kahn, 1956; Stodgill, 1974). Other taxonomies attempt to be more detailed in describing various leadership styles. For example, Yukl (1990) proposes 14 leadership functions. The critical role that leaders play as change agents is highlighted by transformational and charismatic leadership theories (Bass, 1985; Burns, 1978; House, 1977). Despite the plethora of leadership taxonomies, some common themes occur. According to Bass (1990), for example, leaders help clarify the mission and goals of the group; energize and direct others to pursue the mission and goals; provide the structure and methods for achieving the goals; resolve conflicts; and evaluate the group's, as well as their own, contribution to the effort.

3. Leadership is contextual: In addition to the role of personal characteristics in leadership, the situation can make a difference; a style of leadership that works in one situation may not work in another. For example, leaders need to match their style to the situation in terms of developmental level of subordinates (Hersey & Blanchard, 1969), situational favorableness (Fiedler, 1967), characteristics of subordinates and work setting (Evans, 1970; House, 1971), or demographic diversity of the organization (Hooijberg & DiTomaso, 1996). Hogan and associates show that leadership is relative to a group's typical task. For example, realistic and conventional groups (e.g., athletic teams, police departments) respond to task-oriented and authoritative leadership, and resent participatory management, which they see as weak. Enterprising and social groups (e.g., management teams, school faculties) respond to process, interaction, and participation, and resent

task-oriented leadership, which they see as authoritarian (Driskell et al., 1987; Hogan et al., 1988).

4. Leadership is a process: Leadership is more than the leader and the situation; it is also a process. Leader-member exchange theory sees it as a process centered around leader-follower interactions (Dansereau et al., 1975). For Hughes et al. (1966) leadership is a social-influence process shared among all members of a group. Not restricted to the leader's position, followers are part of the leadership process too. Adopting a constructivist view, Drath and Palus (1994) look at leadership as a social meaning-making process that occurs in groups of people who are engaged in some activity together. Leadership is seen as something that people use in their relations with one another to make sense, to make meaning. For them, leadership is more about making meaning than about making decisions and influencing people.

5. Leadership is both global and local: Cross-cultural work (Wilson et al., 1996) and globalization are themselves major contextual variables in the study and practice of leadership. The question is whether effective global leadership is any different from effective leadership in general. Or is the leadership challenge of working with people from different cultures similar to, but simply more demanding than working within a single culture with individuals having different personalities, values, and points of view? The concept of leadership itself can have different meaning in different cultures. Although core leadership concepts may transcend cultural boundaries (Bass, 1997), they may require translation and reframing for the local context (Alexander & Wilson, 1997). Strong cultural differences have been documented that influence the effects of leader behavior (Clark et al., 1992).

6. Leadership effectiveness is in the eyes of the beholder: Evaluating leadership effectiveness is difficult because organizational success indicators are themselves complexly determined, hard to obtain, and frequently affected by factors beyond the leader's control. A suggested proxy measure is 360-degree feedback—asking the boss, peers, and subordinates to evaluate the leader—because it offers a well-rounded perspective (R. Hogan et al., 1994). Self-ratings of leadership performance have much lower correlations with performance than estimates by others (Clark et al., 1992; Harris & Schaubroeck 1998), and those who over-rate themselves are perceived as lower in effectiveness (Van Velsor et al., 1993). Although subordinates and bosses tend to agree in their overall evaluation, they also attend to different aspects of performance. Bosses's ratings are more influenced by judgments of technical competence, whereas subordinates' ratings by judgments of integrity (R. Hogan et al., 1994; Harris & Harris, 1992).

7. Leadership can be taught: Managers can learn to lead through training (Conger, 1992). CCL's research and experience has led to a number of conclusions about leadership development (McCauley, Moxley, & Van Velsor, in press): (a) It is a process, not an event (Dalton & Hollenbeck, 1996); (b) It occurs through a variety of venues, including job assignments, relationships, hardships, and other nonwork activities (McCall et al., 1988); (c) It is impacted by the readiness for development on both the individual and organizational level (Palus & Drath, 1995); and (d) The ability to learn is a key driver in identifying effective leaders; conversely, failing to "learn how to learn" can have detrimental effects (McCall, 1998). CCL leadership development programs focus on five generic capacities associated with effective leadership that spring from self-understanding and the ability to work with others: (a) heightened self-awareness, (b) the habit of inviting feedback, (c) a thirst for learning, (d) work-life integration, and (e) respect for differences in others (Alexander & Wilson, 1997).

On Leadership: W. Warner Burke

Last academic year, for the first time I taught our one-semester course, "Leadership and Supervision," at Teachers College. I am now in the midst of teaching the course for a second time. Although I have been a student of leadership since my dissertation on the subject (testing Fiedler's theory) a very long time ago, it is only now that I have put together "my course." The best way to learn anything, besides perhaps practicing it, is to be required to teach it to others. So, the following consists of some things I have learned and/or confirmed for myself about leadership:

- It would be difficult to write a definitive statement about the essence of leadership for an encyclopedia since there is no commonly accepted definition. Most of us would probably agree that such terms as persuasion, influence, and reciprocity are key to any definition. In any case, the remaining points make up my rather extensive definition.
- In my opening class, or if I am making a presentation on leadership, I begin with an overhead of an article headline from *The New York Times* a few years ago, which reads, "New Afghan Leader Lacks Followers." Then I ask the question, "What's wrong with this picture?" Everyone laughs. They get it. First and foremost, then, leadership is a relationship, an exchange, and a reciprocal process. It does not matter what a person's self-concept might be; if there is no follower, the person is *not* a leader.
- Rost (1991) in his criticism of the field, is correct. In addition to not having a consensual definition, and not having an integrative "school" of leadership, we have been studying the wrong things—traits, for example—that is, variables that are peripheral to the actual content of leadership, the proper content being within the relationship. And to make matters worse, recent evidence shows that those of us who are vertically challenged are not likely to be chosen for leadership regardless of how qualified we might be. Being tall (over six feet) is indeed important for selection irrespective of the person's potential effectiveness (*The Economist*, 1996). Beliefs that we hold

about what a leader is supposed to be or to look like continue to dominate regardless of evidence to the contrary (Hogan, Curphy, & Hogan, 1994). We must move from the periphery to the center, which is the *interface* of leader-follower.
- But to be a leader, to attract followers, one must have *something* to offer; it is not merely a relationship. Leadership is in the content of the relationship. Sounding somewhat paradoxical, it is the content of the process. So what is the content? Two things, primarily: (a) ideas, a vision, a story, and (b) values that followers can believe in and accept. Regarding (a), Tichy (1997) emphasizes having a "teachable point of view" while Gardner (1995) stresses the importance of the leader's story. With respect to (b), O'Toole (1995) is the most articulate and helpful. He argues eloquently that contingency models run counter to effective leadership. Value-based leadership is more likely to result in effectiveness. O'Toole is replete with examples.
- I have preached for a very long time that self-awareness is integral to leadership effectiveness. I'm sure that this belief can be traced back to my 1960s days when I was a T-Group trainer. Recently Church (1997) has provided comforting evidence that suggests that perhaps I have *not* been for all these years a liar. It seems to me that a key ingredient to successful leadership is the ability (not necessarily a trait) on the part of the leader to diagnose accurately how he or she is affecting and is being affected by followers and then to adjust his or her behavior accordingly. In other words, the astute leader is attuned to the nature of the relationship with followers and makes behavioral adjustments to maintain if not improve that relationship in order to (a) realize the vision, (b) accomplish the mission, and (c) implement goals if not change objectives.
- Leadership is sufficiently different from management to warrant our serious consideration. Leadership is more person-dependent for success, whereas effective management is more dependent on the legitimacy of one's position in the organization. For developmental purposes, it is important for good management to learn how to do things, (e.g., budgeting, planning, measuring, and appraising performance, etc.). For good leadership it is important to learn how to use one's personal skills and abilities and how to use one's values and beliefs to engage others.
- And finally, even though I teach our leadership courses at Teachers College, I am not convinced that I can instruct one about how to be a successful leader. After all, it is so personal and idiosyncratic to the individual. I am teaching "about leadership," not necessarily how to be a good leader. But one can *learn* leadership and how to be effective at it by paying attention to the points I have attempted to make in this brief encyclopedic entry.

What We Know About Leadership: Robert Hogan

The amount of written material on leadership reflects the importance of the subject in the popular mind. This immense literature falls into two categories. The first, and by far the larger, contains armchair theories of leadership written by business school faculty, retired CEOs, and other people with opinions. The second contains empirical reports from academia. Neither is very helpful, for essentially two reasons: (a) Taking leadership seriously requires taking personality seriously, and the consensus of behaviorist-dominated American culture since the 1960s is that personality doesn't exist—leadership is a function of larger social forces; (b) the literature is based on the wrong definition. Overwhelmingly, leadership has been defined in terms of who is at the top of large, hierarchical, bureaucratic organizations such as the Army or the phone company. But, as the career of Colin Powell, former Chair of the Joint Chiefs of Staff, reveals, climbing such hierarchies depends more on political skill than leadership ability.

A consideration of the function of leadership in real human groups suggests that leadership should be defined as the ability to persuade a group to set aside individual preoccupations in order to pursue a common goal, and leadership should be evaluated in terms of how a group performs vis-à-vis the other groups with which it competes. This view suggests that the essential task of leadership is to build high-performing teams. With these definitions in mind, a review of the empirical literature leads to six conclusions:

1. There is no agreement in the literature concerning the characteristics of effective leaders—primarily because there is almost no research on the characteristics of persons whose groups outperform other, comparable groups; again, most research focuses on who is in charge, rather than how well a team is doing.

2. There is a nicely converging literature on failed leadership, but it is not in the peer-reviewed journals; it was initiated by **Jon Bentz** in two APA/SIOP talks and is found in conference presentations and technical reports.

3. Managerial derailment is now well understood; it is caused by flawed interpersonal skills that prevent a person from being able to build a team. The DSM-IV, Axis 2 personality disorders provide an initial taxonomy of the key interpersonal flaws, which include the paranoid, narcissistic, and dependent personalities.

4. These sources suggest that the base rate for flawed leadership in corporate America is above 50%, which means that the majority of employed adults work for someone with seriously diminished leadership skills.

5. When people have to work for flawed managers, they often retaliate in ways that are hard to detect immediately—by slowing down, withholding commitment, providing poor service, or even by theft and sabotage.

6. Finally, although the bosses of bad managers rarely appreciate how their managers alienate their work teams, the team members always know.

The key sign that managers are performing poorly is the degree to which their subordinates don't trust them. Subordinates' ratings of the degree to which they trust their managers may turn out to be the best single predictor of workgroup effectiveness, and therefore of leadership. And the capacity to inspire trust is a function of personality.

The 10,080 Minute Leader: Bruce Avolio

I thought this was a reasonable title for a best selling book on everything you should really know and do about leadership, all throughout the week. Unfortunately, the publishers said that "anything that takes that amount of effort, is simply not worth reading or doing." My response was, " I thought by making it more quantitative, I could attract more managers to read it… You know making the intangible measurable—six sigma and all of that." Still having no outlet for this great piece of "work" which will no doubt end up in every motel drawer once published, let me squeeze into the next several pages what you could have read if the publishers, like great leaders, had been true visionaries.

Definitions. Let's start out with the very first issue that always comes up in discussions of leadership: "We must define it!" For example, in the conference setting there is always someone in a leadership session that delights in interjecting halfway into the discussion that so and so came up with umpteen numbers of definitions when trying to define leadership. Then someone else always replies with, "it's the most studied and least understood blah, blah, blah." At this point, I usually tune out and contemplate my life as a serial killer. *Sudden shift* to a local newscaster in New York City (in a managed somber tone) "Today a sixth body was uncovered in the Hudson River, and New York's Finest seem completely baffled as to the connection between these horrible murders. Thus far, the only connection they have been able to come up with is that all of the dead were cited in the *Handbook of Leadership* in a section on 'substitutes for leadership'. This evening, **Bernard M. Bass** was brought in for questioning."

So, we don't have a commonly agreed-on definition of leadership. So what? Why is Einstein allowed to call his theory "a theory of relativity," and in the leadership field we have to come up with a single definition of leadership? Would anyone call Einstein a wimp for not taking a stand on his theory? I am only asking for some equity here. And I am not making an attribution when I say, it's simply not our fault. If you're going to blame anyone, I would suggest that you write Webster's staff a letter. According to Webster's Unabridged Dictionary, leadership is "the quality of a leader; the capacity to lead; a group of persons who lead; and the office or position of a leader." Webster's the wimp! He had a chance to define it, and blew it. And now we have to clean up Webster's mess. Therefore, I would suggest we simply agree that "leadership" is a discipline, very broad and deep, and define it similar to "psychology" with a lot of different acceptable (and relative) definitions.

Are leaders born versus made? Yes. I've never met a leader who wasn't born, but I have questioned whether some had mothers. I've never met one who wasn't made, either. Cloning not withstanding, as personality has its genetic predispositions so must leadership if—and this is very, very important—the leader has a personality. Okay, then how are leaders made? There are several ingredients that are not always present, but seem to work collectively from time to time: (a) If you are a father, even a good one, die young; (b) If you are a mother, don't die young and if time permits (there are some contingent/situational factors to consider here), be a person of high moral and ethical character; and (c) Look at child rearing as an "in vivo" leadership training experience—introduce real-life threatening outward-bound experiences, create challenges to fail, and then don't yell or blame, just explain and encourage, and teach the child over and over again a few quotes that, when their moment in history arises she/he will be prepared to use. Do you know how many times Martin Luther King told his wife he "had a dream" before that quote became famous? One of John F. Kennedy's elementary school buddies said in an interview a few years ago, "Do you know how many times he asked us 'to ask not what we could do' for our class, our football and this or for that…"

Can we measure leadership? Yes. Accurately? Uh, can I speak to my lawyer? Okay, she has advised me to take the Fifth on this one, as my answer might be self-incriminating. Well, I refuse to do so, because someone who studies leadership as I do must also be able to take the lead on this issue. So, my answer is, well, I don't really recall ever being at a meeting where the issue of "accuracy" was specifically raised, that is, where we were talking about leadership and where we had an agreed-on definition. There are at least 100 surveys of leadership that you can buy that measure leadership accurately. It's all just a matter of price, not science. If you've got enough money, you can not only measure it accurately, but you can also measure it in 360 degrees (again, by placing a number here, we are in effect arguing that the measurement of leadership is now by definition an exact science).

If we could define leadership, how many factors would compose the most definitive model of leadership? 7, plus or minus 2. CFI = .90 or .92 or .94. (This comes from the latest back-translation of Miller's now most famous axiom, going from Hebrew right to left into English left to right. Actually for you history buffs, it is where John Lennon and Paul McCartney got their idea for playing the Beatle's song "#9" backwards.)

Can we best describe what goes on between a leader and a follower as being an exchange, a relationship, co-dependence, reciprocal causation, uplifting, demeaning, and/or the most studied but least understood interaction? Yes. Yes. Yes. Yes. Yes. Yes. No.

Is this leadership phenomenon universal in its application and measurement across cultures? It is equally misunderstood in Africa, Asia, South America, Europe, and the Middle East (although some cultures here do suggest cutting off body parts if evidence of common source bias is found, making their criterion for discriminant validity slightly higher than other cultures). Yet, I must hasten to add that all training programs on the subject charge the same price, discounted for exchange rate. So, in this regard, one can say that the answer is yes, so far.

Where has the study of leadership come from? It started with "great men" who loomed large in the literature. In time they were taught to be more considerate, more participative, more consultative, more feminine, and even female (there is at least one economist who took this quite literally), and more contingent. We then discovered that we needed to remember four or fewer styles of leadership. For a couple of decades, if it wasn't behavior then it wasn't what leaders did. But this was resolved because we then discovered it was all really implicit, in the "eye of the beholder," and mostly measurement error. We found out that some leaders had least-preferred coworkers, but they kind of liked them, so therefore we concluded they must have compassion, but all this didn't matter because we couldn't change them. We later learned that being an intelligent leader was quite a relative thing, that is, too smart and you're dead, too stupid and you're dead (but you don't really know why), which became the basis for shared leadership. And then came the flood of work on the charismatics, the transformers, the visionaries, the "new leaders," the "neocharismatics," and the inspirers. I think the substitutes for leadership people might call them now, the "Wall Flowers," which is, by the way, evidence for musical leadership being genetic, that is if you liked the first Dylan. The most recent explorations into the "new" models of leadership (why not use post-modern, to make people really sweat) have indeed led us closer and closer to the "holy grail" of leadership, or the individual's perspective-taking capacity. At the core of leadership is "who you are" and "who you could be." Yet, just as we were uncovering some of the basic elements of what constitutes "exemplary" leadership, the elevator doors in our field opened, and we found ourselves ascending levels of analysis. First floor–R_{wg}. Second Floor–WABA & for some reason lots of moaning. Third Floor–Hierarchical Linear Regression & more moaning. Fourth Floor–MESOware. Fifth Floor–Doors won't open yet, stuck, head back down, you misspecified your level of ascension.

Where is leadership going in the future? In my opinion, it is migrating South to where it may do more good, in the hands of followers, teams, and more effective information systems, which some of our colleagues like to think of as being "substitutes" for leadership. (By the way, I really think the people who argue in favor of substitutes for leadership had too good a childhood, and simply don't have the perspective to really understand how much misery it takes to be a leader.) Taking my arguments one step further (size 17 shoes), leadership will soon end up on your laptop screen, in your SAP, in palm pilot, in your lotus notes and, without a doubt, if you look very, very, carefully, it will show up inside you, where it may be waiting to lunge out, once you find the right leadership exorcist, I mean trainer. Einstein once said, "A happy man [person] is too satisfied with the present to dwell too much on the future." No wonder why so many of our great leaders were so miserable. So, look in the mirror, see who you are every day, look behind you, see who is following, stop and reflect, practice being unhappy, and then "ask if." Really, what's the big deal, it only takes 10,080 minutes a week to be good at it, and I say it having accepted the fact that we can't define it except of course, in relative terms.

Conclusion

Whew! Clearly, leadership is a topic that can generate a great deal of debate in our field. Although the contributors above certainly have strong positions, there are a few key dilemmas, tensions, or themes that seem to cut across all of these "summaries" of the field. First, surprise, surprise, we have a definition problem with the term that raises questions regarding measurement accuracy and consistency in research—and yet, this situation has also provided us with an extremely rich and varied literature on the subject. Second, there are both individual (e.g., personality preferences, self-awareness, specific skills, and behavioral tendencies) and collective elements (e.g., person-to-person and group-to-group comparisons) inherent in any leadership dynamic that need to be examined. Third, going global with leadership research and theory means greater widening of the net but also adding to the confusion. In short, I feel safe in predicting that, as a field, we will continue to be enamored with the notion of leadership and that this will be manifested in the continuation of the following trends: (a) conceptualize, research, and publish in the area of leadership, (b) debate the definition, meaning, and measurement of the construct, and (c) remain psychologically glued to our idiosyncratic and intuitive understanding of leadership in our own world. So, remember this the next time a graduate student asks you about doing some leadership research. The field is full of possibilities!

Thanks to Walt, Warner, Bob, and Bruce for contributing their comments and having fun with this one. As always, thanks also to Janine Waclawski for her contribution to making the questions interesting and to Mary Zippo for making sure my typos don't make it impossible for people to read the words. Presumably, you know the drill by now, but just in case, send your reactions, suggestions and comments to AllanHC96@aol.com. Or you can send it to me by mail at W. Warner Burke Associates Inc., 201 Wolfs Lane, Pelham, NY, 10803, (914) 738-0080, fax (914) 738-1059.

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Vantage 2000: Romance in the Workplace and I/O Across the World

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The Vantage 2000 column seeks to provide a forum for discussing the latest in practice, research, and theory especially in relation to emerging views and characteristics of workforces and workplaces. The informative value of the column depends heavily upon your knowledge, experience, and intuition. You can personally help by sending me a note—be it your vision of the future, a problem you are trying to solve, research you are conducting, a consulting tip, something you'd like to hear about, or the name of a person or organization you recommend that I contact. You can also send newspaper clippings, references to a great article or book you read, or areas of emerging controversy (for your organization or for theory). Furthermore, I am seeking to profile organizations or academic departments that provide examples of innovation in philosophy, research, development, application, or implementation aimed at meeting the demands of contemporary and emerging environments. I am eager to receive your ideas and submissions. You can reach me at any of the following: Graduate School of Management, The University of Queensland, Brisbane, Queensland 4072, Australia; Phone: +61 7 3365-6747; FAX: +61 73365-6988; INTERNET: C.Hartel@gsm.uq.edu.au

This issue's Vantage 2000 column features two contributions. The contribution entitled "The Office—The Place to Look for Love" is written by **Kelly McIntyre**, a 3rd-year I/O graduate student at Colorado State University researching workplace romance, sexualized work environments, and resultant coworker attitudes. The contribution entitled "I/O In The Global Village: The Imperative To Internationalize" is derived from a short paper written by **Neal Ashkanasy**, Associate Professor of OB in the Graduate School of Management, The University of Queensland. The contact details for both authors are: Kelly S. McIntyre, Department of Psychology, Colorado State University, Fort Collins, CO 80523-1082, Office Phone: (970) 491-6091, Fax: (970) 491-1032, e-mail: Kellymc@lamar.colostate.edu and Assoc/Professor Neal Ashkanasy, Graduate School of Management, The University of Queensland, Brisbane QLD 4072 Australia, Office Phone: +61 (7) 3365-7499, Fax: +61(7) 3365-6988, e-mail: N.Ashkanasy@gsm.uq.edu.au My thanks to Kelly and Neal for their contributions which follow. I am looking forward to receiving your ideas, experiences, views, and research related to these topics.

The Office—The Place to Look for Love

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Workplace romance—the mere mention of it causes a variety of responses. Snickers, snide comments, and stares are often responses to my mention of workplace romance as a research avenue. Comments include "Well, are you doing any personal research?" and "No, really, what are you doing?" Fortunately, just as often, I receive comments along the lines of "Really? Let me tell you a story about where I work" and "Gosh, you could use our organization for a case study!" This tells me that many people have had some sort of personal experience with workplace romance, either as a participant or an observer. Yet, researchers have been slow to follow the experiences. Perhaps many researchers don't consider workplace romance a "serious" I/O topic. Given the responses I have received, it is easy to see this point of view. However, these same comments also suggest that this phenomenon is common in organizations and has some very profound effects on individuals and organizations. Doesn't the frequency and impact of workplace romance therefore make it worthy of scientific study?

What is Workplace Romance?

Workplace romance is defined as a relationship between two people who are employed by the same organization. It is characterized by mutual attraction between the parties and a desire for a personal, romantic relationship. For research purposes, the definition is often more limited. For instance, in their review of workplace romance literature, Pierce, Byrne, and Aguinis (1996) defined workplace romance as "any heterosexual relationship between two members of the same organization that entails mutual sexual attraction" (p.6). As defined here, workplace romance has likely been happening as long as men and women have been working together. However, it has probably been increasing in the last few decades (BNA, 1988). Societal changes may be the culprit. More women are in the workforce, people are getting married later in life, and there is a higher number of divorces, all of which transfer into more single people working together. The office is a safer place to get to know someone than a bar, and there is at least some similarity between the participants at the beginning of the relationship—the place where they both work. In addition, people are spending more of their time at work than ever before, and are in the same vicinity and in more contact with their coworkers (Anderson & Hunsaker, 1985). When all of this is taken together, it may be that the workplace has become the latest "singles' scene."

Workplace romance has actually been studied scientifically for 20 years. Quinn (1977) wrote the first widely cited article of workplace romance research. Quinn approached a random sample of people in an airport and

asked them about workplace romances they have observed. Quinn found that many people had in fact observed a romance, and that very negative effects had occurred. Quinn concluded that workplace romance is something that should be avoided. He went so far as to suggest that policies be put in place to ban them from workplaces. Anthropologist Margaret Mead (1980) agreed, as have other researchers (e.g., Collins, 1983). Researchers have found that performance has decreased, quality of output has decreased, more errors have occurred, and gossip interrupts working (Anderson & Hunsaker, 1985). This negative perspective has tended to color many popular press accounts of workplace romance as well (e.g., Chesanow, 1992; Flax, 1989; Rapp, 1992).

However, this viewpoint is not shared by all observers. More recently, the views have changed somewhat. Other authors believe that workplace romance can have some very positive effects (Anderson & Hunsaker, 1985; Brown & Allgeier, 1995; Dillard, 1987). Anderson and Hunsaker (1985) found that some participants were observed to be more productive, easier to get along with, enjoyed being at the office more, and experienced less tension. Brown and Allgeier (1995) found that in specific instances, perceptions of workplace romance were very positive.

Past research has looked at workplace romance from several different angles. Some researchers have looked at the consequences of workplace romance (e.g., Mainiero, 1986, 1989; Westhoff, 1985), such as job satisfaction, coworker responses, and productivity. Others have focused on the causes of workplace romance, and have posited many predictors (e.g., Dillard & Broetzmann, 1989; Dillard & Witteman, 1985). For instance, propinquity, attitude similarity, and repeated exposure are taken from the attraction literature to be hypothesized causes of workplace romance (Pierce et al.,1996). The motives of the participants, the desire to be a part of a relationship, and the organizational culture have all been studied (Mainiero, 1993). However, as workplace romance is a relatively new topic for research, validation and confirmation of results are needed for the aspects already studied. Pierce et al. (1996) provide a review of previous workplace romance research. However, there are still many areas of workplace romance which have not yet been investigated.

Workplace romance appears from the research to be ubiquitous. Anderson and Fisher (1991) found that 77% of respondents were personally aware of a workplace romance, Brown and Allgeier (1995) found that 87% were familiar with a workplace romance, and Anderson and Hunsaker (1985) stated that 86% of the participants had been exposed to a workplace romance. Because of the high rate of occurrence and the mixed results from the research, there are several avenues for future inquiry:

The prevalence of workplace romance. We don't know precisely the occurrence rate of workplace romance. It may be that a few especially colorful instances make the entire phenomenon more salient. It may also be possible that there is more workplace romance than people admit to, such as in organizations which forbid romances.

The causes of workplace romance. We need to learn more about why workplace romance occurs. We can assume some of the relationships are caused by attraction, but there are likely to be other factors to include when dealing with the unique environment of the workplace.

Homosexual relationships. Most of the previous research on workplace romance has dealt with heterosexual relationships. To date, there has been no research on homosexual relationships in the workplace. The occurrence of homosexual relationships is likely to be less common than heterosexual relationships because of the base rate of homosexual people to heterosexual people. However, more and more people are "coming out," and it is becoming more accepted for homosexual relationships to occur.

Organizational culture. We need to understand how organizational culture affects workplace romance. In this case, we can use the sexualization of a work environment to understand how this culture impacts the cause of workplace romance as well as how it is dealt with in an organization. A sexualized work environment is most often used in connection with sexual harassment (Gutek, 1985). Gutek defines a sexualized workplace as "the extent to which sex is a topic of conversation or men and women are expected to flirt with the other sex..." (p. 121), as well as "the extent to which personal appearance and having a 'good' personality affect treatment at work or the probability of being hired..." (p. 123). This type of culture may have severe effects on the perceptions of workplace romance.

Organizational responses. What should organizations do about workplace romance? As mentioned above, previous research has shown mixed results on the outcomes of workplace romance. Some say that all workplace romance is negative and should be categorically banned (Quinn, 1977; Collins, 1983). Other researchers disagree. This will be the topic of the last section.

Implications of Workplace Romance

So, once we have information on the different aspects of workplace romance, what can we do with it? I believe that there are several opportunities to use these results.

Interventions. We can use this information as a basis for organizational interventions, if they are deemed necessary. The information can be used to help decide when it would be best for an organization to control workplace romance. For instance, some firms may still want to ban workplace romance, and can decide where to intervene to accomplish this. Other organizations may be in favor of the positive effects of workplace romance, but may want to minimize the negative effects. For example, one might only allow relationships between coworkers of equal rank, or only relationships where one is not the direct supervisor of the other.

Legal/ethical considerations. There are several legal and ethical issues to consider. If propinquity and repeated exposure are found to be predictors of workplace romance, should an organization separate the genders? To say the least, this may raise some serious legal issues. Also, some organizations actually require that one or both participants leave the company, which risks legal battles. Policies regarding workplace romance need to be decided with careful thought and caution, in order to respect the rights of all members of the organization.

Sexual harassment. Sexual harassment is a very serious issue. Pierce and Aguinis (1997) have posited that sexual harassment may sometimes arise when a bad workplace romance is terminated. There are several reasons why this link may exist. One of the participants of a failed romance may seek revenge, may seek to rekindle, or seek to remove the other participant. Also, there may merely be differing perceptions on the part of each party. One may consider an interaction such as flirting a prelude to a romance, while another may consider it offensive and harassment. It is a very sensitive, thin line. But, is this a reason to ban workplace romance from the office? Are there good effects that will be lost? Is there a way to control for this type of workplace romance? These are questions for the future of the field.

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I/O in the Global Village: The Imperative to Internationalize

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In his 1993 Presidential address to the SIOP Conference, Wayne Cascio noted that "global competition is the single most powerful economic fact of life in the 1990s" (Cascio, 1995, p. 928). In fact, the globalization process affects every facet of our economic and social fabric (Adler, 1991). In this respect, it is clearly an imperative for I/O psychologists to develop and to maintain a global outlook. The indications, however, are that SIOP members have yet to adopt a truly international outlook. Farr (1997) goes so far as to describe this attitude as "parochialism" (p. 6), and notes that SIOP functions and institutions are still characterized by an overwhelming preponderance of U.S.-based participants and contributions. Clearly, if the discipline of I/O psychology is to be sustainable into the 21st Century, it will need to move away from its traditionally localized perspective to a global perspective. This will require a more eclectic approach than has traditionally been the case, and acceptance of new and different paradigms. In order to achieve this, I argue that the discipline will need to consider the factors that mitigate against adoption of a global outlook.

Three factors mitigate against the discipline of I/O adopting a global outlook: (a) an erroneous perception that the I/O discipline is inherently an American institution; (b) a perception that paradigmatic differences between American and European researchers are irreconcilable; and (c) a belief that multilingual skills are a pre-requisite for internationalization.

The impression that I/O psychology is an American institution is reinforced by the sheer volume of contributions in U.S.-based publications. Indeed, while it is true that U.S. journal outlets are regarded as prestigious and influential, it is also the case that there is a great volume of literature published elsewhere, both in English and other languages. This literature, however, is under-cited by U.S.-based authors.

The issue of paradigmatic differences is based on a perception that research in the U.S. tends to be logical-positivist and deductive in orientation, while European researchers use qualitative data, case studies, and intuitive and inductive logic. Nevertheless, these differences are not mutually exclusive, as is evidenced in the triangulation approach (Jick, 1979).

Finally, there is the issue of language. Development of multilingual skills in English speaking countries is not as well developed as in European and other countries. While a researcher based, say, in Finland clearly must master other languages if she/he is to develop an international profile, an English speaker need only know his or her native language to converse on the international scene. In fact, indications are that English is becoming the standard for scholarly discourse. English is already the de facto Internet standard. Thus, while knowledge of languages other than English is an advantage, lack of this facility is not a barrier to internationalizing.

Perhaps the most significant enabling mechanism for globalizing in the 1990s is the Internet. The effect of Internet communication has, virtually overnight, eliminated national borders as a communication barrier in all respects except for language. The Internet has thus allowed us to move a step closer to the "Global Village." Sources of organized communication on the Internet include e-mail discussion lists, electronic bulletin boards, Web sites, and electronic journals (e.g., M@n@gement: An international research review of management).

The Academy of Management has lifted its international contribution rate from a near-zero base rate 10 years ago to a 20% international participation rate at the 1997 Annual Meeting (Huse, 1997). It is proposed that similar initiatives can lift the international participation rate in SIOP, and thus assist in the emergence of a globalized discipline of I/O, sustainable into the 21st Century.

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Team Task Analysis: Lost but Hopefully Not Forgotten[1]

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Introduction

Teams have received an increasing amount of attention over the last 10 years (e.g., Guzzo & Shea, 1993; Hackman, 1987). There have been numerous articles on teams (see Dyer, 1984 for a comprehensive review of the literature), and a number of books have been published that specifically address critical issues related to team performance (e.g., Brannick, Prince, & Salas, 1997; Mohrman, Cohen, & Mohrman, 1995). It goes without saying that teamwork has become a critical element of almost all organizations and a topic of great interest in the research community.

Even with the tremendous amount of applied and empirical work that has been conducted on teams and their performance, there is at least one critical area that has *not* been adequately addressed—team task analysis. This is quite interesting given that there appears to be a general consensus as to what a team is and how teams differ from small groups. The purpose of this brief discussion then is to highlight this issue and to present, what we hope is a series of thought-provoking questions. We present these questions as a frame of reference for establishing a dialogue between scientists and practitioners with regard to the theoretical and practical issues associated with team task analysis. It should be noted that this article is not intended to be a critical review of the field, but rather a short note on our recent reflections and discussions.

Team Task Analysis: Why Should We Care?

Team task analysis refers not only to an analysis of a team's tasks, but also to a comprehensive assessment of a team's teamwork requirements (i.e., knowledge, skill, ability, and attitude requirements). Like job analysis, team task analysis is important because it forms the foundation for team design, team performance measurement, and team training. Essentially, it is the building block for all "team" resource management functions. For example, in the airline industry, the Federal Aviation Administration (FAA) has recommended that air carriers conduct a thorough team task analysis as the first step in redesigning pilot flight training. This new approach to training, referred to by the FAA as the Advanced Qualification Program (AQP), pro-

[1] The views expressed herein are those of the authors and do not necessarily represent the official positions of the agencies with which they are affiliated.

vides pilots with initial and continuing flight instruction in order to certify these individuals for flying specific aircraft. Unlike prior pilot training, AQP goes beyond the training of technical flying skills to include training and evaluation on specific teamwork skills. Furthermore, AQP requires that pilots train as crews as opposed to training as individuals. Such training is vital in the airline industry, where numerous examples of inadequate teamwork can be cited that have led to disastrous consequences (Helmreich & Foushee, 1993). In the context of the current example then, a team task analysis that produces both reliable and valid results is vital to ensure the efficacy of AQP training. However, there is currently little research on the effectiveness of various methodologies for analyzing teamwork, and questions remain regarding the generalizability of individual task analysis strategies to the team level.

Team Task Analysis: Lost In the Shuffle?

Given its importance, it is surprising that team task analysis has been lost in the shuffle. A review of literature showed that there have been hundreds of papers (e.g., journal articles, book chapters, conference presentations, etc.) on the topics of teams, team training, and team performance measurement. Perhaps this number may even stretch to a thousand if one were to include the additional research on small groups (McGrath, 1984). Regardless of the exact number, few will disagree that there has been an abundant amount of work in the area on teams and team performance and that teams are important in today's society. That's why it is particularly perplexing that very few, if any, of these journal articles, book chapters, conference presentations, technical reports, and so forth, clearly advocate a specific approach for analyzing what teams do. In fact, only one technical report by Levine and his colleagues (Levine, Penner, Brannick, Coovert, & Llobet, 1988) was identified that presented an approach for conducting a job/task analysis for teams, and only five journal articles addressed specific research questions associated with the process of analyzing what teams do. Three of these papers were by Salas and his colleagues (Baker & Salas, 1996; Bowers, Baker, & Salas, 1994; Bowers, Morgan, Salas, & Prince, 1993) and two additional articles were by Campion and his colleagues (Campion, Medsker, & Higgs, 1993; Campion, Papper, & Medsker; 1996). Furthermore, a review of several often-cited books on the topic of job analysis (Gael, 1983; Gael, 1988; Levine, 1983) and Harvey's (1991) chapter in the *Handbook of Industrial and Organizational Psychology* only produced an additional 12 pages devoted to the topic of team task analysis (Dieterly, 1988).

One could conclude, on the basis of this discussion, that little or no work has been done on team task analysis and that this is an area that sorely needs to be addressed. Indeed, this is a central argument here; but it could also be argued that this lack of a sound methodology for conducting team task analysis has not prevented researchers and practitioners alike from analyzing

what teams do and using the resulting information to design work teams, develop team training, and construct team performance measures. Certainly, there are numerous examples in which the analysis part of team training design was treated as a given and the information as valid even though techniques were borrowed from job analysis that may or may not be sufficient for analyzing the complexities of a team (see for example, Prince & Salas, 1993). In all cases, theories of teamwork and information and technologies from job analysis were used that seemed to be the best fit for the analysis at hand. However, it would have been more desirable to employ a comprehensive and valid system that was designed specifically for conducting team task analysis.

Team Task Analysis: Are Techniques From Job Analysis A Solution?

To date, the primary strategy for conducting team task analysis has been to use techniques from job analysis to determine team task and skill requirements. Our literature review produced examples of the critical incident technique being employed by researchers to identify critical team behaviors (Morgan, Glickman, Woodward, Blaiwes & Salas, 1986; Prince & Salas, 1993) and task importance scales being utilized to establish relative team behavioral importance (Stout, Prince, Baker, Bergondy, & Salas, 1992). We also found researchers who used questionnaires to collect information on team characteristics and the relationships of these characteristics to team performance (Bowers et al., 1993; Campion et al., 1993; Campion et al., 1996). While it is not the intent here to analyze in detail the merits of these approaches for team task analysis, it is doubtful that these adaptations of job analysis methodologies are an adequate approach to analyzing teams. For one thing, each of the applications described above relied on a single method (e.g., critical incidents, questionnaires, etc.) in order to capture a single aspect of team performance (e.g., team behaviors, team characteristics, etc.). We would advocate that a thorough team task analysis needs to result in a more comprehensive assessment of a team, producing information on both the tasks performed and the corresponding team-member knowledge, attitude, and skill requirements.

One might also question whether or not the literature on job analysis should be the primary source of guidance on how to conduct a team task analysis. As Morgeson and Campion (1997) recently pointed out, there are numerous social and cognitive factors that may produce inaccuracy in job analysis, and it seems likely that many of these factors will impact team task analysis as well. This is not to suggest that methods and tools from job analysis should be cast aside, but rather to suggest that the appropriateness of any given technique should be closely examined. Furthermore, scientists and practitioners should consider literature from the field of cognitive engineering (Cooke, 1994) on how to elicit individual and shared knowledge.

These techniques might prove to be quite useful in determining team-member knowledge requirements.

Team Task Analysis: Questions

In conclusion, a series of 10 questions are posited to both scientists and practitioners. As previously stated, it is likely that there are many I/O psychologists (both scientists and practitioners) who are actively involved in analyzing what teams do. Also, there may in fact be a wealth of information that is not readily available in the mainstream literature. These questions will hopefully serve to establish a dialogue regarding the practical and theoretical issues associated with team task analysis.

1. What are the critical issues confronting researchers and organizations with respect to the practice and conduct of team task analysis?
2. To what extent can research from job analysis and/or other fields provide adequate solutions to these critical issues?
3. What are the critical facets of teamwork that should be addressed when conducting a team task analysis?
4. Should team task analysis only focus on team tasks, team process, or some combination of both? Or does it depend on the purpose of the team task analysis?
5. What techniques, methods, tools, et cetera from job analysis would be particularly useful for conducting team task analysis?
6. How do tools from job analysis need to be modified to meet the new demands of teamwork?
7. Are there generic methodologies that could be developed for use with any type of team regardless of its unique characteristics or will methodologies have to be tailored to address specific team requirements?
8. To date, the results of team task analysis have been primarily used to design teams or develop team training. Should these be the primary functions of team task analysis?
9. How should team task analysis results be used? In particular, how could team task analysis aid in team selection?
10. What lessons have been learned from past job analysis or team task analysis efforts that could be used for guidance in the future?

Certainly, there are other questions as well, but we feel these are particularly stimulating. Please e-mail any one of us at the following addresses (i.e., dpbaker@pegasus.cc.ucf.edu; eduardo_salas@ntsc.navy.mil; janis_cannon-bowers@ntsc.navy.mil) with your questions, thoughts and/or comments on this issue.

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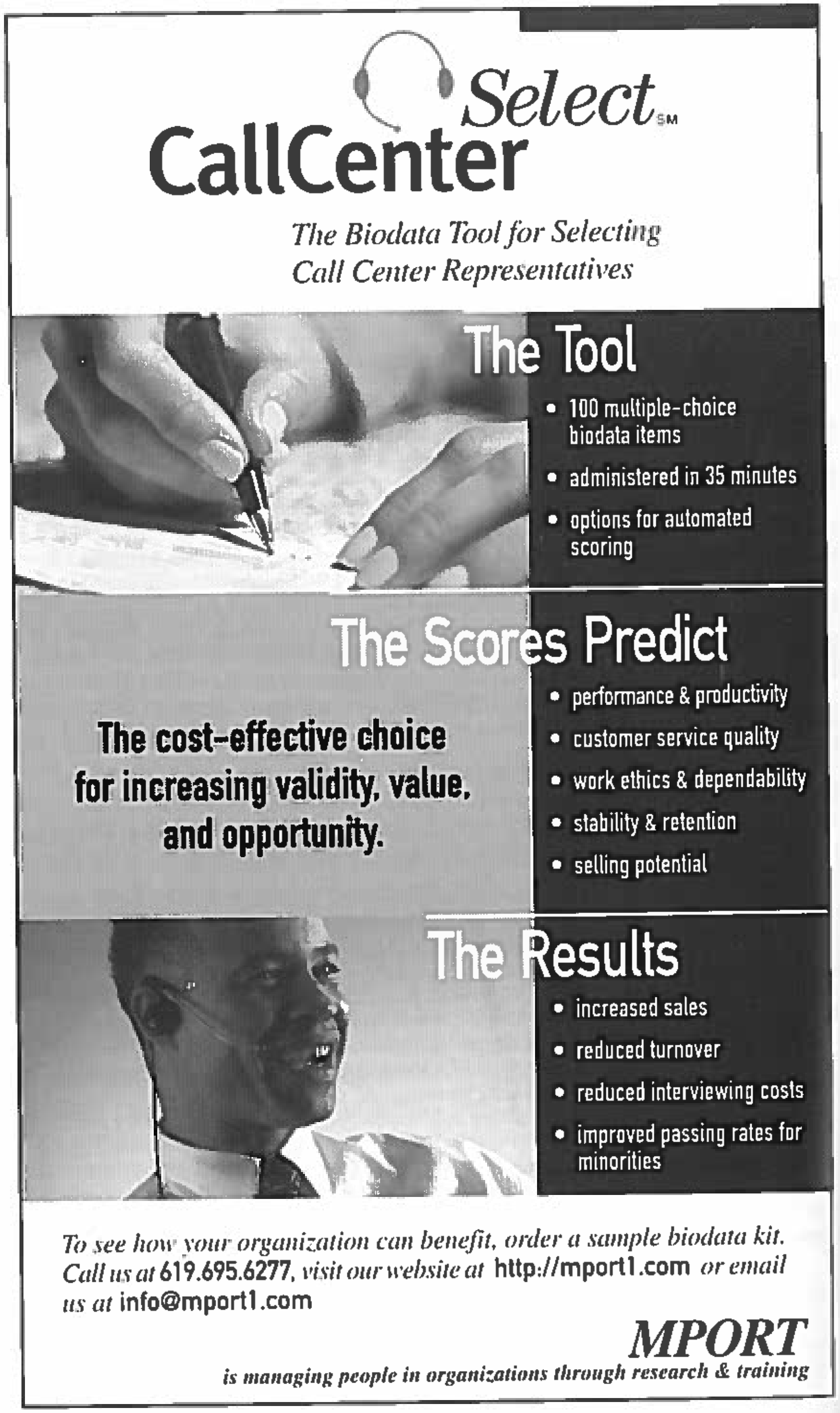

Practice Network

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ESS, Corp.

Practice Network has established itself as a forum for the discussion of current (and lively) practitioner issues, comments and concerns. After 7 years, April 1998 will bring my last column as editor. We are looking to continue this tradition—are you the right person to carry on? As always, contact me anytime at 614-475-7240. If you'd like to become the editor, I hope you call. If you are a reader, I hope you enjoy the features this month.

Discovering a New Construct

Since 1979, the research team of George Dudley and Shannon Goodson have quietly laid bare a personality construct they have labeled the "inhibited social contact initiation syndrome." In sales people, it's also called "call reluctance" or a fear of prospecting. As an adolescent, it was that hesitation and queasy feeling you got just before you called someone to ask them out on a first date.

With a huge interest in this topic in the ranks of sales organizations that employ real estate agents, insurance salespeople, brokers and so on, George and Shannon have ridden the crest of this baby quietly to significant success. Never heard of them? Well, you should, especially if you have responsibilities for sales.

Having established construct validity for established instruments such as the NEO, MMPI, 16PF, CPI, and so forth, George is at heart a researcher, stemming from his quantitative background. He has a database to beat the band and offers his and Shannon's last 50 research articles on the Web at http://www.bsrpinc.com.

In short, they have identified 12 specific factors or scales for the inhibited social contact initiation syndrome, as well as lie scales and overall scores, a sample of which are: Brake Score, an overall measure of the total energy diverted to inhibiting contact with prospective buyers; Doomsayer reluctance, an habitual worrier over worst case scenarios; Hyper-Pro reluctance, an over-investment in the mannerisms and appearances of success at the expense of goal-supporting behaviors like prospecting; Yielder reluctance, hesitation to prospect for new business due to a reflexive fear of being considered intrusive or pushy; Social Self-Conscious reluctance, a hesitation to initiate contact with up-market prospective buyers, hesitation to contact those with more wealth, prestige, education or power. Don't take my word for it, check out the research upon which these factors are based—it's well done.

George Dudley is putting out a new book next spring entitled *Hard Truth about Soft Selling*. In it he hopes to raise concerns he has for the U.S. developing, in his opinion, a career of "professional visitors" or Yielder (to use his terminology). He examines why there is an underlying discomfort with the legitimacy of the sales profession itself and how we have been taught that selling is bad. He feels the concepts of call reluctance fall beyond the role of just sales professionals but includes others responsible for promotion of any kind. (Stretch this thing far enough and you've got about every man, woman and child affected by these ideas.)

George, thanks for telling *Practice Network* about this fascinating work and continued good luck to you in the future!

Help Wanted on Competency Modeling

Kevin Murphy has commissioned a new task force on competency modeling, chaired by **Jeff Schippmann**, to investigate the gap between science and practice in this hot topic area. Jeff's eight-member task force co-sponsored by SIOP's Professional Practice and Scientific Affairs Committee, is looking for your input today on the key questions this task force should investigate as they move forward on this topic. Contact Jeff directly at 612-373-3433 or e-mail to jeffsc@pdi-corp.com.

San Diego Couple's Baby Business May Affect Yours

George Thornton III (Colorado State University, Fort Collins) has come upon an interesting 1993 Supreme Court ruling that could significantly impact how I/O psychologists give expert testimony. One word of caution—neither George nor *Practice Network* has a law degree—get with your local counselor on the details of this ruling.

The long and short of it is that the rules for what scientific evidence is admissible in a courtroom have changed. Things have anted up. Seventy years ago the Supreme Court established the "Frye rule" which said that evidence is admissible if it "has gained general acceptance in the particular field in which it belongs." In addition, it was up to the expert to decide what met the rule—the judge or jury did not see the expert's testimony until it was presented in court.

Now that may all change. Enter *Daubert* (pronounced daw-bear) *v. Merrell Dow Pharmaceuticals*. The Daubert case was brought in the mid-1980s on behalf of two children in San Diego whose birth defects were allegedly caused by their mother's ingestion of the morning-sickness drug Benedectin. To prove the drug responsible, the plaintiffs brought in eight expert witnesses to refute multiple published epidemiological studies that concluded Benedectin does not cause birth defects. The plaintiff's experts reanalyzed the original studies and came to another conclusion. The lower courts found the plaintiff's evidence inadmissible under Frye and Daubert appealed to the Supreme Court. The Supreme Court found the Frye standard too rigid and ruled to require judges to use a more flexible set of considerations, similar to

those used by scientists, to decide whether evidence is scientifically sound.[1] (Daubert then returned to the lower courts, which continued to find the plaintiff's evidence still admissible, however, the new standards remain.)

So, Frye has been superseded (or in fact actually expanded upon). There are four new standards:

1. Falsifiability. The theory or technique can be and has been tested.
2. Peer Review. The theory or technique has been submitted to peer review. (Submission to peer review is not dispositive, but is viewed as a component of good science.)
3. Error Rate. There is a known or potential rate of error and there exists standards to control the techniques' operations.
4. General Acceptance. There is general acceptance of the methodology in the scientific community (The old Frye standard continues, but is not dispositive.)

An important aspect of the Daubert ruling[2] provides that expert testimony is "screened" by the judge before it is admitted into court. This, according to George, is a significant process change from the Frye standard. After some digging in preparation for an article in the journal *Employee Testing Law and Policy Reporter* (December 1997), George Thornton and his co-author, attorney John Webb, have been unable to uncover as of yet a single instance in which the Daubert standards have been applied to employment testing cases. *PN* believes the key here is the phrase "as of yet." "I do know of some cases where the judge has held a Daubert hearing, however, the case was settled before the ruling was made on the admissibility of the scientific evidence," he said.

Conjecturing into the future, George is of two minds. One is that, "If you follow APA, EEOC, and other guidelines, our evidence will stand up well to the Daubert principles...we have a long, rich scientific history and solid methods...the scientific method will serve us well here." But the flip side of this coin is that "Our issues are complex. A lot of us make our mark by debunking things that have already been said. Our community has an openness to criticizing things...this is how the science marches on," he says, adding it is precisely these contrary views that will make for interesting discussions in judge's chambers on what a particular theory or technique's peer review or supporters feel about the evidence under discussion for admittance into a court. "How do we tell the world we know something, but at the same time inform them that there are opposing views," he wonders?

Thanks, George, for keeping *Practice Network* informed of this important legal change of potentially great impact in our field!

[1] Much of the grist of the technical end of this article is courtesy of research conducted by Maureen Toner in Dave Arnold's office at Reid Systems, Chicago. Thank you, Maureen!
[2] P.S. Daubert's standards apply to federal cases. State standards may vary.

Why Work Teams Fail?[3]

Michael Beyerlein (University of North Texas, Denton, Texas) has some interesting comments on a subject that has occupied an awful lot of his time and attention since 1990.

As Director for the Center for the Study of Work Teams, Mike has seen lots of teams come and go. He has made several notes along the way. "In our own research nearly half of the implementation attempts we have studied 'failed'," Mike notes, emphasizing the difficulty of precisely defining the term "fail." Since one key goal to establishing work teams is to "increase the potential of the natural work group to do effective work," this then was used as the measure of success for implementation of work teams.

1. *Top-down implementation.* This often-recommended approach features an executive steering committee in some form, which spends large amounts of time studying the topic before rolling out a strategic plan. Its is not uncommon for the start-up, "study" stage to take 18 months. Mike comments, "I don't have exact statistics on the success rate for this approach, but my impression is that it can be fairly successful, *if* all of the steps are thoroughly carried out." The reason this approach fails or is abandoned is because of its long and cumbersome nature.
2. *Understanding how radical team-based organizations are.* You can almost compare this type of change to personal changes such as marriage and moving from adolescence to adulthood. Slow, gradual and downright incredible! Kuhn (1962) the first to apply the term "paradigm" suggested that in the sciences a paradigm shift can only occur when the old guard dies off and the new scientists replace them with a new perspective. That may not be literally true in the business world but it underscores the difficulty Mike has observed as to how significant a shift will cause people's perspectives to be remade.
3. *Grassroots efforts.* Mike notes that Linda Moran, who has written two books on this subject, has conjectured that grassroots efforts may even be more successful than top-down efforts. He goes on to point out that "isolated, spontaneous efforts typically have minimal support and run into lots of problems interfacing with the traditional parts of the organization around them. It's a part of, as Sandra Richardson describes, the corporate immune system: What doesn't look like part of the familiar dominant system must be destroyed."
4. *Accelerated change approaches.* Mike cites Lytle and Rankin (1996) who warn against accelerated methods for work team implementation within traditional organizations. At the very least, the "choice of implementation approach can be a source of failure unless there is a match between approach and type of organization."
5. *Use the right type of team.* Self-managed teams are only appropriate in certain settings. Self-directed, cross-functional, quality improvement or virtual teams may fit an organization better. It depends on the circumstances and goals.
6. *Implementing teams for the wrong reason.* Teams should be implemented to get the work done better. The key phrase here is to "get the work done." This is the language of business. Many organizations don't see the connection between team and organizational performance and become disenchanted with teams as a consequence of the lack of evidence for a connection between teams and output.
7. *Isolated teams.* Mike credits the work of Sue Mohrman for emphasizing the "major error of implementing isolated teams." Sue and her colleagues push for "lateral integration, the creation of teams of teams and for the critical role of support systems" to effectively implement teams. The obvious example here is the company that 'implements' teams and then keeps its traditional, individual-oriented, compensation system. As Mike comments, "If upper-level managers have little understanding about what the team's transformation means, minimize commitment to it, or make little effort to communicate the overarching vision and mission of the initiative to team members, the initiative is likely to be abandoned."

These are some of the "big picture" items that threaten a work team initiative. It's not exhaustive. Mike notes that recent books add much to this discussion and recommends you look at Hitchcock & Willard and Strauss (in press), or contact Mike Beyerlein at our nation's leading Center for the Study of Work Teams at 940-565-2653.

[3] This article is based on Mike's editorial, "Why do teams fail? Let me count the ways! The Macro Level" in the *Work Teams Newsletter*, 7, 2, pgs. 2-3.

Some Thoughts on the Web

Practice Network had an interesting conversation with **Craig Russell** (University of Oklahoma, Norman, OK.) on his thoughts of how the Internet is beginning to impact I/O psychologists, practitioners and academics.

Especially on the academic side, we offer rich resources of research and information to the waiting public (the fact that the public doesn't know how to use us is grist for a different *PN* article). Scads and scads of referred and non-referred information are out there on the hard drives and in the file drawers of our academics.

Craig believes there is a future in this treasure trove *if* (and it's a big one) we can figure out the value this information offers to readers and bring it to market in an acceptable way. For researchers, the real opportunity here is in the growing Internet tool called "micro cash transactions." Would I pay a nickel to read and download your meta-analysis on XYZ? You bet I would, but we currently don't have a good means by which to enable this transaction. But hang on, Craig suggests; the mechanics for micro-cash are coming to the Web in a big hurry and could put some jingle in your step.

Bringing research to "market" and "marketing" research (think of it as management information) is a whole different story. APA article-titling rules are intended to force the author to be explicit when naming an article. What is the impact of more "journalistic" titling, titles that zing—would they help to lead potential leaders to you or lead them away because they might be more vague than current titling guidelines? A small question mark, you may think, but not when you have a generation of Web users who are used to a bulleted, 1-2-3 type of world, who get their news in one-sentence overviews on their pagers.

Ready to start your own university? You'll need three things: (1) an MPEG digital VCR camera, currently about $2,500, (2) an infrared-driven motor that would allow the camera to track a moving body—you are an energetic lecturer. This'll set you back another $5,000, (3) a room to hold your lectures in (paint the wall of your garage real "purdy-like"), and (4) a $20 shareware piece of software the allows you to take a digital camera input and put it up on the Web! Voila, you are a teaching machine! Oh yeah, you'll need content, too (Bill Gates' bugaboo!).

A charlatan could do this (and no doubt already is) or a real quality production could utilize this technology in the right way. Live training anywhere in the world? Canned, and playback-at-will, lectures and training on any of a zillion topics? Get a behind-the-scenes interview with a researcher on the "craftsmanship" calls she/he had to make during a study or in setting up a new selection, training or OD intervention? Where do you want to go today, fellow practitioners (TB: Second Microsoft reference; had to fulfill my quota for this issue)?

You could say this is all about making money and you'd be half-right. The other side of this coin is that brilliant research and quality information does not have to be an end in and of itself, but can add value to people who need the information. Craig Russell says, "The question is how do you capture the value of information? What, or where is the value in what we do as researchers?" The future is starting to happen right now. Hang onto your browser!

Thoughts on Assessment

Practice Network enjoyed a conversation recently with Jade Kuan (Metro Water District of Southern California-Los Angeles) on her thoughts on providing HR services to our operations customers. Here is an I/O practitioner spouting off on what is important to her!

Jade has two particular pet peeves. The first is when we overly pursue the science end of our craft and do a disservice to our customers. The second is when we do not leverage multiple purposes into I/O interventions and think of things in too one-sided a manner.

How many of us spend 80% of our time working feverishly doing everything possible to inch a validity figure up from .31 to .34 while, during this period of paralysis-by-analysis, the meaning of the intervention for our customer gets somehow waylaid? They get turned off by our mumbo jumbo or get tired of providing employees to gather predictor or criterion data and tune out. We get to the end of our dark tunnel, emerge and have no one to share our work with because, in reality, we have not served our customer's needs for an answer to their question in a timely manner. Known anyone like that? Send them to Jade, she'll talk to 'em!

In another recent development project, she turned a request for selection help into one or two things beyond the immediate need by leveraging multiple uses and interests in accomplishing her customer's end. Some of the innovations she came up with include:

1. Utilizing a focus group-approach to job analysis, to share the decision making of what was to be assessed with executives in the customer's organization. Not only was this a speedier process, but it caused the executive team to come to consensus by themselves (not through the intervention of a third party, such as an anonymous job analyst), thereby greatly impacting their interest in finding out how candidates and employees faired against *their* standard.
2. Following the creation of the competency models, she did some subanalyses to determine how the competencies were weighted for different types of situations the target jobs could work in (think of it as determining the differing mix of skills for managers in start-up companies, versus, say, large bureaucracies). This neat information was used by executives to determine specific job fits for candidates who passed her selection process (an assessment center). This is a really great idea and a super tool for our customers.
3. Jade also involved the employee development group in the original selection-oriented assessment center, turning it into a more complete intervention for the candidates. The employee development folks actually act as a second set of assessors gathering developmental information during the center. At the end of the center, candidates get their feedback from the employee development group who have, as you can imagine, expanded their report/ observations/feedback to include a heavy dose of suggested developmental activities. This approach neatly ties the loop tighter between selection and ongoing performance management.
4. This assessment center was run very "above board" for all of the candidates. Communication sessions were held and lots of written information was distributed prior to the assessment day. What was shared? How about the kinds of exercises that would be held, examples of those exercises, lists of what would be assessed and how

it would be scored and how scores are accumulated. Jade feels this helps to equalize the playing field, reducing the differences in performance to just that, the differences in performance observed during the assessment center, without confounding effects of nervousness and unfamiliarity with the material, et cetera.

Jade Kuan presented some of these ideas during WRIPAC's January 1997 meeting in Phoenix. She'd be willing to discuss other ideas with you and can be contacted in LA at 213-217-7718.

I/O Group Discovered in South East

SEIOPA—South Eastern I/O Psychological Association.

Active since the 1970's, this I/O group works in association with SEPA. Annual conference in conjunction with SEPA's annual conference—next SEIOPA conference is scheduled March 26-27, 1998 in Mobile, Alabama. Typically 50-100 attendees. Mid-summer column in SEPA newsletter.

For more information contact **John Cornwell** at Loyola in New Orleans at 504-865-3126 or email to cornwell@loyno.edu.

State Psychological Association Reaching out to I/O

In Spring 1997, an Ohio Psychological Association committee, led by **Diana Clarke** (Brinoth Group, Cleveland), conducted a survey to identify typical job responsibilities, preferred areas for CEE and services the state's I/O professionals want from the overly clinical- and counseling-oriented OPA. (*PN*: The situation where I/Os feel neglected by their state psychology association is not unique to Ohio.) What's unique here is that the OPA is asking the I/O community how the organization could better meet their needs.

Members of this I/O task force, representing industry, consulting, and academia, included **Bob Billings, Milt Hakel, Bob Lord**, Paula Popovick and Bill Matte. One hundred and four (104) people responded to the survey, a 29% response rate, with 39 of the respondents being existing OPA members, so it had a reasonable reach outside of the state group itself.

The most-requested topics for continuing education were: (1) management/executive development and leadership, (2) organizational behavior and development, motivation, group processes and teams, (3) individual assessment, coaching and feedback, personnel selection and career development, (4) conflict management, culture/climate and process consulting, and (5) succession planning and productivity improvement.

The least-requested topics by surveyed I/O psychologists were: (1) absences and turnover, (2) labor relations, (3) EEO/affirmative action, (4) compensation, benefits, reward systems, (5) accidents/health/safety. (TB: Don't get me started on the things we find uninteresting. Besides payroll dollars, turnover and accidents are probably the top two cost areas we add to

a company's balance sheet—both of them in a completely non-value-added manner. We may not have interest in them, but our business customers certainly do!)

The top Likert ratings of services respondents would like to see from the OPA, are: opportunities for CEU credit (4.02), information on leading-edge practices (3.79), OD training (3.37), legal updates (3.26), and networking opportunities with other I/Os (3.26).

Thanks, Diana, for getting involved and spearheading this effort. For 1998, two CE-qualified events are already planned—a January meeting with the Cleveland Psychological Association presenting a look at dysfunctional teams from both a clinical and organizational perspective, as well as a day's worth of workshops tied to the Fall 1998 OPA conference.

Wanna Write Practice Network?

Yes, it's true. After 7+ years, 30 issues, 256 interviews and several thousand rather egregious typos and misspellings, I am stepping aside from the editorship of *Practice Network* after the next issue. Seven years of balancing the line between science and practitioner, between significance and meaningfulness. Now is your chance! **Allan Church,** *TIP*'s new editor starting with the July 1998 issue, and I are interested in keeping this ship afloat if *you* are willing to come aboard as captain. Interested in becoming the *PN* editor? Contact Thomas G. Baker at 614-475-7240, Fax to 614-475-7245, email to VTCJ69A@prodigy.com. Preference given to those lacking experience or qualification, but not enthusiasm and curiosity.

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The SIOP/TIP Web sites have changed. Find us now at:

http://www.siop.org

International Forum

Dirk D. Steiner

Université de Nice-Sophia Antipolis

I write this issue's column from the new campus of the University of Nice, where the Psychology department has resided since early October, 1997. It is a pleasure to be in a new building with fresh paint and student desks that are only beginning to have graffiti etched in them. We are now located near the center of Nice, with a view of the Mont Boron, where Elton John owns a home. The campus currently houses only the Psychology Department and the first year of medical school. It is supposed to grow to include the dental school and, in future years, the social sciences. For the time being, my mailing and e-mail addresses are unchanged; however, I have new fax and office phone numbers. Please note them below.

In the previous issue of *TIP*, I provided information about some upcoming conferences relevant to I/O psychology that are organized by French professional associations. I now have some information about yet another one. The fourth International Colloquium of Applied Social Psychology is being organized by the ADRIPS (Association pour la Diffusion de la Recherche Internationale en Psychologie Sociale). It will take place June 18–19, 1999 in Rennes, France. Rennes is located in Brittany, and therefore offers the opportunity to indulge in crêpes and take advantage of some of the fantastic landscapes of this region. The ADRIPS is very interested in having participants from outside France; however, the language of the conference is French. If you can get by at all in French and would like to participate in the conference, please contact me. Claude Louche (Université de Montpellier) and I are responsible for a symposium on the broad topic of Organizational Psychology. For possible participation in this symposium, we need to know of your interest by February 15, 1998. Another symposium relevant to I/O is on evaluation. François le Poultier (Université de Haute-Bretagne, Rennes) is in charge of that symposium. It is also possible to propose a symposium (deadline for submissions, June 15, 1998) or a paper presentation (submission deadline October 15, 1998). Symposia submissions require a two-page general summary, plus a short summary of each presentation. Paper presentation submissions require only a one-page summary of the work. These submissions will have to be sent to Gérard Guingouain (Université de Haute-Bretagne, Rennes), but if you desire more information or assistance, please feel free to contact me by some mode of communication listed below.

If you have suggestions for future columns, please contact me at: Dirk Steiner, Faculté des Lettres, Arts, et Sciences Humaines, Université de Nice-Sophia Antipolis, 98, boulevard Edouard Herriot, 06204 Nice Cedex 3, FRANCE. The new phone numbers are: (33) 492.00.11.91 (office) and (33) 492.00.12.97 (fax). E-mail: steiner@hermes.unice.fr.

In the meantime, **Jesús F. Salgado** gives us a glimpse of his work and of our field in Spain in the following pages.

A Brief Overview of Industrial/Organizational Psychology in Spain

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In this column, I will attempt to describe the state I/O psychology in Spain as well as my own research. Of course, the space of this column is too limited to present an exhaustive description of I/O psychology in any country, so I will highlight some of the most notable points (in my opinion) of I/O psychology in Spain.

The history of I/O psychology in Spain began in the early decades of this century, and during those years it was referred to as psychotechnic, a name which had a profound impact on I/O psychology as well as on Spanish society. In fact, for many years, selection tests were known in Spain as psychotechnic tests. During those years, I/O psychology had a strong connection to Scientific Management, and some researchers developed tests to assess aptitudes for work. However, no institution provided individuals with academic degrees in psychology, and students had to study in other countries (e.g., France, Germany, Great Britain, Switzerland). Today, many Spanish universities have academic programs in psychology, and the number of students is over 50,000. In Spain, all sciences and arts taught at universities are divided into knowledge areas, and I/O psychology is included in the social psychology area. Therefore, similar to France, there are currently more social psychologists in the universities than I/O psychologists. However, in applied (professional) settings, paradoxically the number of I/O psychologists is a lot larger than the number of social psychologists. Another characteristic is that the name used for I/O psychology in Spain is work and organizational (W/O) psychology, as in most European countries. The term "industrial" has an outdated connotation, similar to psychotechnic.

According to a recent study conducted on the social image of psychology (Diaz & Quintanilla, 1992), 16.3% of psychologists affiliated with the Colegio Oficial de Psicólogos, the most important professional association in Spain, are work and organizational psychologists, of which 59.6% are men and 39.3% are women. The main duties of W/O psychologists are personnel selection and training, and development. In the university the duties of a professor are: to teach undergraduate (first cycle), graduate (second cycle), and doctoral (third cycle) courses; to conduct research; to supervise doctoral theses; and some people carry out administrative responsibilities. In I/O psychology, the best-known Spanish universities are Universidad Central de Barcelona, Universidad Complutense de Madrid, Universidad de Santiago de Compostela, and Universidad de Valencia. Some of the main areas of research are in personnel selection, conflict and negotiation, unemployment, work socialization, and teamwork.

My current position at the Universidad de Santiago de Compostela is Profesor Titular and I teach graduate courses on organizational psychology, personnel selection, and economic psychology. Also, I teach doctoral courses on meta-analysis methods and advanced personnel selection. Currently, I am advisor ("director" in Spain) for three doctoral students who expect to defend their doctoral theses this year. My research program is on the validity of personnel selection instruments, and I conduct single studies as well as meta-analytic studies. Recent examples of my research were published in *Journal of Applied Psychology* (Salgado, 1997), *Journal of Occupational and Organizational Psychology* (Salgado, 1995; 1996), and *International Journal of Selection and Assessment* (Salgado & Rumbo, 1997). I would like to make special note of my article in *JAP* because it was a very important source of learning for me, as well as a very nice example of international cooperation. This paper presents several meta-analyses on personality and work that were conducted using studies from the European Community (EC) countries. In order to carry out the meta-analysis, I asked many European researchers for data and information on their countries. A great number of them provided me with data, and most importantly, with their support and best wishes. I am very grateful to all of them. An interesting finding of this article was that in the EC, as in the US, the validity of Conscientiousness, one of the Big Five personality factors, generalized across jobs and criteria. For Emotional Stability, on the other hand, validity generalized across jobs and criteria in the EC while in the US the results were inconclusive. In my research I have also found that psychomotor tests are valid predictors of job performance in Spain and their validity generalizes. The first analyses (unpublished) on cognitive ability tests show results similar to those of US meta-analytic studies. Two other studies that I am conducting are on the construct validity of the selection interview (with Silvia Moscoso) and the criterion-related validity of personal references (with Mario Lado).

As a final comment, I would like to express my opinion that international cooperation is one of the most relevant resources for progress in I/O (or W/O) psychology. In this sense, I would like to mention three U.S. researchers who have been very important to my professional career: **Frank L. Schmidt** (University of Iowa), **Deniz S. Ones** (University of Minnesota), and **Juan I. Sanchez** (Florida International University). They have been a source of constant support, ideas, and encouragement for me, as well as a gateway to American I/O Psychology.

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Secretary's Report

Bill Macey

The Fall meeting of SIOP's Executive Committee and Committee Chairs was held September 20th and 21st, 1997. Some highlights of that meeting and the corresponding discussions include:

- SIOP remains financially healthy. Because of the tremendous success of a wide range of SIOP initiatives including the conference, the Frontiers and Professional Practice series, et cetera, our resources make it possible for us to do a number of things that in the past may not have been considered. Consequently, the Executive Committee will be meeting in January to focus on identifying the goals that SIOP should most actively pursue.
- **Irv Goldstein** reported that contributions to the SIOP Foundation are growing. He also reported that the Foundations Committee is continuing to work on issues related to its responsibilities to SIOP and the foundation.
- **Katherine Klein**, Conference Chair, reported on the exciting changes that are in store for the conference. Look for information here in TIP, in the mail, and on the WEB page.
- The demand for services is growing. The TIP home page is frequently visited; the WEB server is being transferred to the Administrative Office (along with other administrative duties), and the office space is being expanded as well. It has become clear that the Administrative Office has played and is playing an increasingly critical role in the Society's growth.
- Membership retention rates are strong. **Karen Paul**, Chairperson of the Membership Committee, also noted that the committee continues to work on issues of membership criteria.
- **Ann Marie Ryan**, Chairperson of the Scientific Affairs Committee, reported that a task force has been formed to investigate and collect information regarding best practices related to competency-based approaches to HR systems. There was considerable discussion regarding issues related to information sharing and the protection of proprietary interests involved in that information.
- **Bob Ramos** reviewed the status of efforts initiated by the Ethnic Minority Task Force. There was lengthy discussion regarding membership recruitment efforts and the perception of I/O psychology by various groups.
- **Nancy Tippins** highlighted the efforts of the Task Force on Visibility. This task force was formed last winter to explore issues related to the visibility of the profession. The task force has interviewed a number of individuals, although the information obtained is not startling or unexpected. The Executive Committee deliberated at length

regarding what SIOP as a society should promote as well as how SIOP represents and is different from the profession. Considerable discussion followed regarding students' perceptions of both SIOP and the profession and how those perceptions are related.

- Three new volumes should soon be appearing in the Professional Practice Series: **Dick Jeanneret** and **Rob Silzer's** book on individual assessment, **Allen Kraut** and **Abe Korman's** book on the changing nature of human resource practice, and **Jim Smither's** book on performance appraisal.

As always, if you have a specific question or comment regarding these or any other topics, please don't hesitate to contact me or any other member of the Executive Committee. Your ideas and comments regarding how SIOP should serve its members would be particularly valued, as would any suggestions you might have regarding what you believe should be our priorities.

Test Standards Revised Draft Expected in Spring 1998

Dianne Schneider
APA Science Directorate

The Joint Committee on the Standards for Educational and Psychological Testing met in Washington DC, November 13–16 and addressed the question that's been on everyone's lips: "If and when will the committee release another draft for public comment?" As noted in the *Practice Network* in October's *TIP*, the committee released a draft in March 1997 to mixed reviews. Most I/O psychologists agreed that the Employment Testing chapter draft is superb, however many remaining chapters faced stinging criticism. Indeed, the committee received nearly 4,000 pages of comments, which they waded through individually and then again during the marathon 4-day meeting in November. A hefty set of comments submitted by the Equal Employment Advisory Council (EEAC) was included, along with letters from individuals urging the committee to carefully consider the EEAC comments and accede to another large review of the draft before approval was sought from APA and the other sponsoring associations. As mentioned in the October *Practice Network*, some individuals were already contemplating efforts to block approval if requested changes were not forthcoming and/or the committee did not circulate revised drafts for further comment.

Committee co-chair **Paul Sackett**, speaking at the November meeting of the Personnel Testing Council of Metropolitan Washington (PTC/MW), noted that the committee did not previously commit to a 1998 review mostly out of the optimistic hope that the comments received this past summer would be less voluminous and more complimentary than they actually turned out to be. The committee had last met in February 1997 and, at that time, was not sure how the draft release would be received. While numerous commenters cried for another round of revision, no announcement was made between the August comment deadline and the November meeting simply because the committee had not met as a group and formally decided that the considerable time and expense of another review was warranted. Once committee members got together and shared opinions on a course of action, there was clear agreement that a spring 1998 review was warranted. The committee will meet again February 27 to March 1 and release a revised draft shortly after.

SIOP has been actively involved in commenting on drafts thus far and will undoubtedly organize a substantive set of comments from SIOP members this Spring. As **Kevin Murphy** noted in his October column, the Scientific Affairs Committee spearheaded the SIOP effort in response to the December 1995 release of five technical chapters and the March 1997 release of the Preface and 15 chapters. One positive theme from many reviewers of the 1997 draft was praise for how responsive the Joint Committee was to comments on the 5 technical chapters. When these chapters were released for a second review, many reviewers noted improvement and focused criticism on the 10 newer chapters that were much rougher around the edges. Hopefully, history will repeat itself and SIOP members, along with the many other reviewers, will be pleased with improvements in the next draft.

Have You Moved?

Please complete and return this form.

Name

____

Old Address

____

____

____

____

City *State/Country* *Zip*

New Address

____

____

____

____

City *State/Country* *Zip*

Please return this form to:

SIOP Administrative Office
745 Haskins Road, Suite D
PO Box 87
Bowling Green OH 43402-0087

Policy Update

Dianne Brown Maranto
APA Science Directorate

Affirmative Action

Affirmative action seemed to have been both helped and hindered in November, with two significant events. First, California's *Proposition 209*, banning affirmative action in state programs, including college admissions and government contracting, was upheld by the Supreme Court. The Court rejected a challenge by civil rights groups that claimed *Proposition 209* was unconstitutional, leaving in place a lower court ruling finding it constitutional. California is the first state to ban affirmative action programs.

On the federal front, the House Judiciary Committee tabled *H.R. 1909*, a bill that would have banned racial and gender preferences in federal contracting. Introduced by Representative Canady (R-FL), the bill did not have full support from Republican members. While conservative Republicans tried to move the legislation forward, more moderate Republicans would like to see a revised plan, focusing on abolishing preferences and set-asides, but balanced with an understanding that discrimination is still a problem. Democrats opposed the legislation outright. We can expect another bill to be introduced in the next session, as the issue is certainly not laid to rest.

Federal Workplace Regulation

Representative Hoekstra (R-Mich) has kicked off a 14-month study of "The American Worker at a Crossroads." The study will be conducted as a series of hearings and is an overview of federal workplace agencies, including the Department of Labor and the Bureau of Labor Statistics, and programs and laws that affect the workplace. The initiative began with a Congressional hearing, October 29, 1997, that focused on current challenges to the workplace: changing demographics, increasing complexity of technology, and increasingly global marketplace. In fact, much of the testimony focused on "Workforce 2020," a policy document prepared by the Hudson Institute for the Department of Labor and the Bureau of Labor Statistics, released in April 1997.

A similar initiative, "Education at a Crossroads," has been underway, as part of a Republican effort to reduce or eliminate the federal government's role in the nation's education system. Rather than having programs administered through the Department of Education, they prefer to see federal funding issued to states in the form of block grants, giving states total control of implementation of education reforms, programs, and initiatives. Although it's too soon to tell, if they have a similar agenda in the workplace, federally funded or sponsored programs could ultimately be affected, such as em-

ployment services, job training programs, skill standards projects, and school-to-work initiatives. Some of the testimony hinted at such an agenda, in the form of pleas for fewer federal regulations, particularly burdensome for smaller organizations, which are becoming more prevalent.

I'll continue to monitor this and encourage a reliance on I/O psychologists (most of the panelists at the October hearing seemed to be economists) for expertise. Field hearings are expected to be scheduled in various states, as well as in DC, so watch for one near you!

APA To Fund University Proposals for Occupational Health Psychology Curricula

Heather Roberts Fox
APA Science Directorate

In January 1998, the APA Science Directorate will begin accepting applications from universities interested in developing courses and curricula in occupational health psychology (OHP). Science Directorate staff are finalizing plans with key staff at the National Institute for Occupational Safety and Health (NIOSH) and an interdisciplinary group of advisors to decide what types of university-based activities will be funded. Occupational health psychology is an emerging specialty within psychology. In the broadest terms, occupational health psychology concerns the application of psychology to improving the quality of worklife and to protecting and promoting the safety, health, and well-being of workers. The primary focus of occupational health psychology is on organizational and job-design factors that contribute to injury and illness at work, including stress-related disorders. Family and societal factors concerns are also of interest to the extent that they influence the safety and well-being of working populations. Individual characteristics, such as skills, abilities, and temperament, and their contribution to occupational illness and injury are also subsumed under the rubric of OHP.

In July of 1997, APA's Science Directorate was awarded a cooperative agreement with NIOSH to fund the development and implementation of graduate-level training programs in university settings in the area of work organization, stress, and health. The Society for Industrial and Organizational Psychology wrote a letter of support for the project and indicated willingness to participate in an effort by APA and NIOSH to develop a model graduate-level training program and the establishment of criteria.

As *TIP* goes to press, the advisors to APA on this project are in the process of establishing the criteria to evaluate university applicants. The advisors include experts in a variety of behavioral science areas, including organizational behavior, clinical and counseling psychology, public health, and industrial engineering. Current members in alphabetical order are: **Julian Barling**, Ph.D., Queens University; Judith Holder, Ph.D., Duke University Medical Center; Sharon Morris, Ph.D., University of Washington; Jonathan Raymond, Ph.D., Greenville College; and Richard Shell, Ph.D., University of Cincinnati.

The advisors met in Washington, DC on November 15, 1997 to finalize the criteria for selecting proposals from faculty members and departments. Criteria include faculty qualifications, institutional commitment and external collaborations, the quality and feasibility of the proposal, and the planned program evaluation. Faculty proposals must be accompanied by a budget justification and written documentation from the dean or other university official that confirms the proposed course(s)/curricula can be offered at the

university. It is anticipated that funds for the first of these awards will be distributed by APA to the recipients in May 1998. The cycle of awards will continue for several years thereafter, contingent on the receipt of federal funds to support the agreement. Approximately $65,000 will be distributed by APA in the first year, with awards expected to average $20,000. Limited funding may be available for a second continuation year, depending upon factors such as available funding, progress and evaluation of the funded program, and competing proposals.

Examples of appropriate training activities under this program include, but are not limited to: (a) expansion of curricula in organizational psychology to provide a focus on organizational risk factors for stress, illness and injury at work, and on intervention strategies; (b) expansion of curricula and practica in clinical psychology to improve the recognition of job stress and its organizational sources; (c) expansion of curricula in human factors engineering to provide more of an exclusive focus on occupational health and safety, and (d) increased exposure of behavioral scientists to research methods and practice in public/occupational health and epidemiology.

Vehicles for this training could include a new survey course or clusters of courses, graduate minor or masters/doctoral degree programs, or practica or internship experiences at the predoctoral level. Because training in work organization, stress, and health is an inherently multidisciplinary area, these training experiences should draw upon and integrate knowledge and faculty from several relevant areas, such as psychology, management, public health, human factors engineering, occupational medicine, and epidemiology.

Administration of the grants will be staffed through the APA Science Directorate. Individuals and departments interested in obtaining application materials should contact Heather Roberts Fox, Ph.D. or Adonia Calhoun at APA, 750 First Street, NE, Washington, DC 20002-4242 (E-mail address: her.apa@email.apa.org). Applications can also be found on the APA web site after December 15 at http:\\www.apa.org\science\ohp.html.

Thirteenth Annual Industrial/Organizational Psychology Doctoral Consortium

Steven Rogelberg
Bowling Green State University

Lyse Wells
Rockwell Semiconductor Systems

Thursday, April 23, 1998 marks the day of the Thirteenth Annual Industrial/Organizational Psychology Doctoral Consortium held at the Wyndham Anatole Hotel in Dallas, the same site as the SIOP Conference.

The Doctoral Consortium is intended to provide an educational forum where presenters and students can discuss topics of mutual interest. Sessions are kept small to encourage lively discussion. There is also informal time built into the day to allow for one-on-one interactions.

Each doctoral program should receive consortium registration information by mid-January, 1998. Each program may nominate one student only (plus one alternate). Enrollment is restricted to upper-level graduate students who are near completion of their doctorates, and who have not attended previous SIOP consortia. Please note that enrollment is limited to a maximum of 40 participants. We expect the 40 positions to fill quickly and encourage you to nominate one student as soon as registration materials are received.

The consortium program has been finalized. We have assembled a diverse and renowned group of academicians and practitioners who have focused their presentations around topics and issues that students will soon face in their own work and careers. The schedule of activities will be as follows:

8:00-9:00 a.m.	Registration, welcome, and breakfast
9:00-9:45 a.m.	Breakfast Speaker
Speaker:	Jim Breaugh, University of Missouri-St. Louis.
Title:	"Thoughts on the future of I/O psychology and advice for being 'successful' in your career: It is never too soon to begin leaning a new skill and drafting your obituary"
10:00-11:30 a.m.	Concurrent Morning Sessions
Session A:	Stephen Gilliland, University of Arizona
Title:	"Future directions for organizational (in)justice theories"
Session B:	Ann Marie Ryan, Michigan State University

Title:	"Integrating research and practice: Killing two birds with one stone or just killing two birds"
11:45-12:45 p.m.	Lunch
12:45-1:30 p.m.	Luncheon Speaker
Speaker:	John Hollenbeck, Editor: *Personnel Psychology*
Title:	"The publishing process at *Personnel Psychology*: Your role as an author and reviewer"
1:45-3:15 p.m.	Concurrent Afternoon Sessions
Session C:	Joan Brannick, Brannick Consulting
Title:	"The road goes on forever and the education never ends"
Session D:	Jerry Kehoe, AT&T Human Resources Organization
Title:	"Roles and issues for I/O psychologists in today's organizations: Ready or not, needs will be met"
3:30-5:00 p.m.	Panel Discussion - All Speakers
Topic:	Professional Development in I/O

We wish to express our deepest appreciation and thanks to all of the presenters who have graciously agreed to participate in the consortium. It is through their time and effort that we can continue to offer an outstanding program to graduate students.

If you need additional information, please contact: Lyse Wells by phone (714.221.5359) or e-mail at: lyse.wells@rss.rockwell.com

SIOP ANNUAL CONFERENCE '98: WHAT YOU NEED TO KNOW

WYNDHAM ANATOLE HOTEL, DALLAS, TEXAS
APRIL 24-26, 1998
WORKSHOPS: APRIL 23, 1998

Katherine Klein
University of Maryland at College Park

Planning to attend SIOP's Annual Conference in Dallas this year? I hope so. This booklet provides you with all the information and the forms that you need.

New Improved Registration Process

In years past, when you registered for the Conference, you had to complete multiple forms (for Conference registration, Workshops, etc.) and send the forms to different addresses by different deadlines. Those days are past!

We've streamlined the registration process. Now, you can register for the Conference, Workshops, Job Placement Services, Pre-Conference Tour, Golf Outing, and 5K Road Race all on one easy form (located on pages 116-117 of this book). As always, you need to register as soon as possible (right now would be good) if you want your first pick of the Workshops. And, as you'll see, you will need to complete special supplementary forms for the Golf Outing and 5k Road Race.

We're excited about the change in our registration procedures. We trust that you will find the new procedures an improvement over the multiple deadlines and forms of the past.

To pre-register for the Conference, Workshops, Job Placement Services, Pre-Conference Tour, Golf Outing, and/or the 5K Road Race, send in your completed General Conference Pre-Registration Form and payment by March 16, 1998. If you want your pick of the Workshops, however, don't wait until March. As I've noted above, the Workshops fill up very fast.

Some Background For Those Who Have Not Attended SIOP Before

If you have not attended SIOP's Annual Conference in the past, here's some background information. Each year, approximately 2,000 I/O Psychology, Organizational Behavior, and Human Resources Management professors, practitioners, and graduate students attend the SIOP Conference. Symposia, panel discussions, debates, poster sessions, and roundtables run from 8:00 a.m. until approximately 6:00 p.m. on Friday and Saturday, and from 8:00 a.m. until 12:30 p.m. on Sunday. At any given moment during the day, one may choose from approximately 10 concurrent sessions. Although the Conference program has not been finalized as of this writing, sessions addressing traditional and "hot" topics (e.g., Selection, Leadership, Work & Family, Statistical Methods, Teams, Training) are sure to take place. Receptions will held on Thursday, Friday, and Saturday evenings from 6:00 to 8:00 p.m.

Wyndham Anatole Hotel Registration

To reserve a room at the Wyndham Anatole Hotel, complete the reservation form on page 115 and send or fax it to the hotel. You can also telephone the hotel to make your reservation. The conference rate is in effect until March 21, 1998 or until SIOP's room block at the Wyndham Anatole is sold out—whichever comes first. Last year, the conference hotel sold out very early. Do make your hotel reservation as soon as possible.

Special Student Room Rate at the Wyndham Anatole

This year, there's a special room rate available at the Wyndham Anatole for SIOP's Student Affiliates: $85 plus tax, per night (plus $15 for each additional person in the room per night). Fifty rooms will be available at this rate. Rooms will be assigned on a first-come, first-served basis until March 21, 1998 or until SIOP's student room block is full, whichever comes first. The SIOP Administrative Office must confirm that individuals reserving rooms at the student rate are Student Affiliates of SIOP. If you are not, you will be notified and charged the conference rate at the hotel (if it is available).

Pre-Conference Workshops

The Workshops will take place on Thursday, April 23, 1998. They are described in detail beginning on page 122. As usual, the Workshops promise to be stimulating, informative, and very popular! Use the General Conference Pre-Registration Form on pages 116-117 to pre-register as soon as possible to make sure you get your first Workshop choices.

Pre-Conference Tour of American Airlines and Dinner

On Thursday, April 23, Larry Peters will host a fascinating and fun tour of American Airlines. Leave from the Clock Tower Entrance of the Wyndham Anatole Hotel at 2 p.m. and return after the tour and dinner. For more information, see page 121. Use the General Conference Pre-Registration Form on pages 116-117 to pre-register for the tour and dinner.

Job Placement Services

Looking for a new position? Have a position to fill? If you are pre-registering for Job Placement Services, be sure to send in your resume or job description with your General Conference Pre-Registration Form by March 16, 1998. You will find more information about Job Placement Services beginning on page 119.

Airline Transportation: Consider American Airlines!

American Airlines is offering discounted airfare to the Conference. To get the discount, call American Airlines at (800) 433-1790 or have your travel agent call for you and mention SIOP's Star File: S2048UH. If you make your reservations at least 60 days before your first flight, you'll save 10% off any discounted fare, and 15% off full coach fares, from anywhere in the U.S. or Canada. If you make your reservations less than 60 days and more than 7 days before your first flight, you'll save 5% off any discounted fare, and 10% off full coach fares, from anywhere in the U.S. or Canada. SIOP earns one free round-trip airfare within the continental U.S. for every 25 round-trip flights booked through this service. SIOP uses these certificates for official SIOP business (e.g., visits to investigate possible sites for the SIOP Conference in future years).

Transportation From the Dallas-Fort Worth Airport to the Hotel

The Wyndham Anatole Hotel is about 25 miles from the Dallas-Fort Worth Airport. You have two options to get from the airport to the hotel. A taxi, your first option, will cost approximately $28. Your second option is to take a shuttle. Two companies, Discount Shuttle and Super Shuttle, are offering discounted fares to conference attendees of $9 each way. For Super Shuttle, you must present the $2 off coupon on page 123 to the driver of the shuttle to receive the discount. For Discount Shuttle, just tell the driver you are attending the Conference to receive $2 off the regular fare.

To use Super Shuttle, from the airport, dial '02' from the Ground Transportation Board in any baggage claim area. This will connect you with Super Shuttle's Dispatch Desk, which will direct you downstairs to a shuttle. When you are leaving Dallas, you must make reservations for a shuttle at least 24 hours in advance and you must be picked up at the hotel by the shuttle no later than 2 hours before your flight departure time.

To use Discount Shuttle from the airport, dial '08' from the Ground Transportation Board in any baggage claim area. This will connect you with Discount Shuttle's Dispatch Desk, which will direct you downstairs to a shuttle. When you are leaving Dallas, you must make reservations for a shuttle at least 24 hours in advance and you must be picked up at the hotel by the shuttle no later than 2 hours before your flight departure time.

Planning to Bring Your Children to the SIOP Conference?

If you are planning to bring your children to SIOP, you might find it helpful to know who else will be bringing their kids, too. You might share a babysitter, or take turns watching each other's children, or just let the children play together. If you'd like to put your name on the list of parents bringing kids to SIOP, contact Sherry Magazine by telephone (301) 424-5611) or e-mail (sherry-magazine@worldnet.att.com) and give her your name, address, and child(ren)'s name(s) and age(s). Before SIOP, she will distribute the list to everyone whose name is on it so parents may contact each other if they wish.

5K Road Race/Fun Run

Once again, there will be a 5K Road Race/Fun Run during the Conference. To reserve your space on the starting line, your t-shirt, and your bragging rights, complete the SIOP 5K Race Registration form on page 146 and mail it, with your completed General Conference Pre-Registration Form and payment, to the SIOP Administrative Office by March 16, 1998.

SIOpen Golf Outing

Why spend Thursday, April 23rd traveling to the SIOP Conference? You could be attending Workshops on the 23rd, touring American Airlines, or... playing golf. If golf is your thing, sign up by March 16th for the Golf Outing. Read more about the Golf Outing on page 147.

Coffee, Tea, Sodas, Snacks, Dessert, Award Winners, Fellows—But No Luncheon

Last year's Golden Anniversary Dessert Reception—on Saturday night from 10 p.m. to midnight—was a hit. The traditional SIOP luncheon was not. The room was packed (and we literally turned away people at the door), the food was mediocre, the logistics were a challenge, and the positive aspects of the luncheon were relatively few. So we're breaking with tradition: This year, there will be no SIOP luncheon.

Here's why: The SIOP Conference has grown so much in recent years that most hotels cannot accommodate all the SIOP Conference registrants who want to attend the luncheon. If we hold the luncheon in years to come, we'll be turning people away at the door—just like we did last year. No meal for 2,000 people is ever going to be a culinary feast and just getting 2,000 people into the room on time is a task worthy of traffic cops. Further, when we hold the luncheon, we give up a great deal of program time because no sessions can be held in the luncheon ballroom during the hours before, during, and after the luncheon.

So, instead of holding the luncheon, we're lengthening the opening session of the Conference by half an hour. This year, you'll not only hear the SIOP President's Address first thing on Friday morning, you'll also learn who SIOP's award winners and new Fellows are. Please be sure to come to hear the Presidential Address and to congratulate SIOP's esteemed award winners and new Fellows.

Further, we have cut the cost of the Conference to SIOP members and Student Affiliates by $10.00. You will also find that our coffee breaks and receptions offer more and tastier food than ever before. And, last but not least, there will again be a very special dessert reception on Saturday night, from 10 p.m. to midnight.

See you in Dallas!

REGISTRATION DEADLINES

General Conference Pre-registration Deadline: March 16, 1998

This is the deadline for pre-registration for the Conference, Pre-Conference Workshops, Pre-Conference Tour of American Airlines and Dinner, Job Placement Services, Golf Outing, and 5K Road Race/Fun Run. *However, register early to ensure your pick of the Workshops.*

Hotel Reservation Deadline for the Conference Rate: March 21, 1998

Rooms at the Wyndham Anatole Hotel will be available at the conference rate until March 21, 1998 or until SIOP's room block is full, whichever comes first. Mail, fax, or telephone in your registration and payment to:

Wyndham Anatole Hotel
Reservations Manager
2201 Stemmons Freeway
Dallas, Texas 75207
Telephone: (214) 761-7500 Fax: (214) 761-7808

WYNDHAM ANATOLE HOTEL RESERVATION FORM

Dallas, Texas, April 24-26, 1998 (Workshops: April 23, 1998)

Arrival Date: ________ Time: ________ Departure Date: ________

Name: ____________________ Sharing with: ____________________

Mailing address: ______________________________

____

____

Telephone: ______________________________

Number of individuals: ______

Conference Rate:	☐ Single ($130)	☐ Double ($145)
SIOP Student Affiliate Rate:	☐ Single ($85)	☐ Double ($100)

Do you prefer:	☐ 1 King Bed	☐ 2 Double Beds
Do you prefer:	☐ Smoking	☐ Non-smoking

Prices listed above are in effect until March 21, 1998 or until SIOP's room block is filled, whichever comes first. Student Affiliate membership in SIOP will be checked. The conference rate for each extra adult staying in a room is $15 per night. Reservations made after March 21st or after SIOP's room block is full will be assigned based upon availability at the hotel's prevailing published rates. All reservations must be guaranteed for late arrival (after 4 p.m.) with a credit card or one night's deposit plus 13% tax. There is no penalty for reservations canceled 48 hours prior to arrival. Reservations canceled within 48 hours of arrival will be charged one night's room and tax to the credit card, or that amount of deposit will be forfeited.

☐ American Express ☐ MasterCard ☐ Discover ☐ Visa

Credit Card # ____________________ Expiration Date: ______

Print name as it appears on the card: ____________________

Signature: ______________________________

Mail form to: **Wyndham Anatole Hotel Reservations Department**
2201 Stemmons Freeway
Dallas, TX 75207

Or, fax to: (214) 761-7808 Or, call: (214) 761-7500

GENERAL SIOP CONFERENCE PRE-REGISTRATION FORM

Name: ______________________ Title: ______________________

Address: ____

E-mail: ______________________ Phone: ______________________

DATE: ____________

INSTRUCTIONS: The deadline for advance registration is March 16, 1998. Anything received after this date will be processed, but on-site fees will apply. Write your name as you wish it to appear on your Conference Badge. Please check the appropriate boxes and type or print clearly.

If registering for the Job Placement service, include your resume or job description (2 pages maximum), whichever is appropriate. Employers may list multiple positions for a total fee of $35.00.

If registering for the 5K Race/Fun Run or SIOpen Golf Outing, please fill out & enclose additional information form(s).

IMPORTANT: To receive a confirmation of your registration prior to the Conference, include a self-addressed, stamped envelope.

Mail this form with your payment (check, money order or credit card information) to:

SIOP
PO Box 87
745 Haskins Road Ste D
Bowling Green OH 43402

Fax: (419) 352-2645
Phone (419) 353-0032

CONFERENCE REGISTRATION — **AMOUNT**

☐ SIOP Member	$65	($90 on-site)	
☐ SIOP Non-member	$130	($155 on-site)	
☐ Student	$35	($45 on-site)	$ ______

WORKSHOPS—Please indicate your top six choices in order: (No telephone or fax registrations for workshops!)

	Workshop #	Workshop Title
1st	____	________________
2nd	____	________________
3rd	____	________________
4th	____	________________
5th	____	________________
6th	____	________________

If your first six choices are unavailable, will you:

____ **Accept any open section**

____ Request a refund of registration fee

WORKSHOP FEES: (Membership in SIOP will be checked)

☐ SIOP Member/Student Affiliate	$270	
☐ APA/APS Member/Student Affiliate	$355	
☐ Non-Member of SIOP/APA/APS	$410	$ ______

JOB PLACEMENT SERVICE: Anonymous registration? ☐

☐ Job Seeker	$25	☐ Intern Seeker	$25	
☐ Job Employer	$35	☐ Intern Employer	$35	$ ______

5K RACE/FUN RUN ☐ **$15** ☐ **$10 (Students)** — $ ______

SIOPen Golf Outing ☐ **$65 per person** **(pay at golf course)** — $ XXXXXX

PRE-CONFERENCE TOUR/DINNER

☐ SIOP Member	$45	
☐ SIOP Student Affiliate	$40	
☐ Non-Member of SIOP	$55	$ ______

Charge my credit card (Visa, MasterCard or American Express)

______________________ Account Number ____________ Expiration Date

______________________ Signature

GRAND TOTAL (US$, please) $ ______

STUDENT VOLUNTEERS AT SIOP: WHAT YOU NEED TO KNOW

We're looking for up to 40 graduate students to help out in Dallas. In exchange for 4 hours of work as a SIOP Conference volunteer, your conference fee will be refunded.

As a SIOP volunteer, you will help make the Conference a success by:

- Assisting with Conference Registration and Job Placement Services
- Helping conference attendees locate meeting rooms within the vast spaces of the hotel
- Helping to manage the little emergencies that pop-up during the Conference

Further, you will meet numerous I/O Psychology professors, practitioners, and graduate students attending the Conference.

The 40 openings will be filled on a first-come, first-served basis. To volunteer, complete the General Conference Pre-Registration Form and mail it with your payment to the SIOP Administrative Office by March 16, 1998. Attach a note to your completed Pre-Registration Form, indicating that you would like to serve as a volunteer at the Conference. We will contact you to let you know whether we will need your assistance. After the Conference, SIOP will refund volunteers' conference registration fees.

There will also be a one-hour orientation meeting on Thursday, April 23 from 7:30-8:30 p.m. at the hotel. (This will be kind of a party, but don't tell anyone.) We would like all volunteers to attend, so please schedule your trip to Dallas accordingly.

Questions? Contact Lee Hakel at (419) 353-0032 or Lhakel@siop.bgsu.edu or contact Kevin Nilan at (612) 736-0436 or kjnilan@mmm.com.

SIOP JOB PLACEMENT SERVICES: WHAT YOU NEED TO KNOW

Once again, SIOP will offer Job Placement Services at its annual Conference. Placement activity grows each year, so we encourage job-seekers and employers to register in advance.

PRE-REGISTRATION PROCEDURES, COST, AND DEADLINE

To pre-register, just check off the appropriate boxes on the General Conference Pre-Registration Form. Then mail the form, your registration payment, and a single master copy of your resume (for job seekers) or position description (for employers) to the SIOP Administrative Office by March 16, 1998.

Your resume or position description may be either one or two pages, but no longer. SIOP will make copies of all resumes and position descriptions so make certain that your materials are legible and that they copy adequately. If you use a letterhead or logo, please make certain that it will photocopy well. Also, be sure to use standard 8½" by 11" paper so that copies can be reproduced easily.

All registration materials must be received by March 16, 1998. After this date, only on-site registrations will be permitted, and your materials will be included starting on the second day of the service.

Pre-registration for job-seekers is $25.00. Pre-registration for employers is $35.00. (Employers may list multiple positions for a total fee of $35.00.) On-site registration is $45.00 for job-seekers and for employers.

WHO MAY REGISTER FOR JOB PLACEMENT SERVICES

SIOP Job Placement Services are open to all members, including student affiliates. Any organization or employer may submit position openings in I/O Psychology, as well as other positions for which I/O training and experience are relevant. Position listings may be for full or part-time positions and/or internships.

JOB-SEEKER AND EMPLOYER INFORMATION DURING AND AFTER THE CONFERENCE

If you are a job seeker, when you check in with Job Placement (or register on site), you will receive your own copy of all the position descriptions received during the pre-registration period (prior to March 16, 1998). Similarly, if you are an employer, when you check in or register on site, you will receive a copy of all the resumes received during the pre-registration period.

During the Conference, participants may pick up updated listings of on-site registrations. Each registrant will be assigned a private mailbox and will be permitted to leave messages in the mailboxes of other registrants. Copies of Job-Seeker and Employer Notebooks will be available 1 week after the Conference to non-registrants at a cost of $35.00 each from the SIOP Administrative Office.

ANONYMOUS REGISTRANTS

Anonymous registrants will be assigned a mailbox, will receive all materials, and will be permitted access to the placement area, but job listings or resumes will not appear in notebooks.

RECOMMENDED FORMAT AND CONTENT FOR JOB-SEEKERS (2 PAGES MAXIMUM)

- Name, address, telephone number, and information about how and when to contact you during the Conference
- Position desired, including preferences for work setting, geographic location, etc.
- Educational level
- Work experience
- Publications and presentations (summarize if necessary)

RECOMMENDED FORMAT AND CONTENT FOR EMPLOYERS (2 PAGES MAXIMUM)

- Position description: responsibilities and job duties
- Organizational information: type of business, number of employees, organizational culture
- Geographic location
- Travel and other requirements
- Minimum qualifications
- Salary/benefit information

QUESTIONS?

Contact Steve Ashworth at (425) 703-8953 or steveash @microsoft.com

PRE-CONFERENCE TOUR OF AMERICAN AIRLINES AND DINNER: WHAT YOU NEED TO KNOW

Thursday, April 23, 1998, 2:00 – 9:30 p.m.

SIOP's Pre-Conference Tour of American Airlines presents an unusual opportunity for you to learn more about an industry that we use all the time and a company that is among the best in that industry!

On the tour, you will learn about and observe some of the behind-the-scenes activities that make American Airlines' global transportation system a success. You will visit AA's flight simulators and learn how AA uses computers in their pilot training. You will visit the "nerve center" of the global system—the Worldwide Dispatch Center—where real-time decisions are made to adjust the entire system to local events and emergencies. Also on this tour is a visit to Load Control, where decisions affecting take-offs are made at airports from around the world. Finally, you will visit the C. R. Smith Air Museum. This unique museum contains exhibits about the history of aviation and American Airlines as well as great "hands-on" learning opportunities about how air travel actually works.

So, make your reservation! This tour is all first-class and there is limited "seating"—limited to the first 40 persons who sign up. We will leave from the Wyndham Anatole Hotel at 2:00 p.m. sharp. Meet just before 2:00 p.m. at the Hotel's Clock Tower Entrance. (The Clock Tower Entrance is between the Jade Room and the La Esquina Mexican Restaurant.)

The tour of American Airlines will run from 2:30 to 6:30 ...and then it's on to margaritaville! We will end the day with a group dinner at one of the many fine Mexican restaurants in the Dallas-Fort Worth metroplex ...and include a wide variety of tempting, tasty, tantalizing, tender, t... well, really great Mexican food.

To register for the tour, simply check the appropriate box on the General Conference Pre-Registration Form and mail in your payment by March 16, 1998. The cost is $40 for students, $45 for SIOP members and $55 for non-members. Drinks may be purchased separately.

Questions? Please contact Larry Peters at (817) 921-7538
or L.peters@tcu.edu

PRE-CONFERENCE WORKSHOPS: WHAT YOU NEED TO KNOW

DESCRIPTION OF WORKSHOPS AND DEADLINE

The detailed descriptions of the 1998 SIOP Pre-Conference Workshops begin on page 125. The Workshops typically sell out very quickly. On-site Workshops registration at the hotel is ONLY available if someone who has pre-registered for a Workshop fails to show up.

DATE AND SCHEDULE

The Workshops will take place on Thursday, April 23, 1998, the day before the regular program of SIOP Conference begins. More specifically:

Registration:	7:15 a.m.	–	8:30 a.m.
Morning Workshops:	8:30 a.m.	–	12:00 p.m.
Lunch:	12:00 p.m.	–	1:30 p.m.
Afternoon Workshops:	1:30 p.m.	–	5:00 p.m.
Reception (Social Hour)	5:30 p.m.	–	7:30 p.m.

HOW TO REGISTER

To register, complete the Workshops section of the General Conference Pre-Registration Form in the center of this booklet. Registration for the Workshops is on a first-come, first-served basis. Each Workshop is presented twice—once in the morning and once in the afternoon. You must register for two Workshops (no half days).

The Workshops section of the form asks you to list your top six choices. Because Workshops fill up very quickly, we ask that you do list all six choices. Please list your choices in order of preference (1st is highest preference, 6th is lowest preference). If you list fewer than six Workshops and your choices are filled, we will assume that you are not interested in any other Workshops (unless you indicate on the General Conference Pre-Registration Form that you will accept any open section) and your registration fee will be refunded.

COST

SIOP Members and Student Affiliates:	$270*
APA and APS Members and Student Affiliates:	$355
Non-Members of SIOP, APA, and APS:	$410

(*Membership in SIOP will be checked.)

Fee includes all registration materials for two Workshops, lunch, and social hour. Additional guest tickets for the social hour may be purchased at the door. The cost will be posted at the door of the social hour room.

IF YOUR ORGANIZATION IS PAYING BY CHECK...

Please mail your General Conference Pre-Registration Form to the SIOP Administrative Office, even if your organization is sending a check separately. (Sometimes they don't send the form.) Indicate on the copy of the form that your organization is paying. Make sure your name is on the check. (Sometimes organizations don't indicate whom the payment is for.) Keep in mind that your registration will not be finalized until payment is received.

CANCELLATION POLICY

If you must cancel your Workshops registration, notify the SIOP Administrative office in writing. The address is: SIOP Administrative Office, 745 Haskins Road, Suite D, P. O. Box 87, Bowling Green, OH 43402-0087. The fax number is (419) 352-2645. Workshop fees (less a $60 administrative charge) will be refunded through March 27, 1998. A 50% refund will be granted between March 28, 1998 and April 10, 1998. No refunds will be granted after April 10, 1998. All refunds will be made based on the date when the written request is received.

PRE-CONFERENCE WORKSHOPS: THURSDAY, APRIL 23, 1998

1. **Recent Developments in Employment Litigation** by Keith M. Pyburn Jr., and William W. Ruch.
2. **Performance Consulting: Making it Happen** by Thomas J. LaBonte and Robert Leininger.
3. **Managing Organization Development Issues in a Re-Engineering Effort in a Major Manufacturing Organization** by Lee O. Sanborn.
4. **Video-Based Situational Testing: Pros and Cons** by James L. Outtz.
5. **Competency-Based Selection: Just One Piece of the Puzzle** by Michele Jayne, Rick Smith, and John Rauschenberger.
6. **Effective Customer Service Work Environments: Lessons Learned** by Benjamin Schneider.
7. **How to Construct a Computerized Adaptive Test Using Item Response Theory** by Fritz Drasgow and Michael Zickar.
8. **Starting Teams: Keys to an Organized Approach** by Douglas A. Johnson and Rodger D. Ballentine.
9. **Strategic Leadership Development in a Global Environment** by William H. Mobley and John F. Baum.
10. **Leveraging Multisource Feedback Systems to Drive Organization and Individual Change** by David W. Bracken and Carol W. Timmreck.
11. **Leadership Development: Contemporary Practice** by Morgan W. McCall, and George P. Hollenbeck.
12. **Beyond Utility Analysis: Building Business Partnership through Human Resource Metrics** by Peter Ramstad and John W. Boudreau.
13. **Leveraging Psychological Assessments to Accomplish Business Strategies** by Rob Silzer, P. Richard Jeanneret, and Sandra L. Davis.
14. **Learning to Work Across Boundaries: Lessons from the Front-line of Labor–Management Cooperation and Megamergers** by Gary E. Jusela and Tapas Sen.

DESCRIPTION OF SIOP PRE-CONFERENCE WORKSHOPS

Sponsored by the Society for Industrial and Organizational Psychology, Inc.* and presented as part of the 13th Annual Conference of the Society for Industrial and Organizational Psychology, Inc.

Thursday, April 23, 1998

Wyndham Anatole Hotel, Dallas

CONTINUING EDUCATION AND WORKSHOP COMMITTEE

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❖ The Society for Industrial and Organizational Psychology, Inc. is approved by the American Psychological Association to offer continuing education for psychologists. The APA-Approved Sponsor maintains responsibility for the program. This Workshop is offered for seven (7) hours of continuing education credit.

SECTION 1 (Half Day)

RECENT DEVELOPMENTS IN EMPLOYMENT LITIGATION

Keith M. Pyburn, Jr.
McCalla, Thompson, Pyburn, Hymowitz, & Shapiro, LLP

William W. Ruch
Psychological Services, Inc.

This Workshop will review recent developments in the national and state legislatures and the courts which will significantly affect I/O Psychologists as they develop, validate, and defend employee selection procedures. Of particular importance are laws which purport to eliminate racial preference in hiring. Historically, I/O Psychologists have used several strategies for reducing adverse impact, including adjustments in scoring, passing scores, and test content. Appropriate and inappropriate uses of affirmative action will be identified. These strategies will be discussed and evaluated from a legal and professional standpoint. Various significant court cases will be reviewed and evaluated. New discovery rules and procedures for expert witnesses will also be discussed.

Keith M. Pyburn, Jr. is Managing Partner of McCalla, Thompson, Pyburn, Hymowitz, & Shapiro, LLP. Following his 1974 graduation from Tulane Law School, where he was a member of the Moot Court Board, he clerked for Chief Justice John Dixon of the Louisiana Supreme Court. Keith is a member of the Equal Employment Opportunity Law Committee of the American Bar Association's Labor and Employment Relations Law Section and is a Fellow of the American College of Labor and Employment Lawyers. He recently chaired the Louisiana State Bar Association's Labor Law Section. Keith regularly litigates employment discrimination and personnel selection issues in both federal and state courts.

William W. Ruch is President of Psychological Services, Inc., a consulting firm specializing in the development and validation of tests and other assessment procedures, consulting in HR issues, and providing litigation assistance and expert testimony in employment discrimination lawsuits. Bill has served as a consultant and expert witness in dozens of cases in which technical issues concerning validation and the analysis of employment statistics were litigated. A familiar Workshop leader at SIOP, Bill also served on SIOP's Advisory Committee on the drafting of the SIOP Principles.

Coordinator: **Wade M. Gibson,** Psychological Services, Inc.

SECTION 2 (Half Day)

PERFORMANCE CONSULTING: MAKING IT HAPPEN

Thomas J. LaBonte and Robert Leininger
PNC Bank

This Workshop focuses on the practical application of performance consulting within organizations. We define performance consulting as a systematic process involving partnering with line management, and assessment and implementation of actions necessary to improve employee satisfaction and business results. A case study is presented on how PNC Bank transitioned a traditional training organization into a results-enhancing partner using performance consulting as a process umbrella. The regional executive performance model is used to walk through a response to business and performance needs. It is also used to demonstrate the integration of work environment, learning and leader actions with alternative instructional delivery technologies and the measurement of business impact.

Learning outcomes include:

- Describing the business case for utilizing the performance consulting process to support the organization's strategic goals
- Developing a performance consulting process that fits the culture and business objectives of the organization
- Describing a skill development approach for preparing performance consultants
- Outlining an approach for transitioning training staff into a performance consulting organization
- Describing the measurement model for enabling management to see how the performance consulting approach impacts business results
- Applying performance consulting skills through practical exercises
- Describing strategies for sustaining the performance consulting process

Tom LaBonte is a performance consulting and training professional with over 20 years in academia, government, and business. After earning baccalaureate and master's degrees at the University of Maryland, Tom began his career as Director of Institutional Research and Planning at Anne Arundel Community College. He has held positions in training departments for the U.S. Army, Barnett Banks, and is now Senior Vice President, Performance Improvement and Training, for PNC Bank Corp. Tom serves on the Board of Directors, American Society for Training and Development and the Greater Pittsburgh Council, Boy Scouts of America.

Robert Leininger is Vice President and Manager of the Consumer Bank Performance Improvement and Training Department of PNC Bank. He received a bachelor of arts and a master's degree in education from the Pennsylvania State University. Bob has experienced a number of training and development positions, including contract instructional designer and management consultant, Training Director for a private non-profit health care organization, faculty member of three Pennsylvania universities, and Manager of the Professional and Leadership Development Department at the Erie Insurance Group. In 1995, he moved to his most recent position as Consumer Bank Training Manager at PNC Bank. Bob is also a recent recipient of the Directors Award for outstanding leadership for integrating performance consulting, instructional design and measurement into his line of business at PNC Bank.

Coordinator: **Lisa Collings**, Harris Methodist Health Systems

SECTION 3 (Half Day)

MANAGING ORGANIZATION DEVELOPMENT ISSUES IN A RE-ENGINEERING EFFORT IN A MAJOR MANUFACTURING ORGANIZATION

Lee O. Sanborn
Ford Motor Company

Many large companies are launching major process changes that they hope will enable them to be more competitive in the next century. Some of these companies are in the midst of large-scale, complex change processes with profound organization development implications.

Ford Motor Company is currently moving to a "lean" system of manufacturing in each of its 150 plants worldwide. This lean system will require substantial changes in material flow systems, equipment maintenance and reliability systems, and people systems. The "people" side of this effort is centered around moving to a work team-based structure in each plant. Ford has a history of manufacturing success. There are many plants where some of the aspects of "lean," including work teams, are already in place, but most plants within the company face major changes in the way they operate.

This Workshop will explore some of the key organization development strategies and methods associated with such a change effort. These include:

- Implementing work teams on a large (multi-plant) scale

- Building management support for the process both centrally and at the local level
- Developing resources at the local level to coordinate this process
- Balancing the corporate desire for consistency across plants with the need for each location to "own" the process in its plant

Participants will work together in structured simulations to identify and examine key issues and to develop strategies to address some of these issues. We'll then discuss what methods Ford is using, what level of success these methods have had so far, lessons learned, and what changes to these strategies might be considered.

Lee O. Sanborn has worked for Ford for the past 16 years in a variety of organization development and training management positions. He has played a major role in launching work teams throughout the company. He is currently the Organization Development Manager for Manufacturing within Ford's Education, Training & Development organization. He received his Ph.D. in I/O Psychology from the University of Houston.

Coordinator: **Ira Levin**, Ernst & Young LLP

SECTION 4 (Half Day)

VIDEO-BASED SITUATIONAL TESTING: PROS AND CONS

James L. Outtz
Outtz and Associates

With the increase in the availability of technology available to HR departments, there has been an increased interest in using video-based testing. This Workshop focuses on reviewing factors important to the development, implementation, and scoring of video-based situational tests. Specifically, the Workshop is directed to psychologists and HR professionals (both from applied and research settings) who are looking for alternatives to traditional testing methods.

This Workshop will include discussion and demonstration of:

- Feasibility of video as a medium for presenting test content
- Steps involved in development of a video-based situational test
- Examples of response formats
- Methods of scoring
- Advantages and disadvantages of this medium

- Viability of this medium for supervisory selection
- Results from the administration of video-based selection procedures (score distribution, adverse impact analysis)

James L. Outtz received his Ph.D. in I/O Psychology from the University of Maryland in 1976. He is a SIOP Fellow. Jim is recognized for his work involving the development of selection procedures that focus on the reduction of adverse impact. He has developed video-based selection procedures for both entry-level and management positions. In addition to his work in developing selection procedures, Jim has served as an expert witness for defendants and plaintiffs in numerous court cases involving employment selection.

Coordinator: **Susan Walker**, Federal Express

SECTION 5 (Half Day)

COMPETENCY-BASED SELECTION: JUST ONE PIECE OF THE PUZZLE

Michele Jayne, Rick Smith and John Rauschenberger
Ford Motor Company

Organizations are increasingly looking to competencies as a mechanism for integrating HR systems. The growing popularity in the use of competencies, however, has also raised several questions: What are competencies? Are they anything new? Do they really work?

The purpose of this Workshop is to explore the theoretical and practical issues involved in using competencies to develop and integrate HR systems. We will explore the various questions and controversies surrounding the use of competencies. We will also describe the opportunities and pitfalls we have experienced in the development and application of a global competency model for HR systems at Ford Motor Company. Specific topics that will be covered include:

- Overview of the various definitions of competency models
- How competency models work and how they differ from KSAs
- Application of a competency model to personnel selection, the 360-degree performance appraisal process, and workforce planning
- Power of competency models as a mechanism for integrating HR systems

Michele Jayne is Personnel Research Services Manager for Ford Motor Company. Her work focuses on developing a competency-based system for selecting salaried employees globally. Prior to her current position, Michele assisted in the launch of Ford's first global opinion survey of salaried employees. Michele began her career with Entergy Services, Inc. in New Orleans, LA where she worked in the areas of training and development, employee opinion surveys, and selection. Michele received her Ph.D. in I/O Psychology from Tulane University.

Rick Smith is Workforce Planning Manager for Ford Motor Company, where he has responsibility for the development of common systems and processes for effective deployment of human resources within the Company. Formerly, he was Ford's Personnel Research Services Manager responsible for development and implementation of a competency-based process for the selection of salaried employees. Prior to his work at Ford, Rick was with General Motors for 16 years. At GM, Rick was involved in various aspects of HR Planning and Selection, including 3 years at Saturn where he was instrumental in staffing Saturn's production facility in Spring Hill, Tennessee. Rick earned his Ph.D. in Cognitive Processes from Wayne State University.

John Rauschenberger is Manager–Personnel Research & Assessment in the Human Resources Strategy Office at Ford Motor Company. He is responsible for workforce planning, salaried-employee selection practices and employee opinion assessment. In his 12 years at Ford, he has held positions in the Education, Training and Development Department, the Employment Training and Planning Office, and the Human Resources Development Center. Prior to Ford, he was Supervisor–Personnel Research for Armco, Inc. John earned his Ph.D. degree in I/O Psychology from Michigan State University.

Coordinator: **Steve Wunder**, The Kingwood Group, Inc.

SECTION 6 (Half Day)

EFFECTIVE CUSTOMER SERVICE WORK ENVIRONMENTS: LESSONS LEARNED

Benjamin Schneider
University of Maryland

This Workshop will be an update of Ben Schneider's highly rated 1995 Workshop on effective customer service environments. Thus, people who attended the earlier Workshop will find much of the material redundant. The Workshop will explore two questions:

1. What have we learned about service quality from the vantage point of customers? In this section, the focus will be on knowledge and theory developed in services marketing, a sub-field of marketing, in which much research has been accomplished on customer satisfaction.

2. What have we learned about the delivery of service quality from the vantage point of employees? In this section, the focus will be on research Ben has accomplished using service organization employees as service climate diagnosticians and the relationship of those diagnoses to customer satisfaction, customer intentions, and organizational profitability. In addition, some preliminary discussions between Ben and the participants will be held concerning using these diagnoses for organizational change to a service climate.

Benjamin Schneider, Professor of Psychology at the University of Maryland, College Park, received his Ph.D. there in I/O Psychology in 1967. Since then he has had appointments at Yale University, Michigan State University, and, for shorter periods, at Bar-Ilan University (Israel, on a Fulbright), Peking University (PRC), and the University of Aix-Marseilles (France). His research interests include organizational climate and culture, service quality, personnel selection, and person-organization fit. He has published more than 80 articles and book chapters as well as six books on these topics, his latest book being *Winning the Service Game* (Harvard Business Press, 1995, with David E. Bowen). He has been active professionally, having served as President of SIOP as well as the Organization Behavior Division of the Academy of Management. Ben is also a Fellow of several professional societies including the American Psychological Association, the American Psychological Society, the Academy of Management and SIOP. He serves on the editorial boards of several journals. Ben is also Vice President of Organizational and Personnel Research, Inc., and has consulted with many private and public organizations.

Coordinator: **Pat Pedigo**, IBM Consulting Group

SECTION 7 (Half Day)

HOW TO CONSTRUCT A COMPUTERIZED ADAPTIVE TEST USING ITEM RESPONSE THEORY

Fritz Drasgow
University of Illinois

Michael Zickar
Bowling Green State University

Over the past 15 years, research has shown that computerized tests can provide more precise measurement in less time than conventional paper-and-pencil tests. Moreover, personal computers have become less expensive yet much more powerful. These factors have led to a growing number of testing programs to implement computerized testing. This Workshop will describe the process of computerizing an existing paper-and-pencil test, as well as constructing an entirely new computerized test. Item response theory (IRT) which is the measurement theory that underlies computerized adaptive testing, will be reviewed. Topics will include item response functions, information functions, and estimation of item and person parameters.

Additional topics important for computerized adaptive testing, such as item selection algorithms, content balancing, and item exposure control, will also be discussed.

Computer software for parameter estimation and for administration of adaptive tests will be summarized. A number of practical issues, such as the equivalence of paper-and-pencil and computerized tests of the same ability, the equivalence of item parameter estimates across administration modes, and the effects of changing computer hardware, will also be addressed.

As an illustration of the myriad issues that must be addressed, the development and implementation of computerized testing at State Farm Insurance Companies will be described.

Fritz Drasgow received his Ph.D. in Quantitative Psychology from the University of Illinois at Urbana-Champaign in 1978. He was Assistant Professor at Yale University's School of Organization and Management and returned to the University of Illinois in 1982, where he has been Assistant Professor, Associate Professor, and Professor of Psychology and of Labor and Industrial Relations. He is currently a Director of the University of Illinois Center for Human Resources Management, which is a joint University/Industry venture designed to address important HRM problems.

Fritz is a former chairperson of the American Psychological Association's Committee on Psychological Tests and Assessments and the U.S. Department of Defense's Advisory Committee on Military Personnel Testing. He is currently the chair of the Department of Defense and Department of Labor's Armed Services Vocational Aptitude Battery Norming Advisory Group. Fritz has also provided consultation on testing and measurement issues to a variety of organizations in the private sector. He is a member of the editorial board of seven journals, including *Applied Psychological Measurement, Journal of Applied Psychology,* and *Personnel Psychology.*

Michael Zickar received his Ph.D. from the University of Illinois in 1997 and is now Assistant Professor of I/O Psychology at Bowling Green State University. Mike's current research focuses on using psychometric tools to solve practical problems such as how to identify individuals who misrepresent themselves on job applications. Other research has focused on broadening the role of computers in the personnel selection process. While an advanced graduate student of Professor Drasgow at UIUC, Mike was very involved in the development and validation of a computer adaptive test of math reasoning for State Farm Insurance. His work has been published in *Applied Psychological Measurement, Personnel Psychology,* and *Applied Measurement in Education.*

Coordinator: **L. Rogers Taylor**, State Farm Insurance Companies

SECTION 8

STARTING TEAMS: KEYS TO AN ORGANIZED APPROACH

Douglas A. Johnson and Rodger D. Ballentine
University of North Texas, Center for the Study of Work Teams

People often ask, "How do I start up teams?" Frequently, they think it is as simple as turning a key. This "easy fix" attitude is often associated with the company president dictum made on Friday afternoon, "We will be in teams by Monday." If you believe this is realistic, you need to attend this Workshop. Oversimplification of team implementation and the lack of careful planning are primary reasons why teams fail.

The purpose of this Workshop is to highlight the complex issues involved in successfully launching teams. Throughout the Workshop, the presenters will identify important startup issues and provide strategies needed to address them.

Topics will include:

- Strategy development
- Team design, including technical and social systems analysis
- Support systems (e.g. performance management)

Douglas A. Johnson is Associate Director of the Center for the Study of Work Teams and Associate Professor of Psychology. He received his Ph.D. in 1971 from the University of California at Berkeley, and since then has been a faculty member and director of the I/O graduate program at the University of North Texas. He is the co-editor (with Mike Beyerlein) of the annual series, *Interdisciplinary Studies of Work Teams*, published by JAI Press. Doug is co-founder and past president of his local I/O professional society, the Dallas-Fort Worth Organizational Psychology Group. He is also a part-time consultant with Personnel Decisions International. Doug has more than 20 years' experience in all aspects of personnel selection, including job analysis, performance measurement, validation of selection measures, and EEOC/ADA issues.

Rodger D. Ballentine is Director of Operations and Program Development of the Center for the Study of Work Teams and Adjunct Professor of Psychology at the University of North Texas. He received his Ph.D. in I/O Psychology from North Carolina State University in 1989. Rodger has more than 20 years' experience developing and implementing personnel and training systems during his career with the U.S. Air Force. His areas of expertise include job analysis and occupational taxonomies, productivity and performance assessment systems, advanced training and education technologies, and collaborative work systems. He has consulted with several corporations regarding the implementation of teams.

Coordinator: **Caroline Pike**, Matrixx Marketing Research

SECTION 9 (Half Day)

STRATEGIC LEADERSHIP DEVELOPMENT IN A GLOBAL ENVIRONMENT

William H. Mobley
PDI Global Research Consortia
GRC Asia Consortium

John F. Baum
PDI Global Research Consortia
GRC-SMU Center for Global Leadership

The continuing globalization of business places increasing emphasis on development of international and global leaders. In this highly intensive Workshop, participants will explore a variety of salient issues related to developing international and global leaders.

Among the issues to be explored:

- Do the competencies required for effective leadership differ by region of the world?
- Do we need global leaders, regional leaders, and/or both, and in what proportion?
- What unique leadership challenges are presented in multinational joint ventures?
- Do leadership development paths in multinational firms have more than one cultural critical path?
- Current research cases and actions from a variety of multinational firms will be infused into the discussion.

William H. Mobley previously served as Manager of HR Research and Planning for PPG Industries, and was Department Head, Dean, President, and Chancellor at Texas A&M University. He is President of PDI Global Research Consortia and Managing Director of GRC's Asia Consortium in Hong Kong.

John F. Baum holds a Ph.D. from the University of Wisconsin and has held faculty positions at the University of Texas and Purdue University. Prior to becoming Vice President of PDI Global Research Consortia, he served as Director of Strategic Leadership Development for Texas Instruments. He is Managing Director of GRC's Center for Global Leadership.

Coordinator: **Alison Eyring**, Caltex Petroleum Corporation

SECTION 10 (Half Day)

LEVERAGING MULTISOURCE FEEDBACK SYSTEMS TO DRIVE ORGANIZATION AND INDIVIDUAL CHANGE

David W. Bracken,
William M. Mercer, Inc.

Carol W. Timmreck,
Shell Oil Company

The rapidly growing popularity of multisource feedback (MSF) systems demands that I/O psychologists seek every opportunity to influence the impact on both the individual and the organization. In order to do so, we must be aware of the factors that determine the success of MSF systems and then take stock of what we know and still need to know.

This Workshop will draw on experiences of the leaders and participants, research and best practices to address the following issues:

- How do we define "success" (i.e., desired outcomes) for individuals and organizations in MSF, and are they at odds?
- Once we know what "success" should look like, how do we get there?
- What are the appropriate uses of MSF and what are the implications for design and implementation?
- What are the measurement issues in MSF processes (i.e., reliability, validity) and how do we overcome "threats" to validity?
- How can MSF systems support a learning organization?
- How can we promote acceptance of multisource feedback by individuals and organizations?
- Where can we be flexible in our standards and where not?
- What is the long term viability of MSF?

Attendees should have a basic familiarity with, and understanding of, MSF processes and are encouraged to bring their processes and problems for discussion during the Workshop.

David W. Bracken is a senior consultant with William M. Mercer, Inc. in their Atlanta office. He consults in the Performance and Rewards practice, and is Mercer's leader in the area of multisource feedback. He received his Ph.D. in I/O Psychology from Georgia Tech.

Carol W. Timmreck is an organizational consultant with Shell Oil Company. She specializes in individual, group, and organization development, and is Shell's expert in multisource feedback and organization surveys. Carol, with Dr. Bracken, is co-facilitator of the Upward Feedback Forum consortium. She received her Ph.D. in I/O Psychology from the University of Houston.

Coordinator: **Jack Kennedy**, Brecker & Merryman, Inc.

SECTION 11 (Half Day)

LEADERSHIP DEVELOPMENT: CONTEMPORARY PRACTICE

Morgan W. McCall, Jr.
University of Southern California

George P. Hollenbeck
Hollenbeck Associates

This Workshop will review contemporary practice in developing leaders. It will begin by taking a look back at how leadership development has changed, and will present a framework for examining today's efforts. An overview will include such popular approaches as action learning, coaching, 360-degree assessment and feedback, but will also highlight more innovative or daring approaches like the use of poetry or music.

Workshop participants will be asked to share their own experiences with various development activities, and together we will examine their pros and cons. We will consider leadership development as part of a larger context, and present a way of thinking about the process that is driven by business strategy and built around experience.

The Workshop's primary objective is conceptual rather than skill building. Our goal is this: At the end of the Workshop, participants will be able to articulate a better understanding of what contemporary leadership development is—what the pieces are and where they fit.

Morgan McCall is Professor of Management and Organization in the Marshall School of Business at the University of Southern California. Prior to joining USC, Morgan was Director of Research and Senior Behavioral Scientist at the Center for Creative Leadership (CCL). He is author of *High Flyers: Developing the Next Generation of Leaders*, and co-author (with Michael Lombardo and Ann Morrison) of *The Lessons of Experience* and (with Michael Lombardo and David DeVries) of the simulation *Looking Glass, Inc.* He recently completed a study of the early identification of global executives, published in the *Journal of Applied Psychology*, and an assessment instrument developed from that research, published by CCL. He is co-author with George Hollenbeck, of a chapter on leadership development for a forthcoming SIOP *Frontiers* book. As a consultant, Morgan works with executives to develop corporate strategies and systems for leadership succession, development, and training. He is a Fellow of SIOP.

George P. Hollenbeck specializes in individual executive coaching and designing executive development programs. He is also on the adjunct faculty at Boston University's Graduate School of Management where he teaches Leadership in the MBA and EMBA program. His career includes positions at Merrill Lynch where he was Vice President and Division Director, and Corporate Director of Human Resources; at Fidelity Investments where he was Vice President–Organization Planning; and at Harvard Business School where he was Senior Director of Executive Education. George is the author of *CEO Selection: A Street-Smart Review*, published by the Center for Creative Leadership (CCL) and co-author (with Maxine Dalton) in 1996 of *How to Design an Effective System for Developing Managers and Executives*, also published by CCL. He is a Fellow of SIOP.

Coordinator: **William Grossnickle**, East Carolina University

SECTION 12 (Half Day)

BEYOND UTILITY ANALYSIS: BUILDING BUSINESS PARTNERSHIP THROUGH HUMAN RESOURCE METRICS

Peter Ramstad
Personnel Decisions International

John W. Boudreau
Cornell University

Organizations increasingly demand that psychologists and human resource professionals demonstrate how their products and initiatives affect strategic organizational objectives. Strategic impact, not just dollars, is the metric needed by today's organizations.

Yet, traditional approaches to measurement in psychology, such as surveys, turnover rates or utility analysis, focus on justification (e.g., show the

ROI for proposed investments) or evaluation (i.e., after-the-fact measurement of HR program results). Translating outcomes into monetary terms is not sufficient to link investments in people to the fundamental financial, marketing and other strategic factors that lead to organization success. However, HR metrics can be created that systematically link the human resource to strategic impact. Such metrics provide powerful tools to move beyond justification and defense, and instead proactively manage human resources for organization success.

This Workshop takes a proactive approach to finding and communicating the key linkages between organizational objectives and human resources. Workshop participants will use their own organizations as the basis for case studies to apply the tools. They will develop action plans based on a systematic analysis of their organizational objectives and constraints.

Using actual case studies and organizational situations, we will describe several standard financial, market, and operational models underlying organizational success, and show how human resource metrics logically link to those principles, and how human resource impact can be measured in terms of organizational success. Participants will identify metrics suited to their own key constituents and organizational goals. We will show how these metrics can be used as leading indicators to identify, design, evaluate, and communicate strategic human resource improvement opportunities in terms of organizational success. Participants will explore how to use the metrics to move beyond justification and defense, to planning and optimization within their own organizations.

Topics include:

- Metrics as Change Catalysts—Identifying the Audience
- What if People Were "Our Most Important Asset?"—Linking People to Strategic Business Objectives
- Constraints are Key to Value Creation—Celebrating the Bottlenecks
- Margin, Productivity, and Leverage—HR Metrics Linked to the Financials
- Beyond Propose-Defend—Proactive Optimization
- Beyond Human Resource Costing and Utility Analysis—The Basics in Context

This Workshop will benefit I/O psychologists who consult or are employed by organizations that use financial and accounting measures. It is also useful for researchers wishing to learn more about cost-benefit and utility analysis concepts, as well as their link to finance and accounting. Because the Workshop will encourage participants to develop applications using actual situations from their own experience, participants will ideally have

worked with organizations. A basic knowledge of statistics (e.g., significance tests, correlation) is useful, as well as basic familiarity with cost-benefit and utility analysis.

Peter M. Ramstad is Chief Financial Officer of Personnel Decisions International. Over the last 5 years, he has held various financial, systems management, and business planning positions within PDI. Prior to joining PDI, he had many opportunities to work first-hand with the core tools and techniques of assessment, development, and organizational effectiveness. Prior to joining PDI, Peter was a partner with a major public accounting firm focusing on financial, operational, and systems consulting in high tech and service environments.

Peter has undergraduate degrees in Math and Accounting with minors in Economics and Computer Science, and significant graduate studies in Economics, Mathematics, and Accounting. He is a Certified Public Accountant and a Certified Management Accountant, and a member of the AICPA. He has been an instructor in many environments including the University of Minnesota, public accounting firms, and state and local bar associations.

John W. Boudreau is Associate Professor of Human Resource Studies, and Director of the Center for Advanced Human Resource Studies at Cornell University. His research includes human resource (HR) management decision making; HR information systems; applications of economics, accounting, and financial theories to HR decisions; computer applications to HR management decisions; organizational staffing; and HR strategic planning.

His research and consulting spans the U.S., Asia, Australia, and Europe. He founded and coordinates HRNET and was the first Director of the Central Europe HR Education Initiative, a partnership between Cornell and the universities in the Czech and Slovak Republics. He has served on the editorial boards of *Human Resource Costing and Accounting, Human Resource Management, Personnel Journal, Personnel Psychology,* and *Journal of Applied Psychology.*

His research has won the New Concept Award and Scholarly Contribution Award from the Academy of Management. Professor Boudreau holds a MSIA in Management and Ph.D. in Industrial Relations from the Krannert School of Management at Purdue University.

Coordinator: **Kalen Pieper**, Pepsi-Cola Company

SECTION 13

LEVERAGING PSYCHOLOGICAL ASSESSMENTS TO ACCOMPLISH BUSINESS STRATEGIES

Rob Silzer
HR Assessment & Development Inc.

P. Richard Jeanneret
Jeanneret & Associates Inc.

Sandra L. Davis
MDA Consulting Group Inc.

As global competitive forces and diverse human factors continue to demand organizational change, businesses are pursuing a wide range of strategies often simultaneously; they include start-ups, fast growth, spin-offs, restructurings, downsizings, integrated teams, and mergers. Identifying and developing human resource talent has become an increasingly key leverage point in gaining competitive advantage.

Psychological assessments have become widely used for identifying and developing individuals but not until recently have they been used as a strategic initiative to accomplish specific business objectives. Examples of valued uses of assessment now include changing the strategic leadership in a company, quickly turning around a failing business, developing and spinning off a venture capital firm, globalizing a business, merging two organizations, significantly changing product/service direction, and building a new management team.

This Workshop will review assessment approaches and business situations that will help participants:

- Identify and evaluate strategic opportunities to determine the value of psychological assessment
- Design and implement appropriate assessment processes
- Explore through case studies three different types of strategic opportunities

The use of various assessment tools and techniques will be discussed along with the benefits and risks of different approaches. Consideration will be given to the match between the organization's values/culture and the design/implementation of the assessment process. Special emphasis will be placed on helping assessment providers and users to see the strategic potential of psychological assessment.

Rob Silzer is President of HR Assessment and Development, Inc., an adjunct professor in the Department of Psychology at New York University and serves on the Editorial Board for *Innovations in Research-Based Practice in Personnel Psychology*. He is coeditor with Dick Jeanneret of the forthcoming SIOP Professional Practices Series book, *Individual Psychological Assessment: Predicting Behaviors in Organizational Settings*. Rob has over 20 years of experience in consulting to and partnering with over 100 business organizations to leverage psychological knowledge and tools to accomplish business objectives. His experience includes using psychological assessment to support mergers, downsizings, start-ups, venture capital efforts, Gen-X organizations, turn-arounds, high growth companies, and major strategic realignments in both U.S.-based and global organizations. Rob has a Ph.D. in both I/O and Counseling Psychology from the University of Minnesota.

P. Richard Jeanneret is the Managing Principal of Jeanneret & Associates, Inc., a firm that provides assessment services to support a number of different business strategies. His experience includes using assessment techniques to support corporate mergers, build executive teams, restructure management talent, and support career development. Dick has presented several Workshops and symposia on individual psychological assessment to professional and business groups, and has been recognized for bringing forth information on assessment to Society members. He is co-editor (with Rob Silzer) of the forthcoming Professional Practices Series book entitled *Individual Psychological Assessment: Predicting Behaviors in Organizational Settings*.

Sandra L. Davis, Co-founder of MDA Consulting Group, focuses on the identification and growth of leadership talent and the development of organizational systems that support peak performance. Her expertise in executive selection, development, and coaching spans regional, national, and international business. As president of MDA, she keeps her own leadership roles secondary to her client work, which includes individual assessment and development, coaching, applied research, team building, training cultural change, and organizational development. Upon completion of her Ph.D. in Counseling Psychology, she joined the faculty of the University of Minnesota's Student Counseling Bureau. She is a nationally know expert in the use of the California Psychological Inventory in organizations, and she coauthored an applications guide for using the CPI in organizations.

Coordinator: **Karen B. Paul**, 3M

SECTION 14 (Half Day)

LEARNING TO WORK ACROSS BOUNDARIES: LESSONS FROM THE FRONT-LINE OF LABOR–MANAGEMENT COOPERATION AND MEGAMERGERS

Gary E. Jusela
The Boeing Company

Tapas Sen
Transformation Strategies International

Bridging chasms of organization history and affiliation is a skill of increasing importance as companies seek to gain competitive advantage through labor-management cooperation and through mergers with or acquisitions of former competitors. In this Workshop, we will explore what we have learned about large-scale intergroup dynamics and strategies for addressing them out of our work in building partnerships between companies and labor unions and in creating new cultures in the aftermath of corporate megamergers. We will discuss the value-added contribution of unions, the costs associated with conflict, and how to manage intergroup dynamics as opportunities for continuous learning.

The objectives of this Workshop will be:

- To identify a framework for effectively managing large-scale intergroup processes in the context of labor–management cooperation and managing mergers, including up-front contracting, strategy development, relationship management, tools and techniques of engagement, and progress measurement and tracking
- To address the role of the I/O psychologist as a facilitator of large-scale collaboration and culture creation
- To explore the challenge that mergers represent to organized labor, management and employees
- To engage with the audience in identifying new territory in the development of our collective practices within the domains of labor–management collaboration and megamerging

Gary E. Jusela is the Vice President for Organization Development at The Boeing Company. He has responsibility for facilitating the successful integration of the former Boeing, McDonnell Douglas, and North American Rockwell into a new Boeing more than twice the size of the original. He initiated Boeing's Senior Executive Program for the top 550 executives and

helped build a working-together process between company management and the leadership of SPEEA (Seattle Professional Engineering Employees Association), a labor union representing 20,000 Boeing engineering and technical employees. Gary began his career as an organization development consultant with the Ford Motor Company, where he worked on large-scale systems change, employee involvement, teamwork, and Quality is Job #1. Gary received his M.A. and Ph.D. degrees in Organizational Behavior from Yale University and his B.S. in Psychology from the University of Michigan.

Tapas Sen is currently the president of Transformation Strategies International, a management consulting company. In 1996, Tapas retired from AT&T as Human Resources Director. His tenure at AT&T included 10 years at Bell Laboratories as a Member of Technical Staff, and 24 years at AT&T in Human Resources and Corporate Strategic Planning. Tapas spent over 15 years building a collaborative relationship between AT&T and its two major unions: CWA and IBEW. He was primarily responsible for Quality of Working Life and the Workplace of the Future, two major AT&T initiatives in labor–management collaboration and teamwork. Tapas has a Master's degree in I/O Psychology from the Calcutta University and a Ph.D. in Psychology from the Johns Hopkins University.

Coordinator: **Nancy Rotchford**, The Boeing Company

SIOP 5K RACE/FUN RUN:

WHAT YOU NEED TO KNOW AND PRE-REGISTRATION FORM

Once again, there will be a 5K Race/Fun Run at this year's annual SIOP Conference. The race will be held on Saturday April 25, 1998 at 7:00 a.m., near the Wyndham Anatole (transportation will be provided if needed). T-shirts will be given to all race participants and awards will be given to the top three male and female finishers within age brackets. There will also be the standard team competition (university/organization team; advisor-advisee; scientist-practitioner). Please try to join us this year. It's a great chance to catch up with or run into old friends and colleagues. **The registration fee is $15.00 ($10.00 for Student Affiliates).**

To pre-register, complete the form below and mail it, **with your General Conference Pre-Registration Form and payment, to the SIOP Administrative Office by March 16, 1998.** There will be on-site registration, but we encourage interested parties to pre-register. If you have questions, contact Kevin Williams at (518) 442-4849, or KJW11@CNSIBM.ALBANY.EDU.

SIOP 5K ENTRY FORM

Name: ____________________

Sex: ☐ Male ☐ Female Age (on 4/25/98): __________

Address: ____________________

____

E-mail: ____________________

Telephone: ____________________

T-Shirt Size ☐ Large ☐ Extra Large

Team Entries:

☐ Four person team. Team name: __________

Members: ____________________

☐ Advisor-Advisee. Other member: __________

☐ Mixed Doubles. Other member: __________

☐ Scientist-Practitioner. Other member: __________

1998 SIOPen GOLF OUTING: WHAT YOU NEED TO KNOW AND PRE-REGISTRATION FORM

Thursday, April 23, 1998
Chase Oaks Golf Club
Plano, Texas

Chuck ("Chili Dip") Lance and José ("Hosel") Cortina invite you to participate in the 2nd Annual SIOpen Golf Outing at the Bruce Devlin-designed Chase Oaks Golf Club the afternoon of Thursday, April 23, 1998 in Plano, Texas. Chase Oaks is about a 35-minute drive from the Wyndham Hotel. Mother nature was victorious at the 1st Annual SIOpen, but we have been assured that IT WILL NOT SNOW this year!

The format for the 1998 SIOpen will be a 4-person scramble (each team member hits a tee shot, selects the best shot, each team member hits from there, selects the best shot again, etc.). Form your own team (e.g., "Team Big Dawg" from UGA) or José and Chuck will team you up. Players of ALL skill levels are welcomed: Teams will be appropriately handicapped. The winning team will retain the coveted "Hugo Cup" until the 1999 SIOpen in Atlanta.

To pre-register, complete the form on the next page and mail it, with your General Conference Pre-Registration Form, to the SIOP Administrative Office by March 16, 1998. The cost of the outing is $65, to be paid directly to the Chase Oaks Golf Club on the day of the outing, Thursday, April 23rd. If you have questions, contact José Cortina at (703) 993-1347 or jcortina@gmu.edu

Second Annual SIOpen Golf Outing*

Chase Oaks Golf Club, Plano, TX
Thursday, 23 APR 98 - Shotgun Start @ 13.00

Format: Four-person scramble
Entry fee: $65/person**-16 MAR 98 application deadline

Prizes: "Hugo Cup" to First Place team; closest to pin, longest drive, low gross

***Team Name*[@]: ______________________**

Team Captain (or Individual)__________	Team Member #2__________
Address:__________	Address:__________
City/State/Zip__________	City/State/Zip:__________
Phone:__________	Phone:__________
E-mail:__________	E-mail:__________
Handicap/Average score@@__________	Handicap/Average score@@__________
Team Member #3__________	Team Member #4__________
Address:__________	Address:__________
City/State/Zip__________	City/State/Zip__________
Phone:__________	Phone:__________
E-mail:__________	E-mail:__________
Handicap/Average score@@__________	Handicap/Average score@@__________

***It will not snow this year!**

**Includes greens fee, cart, towel, range balls, sleeve of balls, and refreshments—pay the day of play at Chase Oaks.

[@]Enter individually, or up to a full 4-person team.

[@@]**Honest!** Contact Chuck Lance (V: 706.542.3053, E: clance@uga.cc.uga.edu) or José Cortina (V: 703.993.1347, E: jcortina@ osf1.gmu.edu) for additional information.

Upcoming Conferences and Meetings

This list was prepared by David Pollack. If you would like to submit additional entries, please write David Pollack at the U.S. Immigration and Naturalization Service, 425 I Street, NW, Room 2236, Washington, DC 20536, (or call (202) 305-0081, or fax entries to (202) 305-3664).

1998

March 27-29

19th Annual Industrial Organizational Psychology/Organizational Behavior Graduate Student Conference. San Diego, CA. Contact: California School of Professional Psychology-San Diego, (619) 623-2777, ext. 313.

April 13-17

Annual Convention, American Educational Research Association. San Diego, CA. Contact: AERA, (202) 223-9485.

April 13-17

Annual Convention, National Council on Measurement in Education. San Diego, CA. Contact: NCME, (202) 223-9318.

April 24-26

13th Annual Conference of the Society for Industrial and Organizational Psychology. Dallas, TX. Contact: SIOP, (419) 353-0032.

May 9-13

Annual Conference of the American Society for Public Administration. Seattle, WA. Contact: ASPA, (202) 393-7878.

May 11-14

26th International Congress on the Assessment Center Method. Pittsburgh, PA. Contact: DDI, (412) 257-3952.

May 19-21

Annual Convention of the American Psychological Society. Washington, DC. Contact: APS, (202) 783-2077.

May 19-22

28th Annual Information Exchange on "What is New in O.D." Lincoln, NH. Contact: Organizational Development Institute, (216) 461-4333.

May 31-June 4

Annual Conference of the American Society for Training and Development. San Francisco, CA. Contact: ASTD, (703) 683-8100.

June 14-17

Annual Conference of the Society for Human Resource Management. Minneapolis, MN. Contact: SHRM, (703) 548-3440.

June 19-21

1998 Convention of the Society for the Psychological Study of Social Issues. Ann Arbor, MI. Contact: SPSSI, (313) 662-9130 or spssi@umich.edu.

June 21-25

Annual Conference of the International Personnel Management Association Assessment Council. Chicago, IL. Contact: IPMA, (703) 549-7100.

July 1-3

International Work Psychology Conference. Sheffield, UK. Contact: Institute of Work Psychology, +44 114 222 3258.

July 14-18

18th O.D. World Congress. Dublin, Ireland. Contact: Organizational Development Institute, (216) 461-4333.

Aug 9-12

Annual Meeting, Academy of Management. San Diego, CA. Contact: Academy of Management, (914) 923-2607.

Aug 9-13

Annual Convention of the American Statistical Association. Dallas, TX. Contact: ASA, (703) 684-1221.

Aug 9-14

International Congress of Applied Psychology. San Francisco, CA. Contact: APA (202) 336-6020.

Aug 14-18

Annual Convention of the American Psychological Association. San Francisco, CA. Contact: APA, (202) 336-6020.

Sept 23-25

9th Annual International Conference on Work Teams. Dallas, TX. Contact: Center for the Study of Work Teams, (817) 565-3096.

Oct 5-9

Annual Conference of the Human Factors and Ergonomics Society. Chicago, IL. Contact: The Human Factors and Ergonomics Society, (310) 394-1811.

CALLS & ANNOUNCEMENTS

International Conference on Nonverbal Communication

The first International Conference on Nonverbal Communication will be held from July 30 to August 2, 1998 in Bielefeld, Germany. Submissions on any area related to science and/or professional practice relating to nonverbal behavior are sought. The program will include symposia, posters presented as part of a special poster session, individual papers presented as part of thematic sessions. Contributors in each of these categories should submit an abstract for review. Submitters will be advised of the outcome by the beginning of June, 1998. Two copies of an abstract (350-500 words) should be submitted on white A4 paper with a left-hand margin of 4.5 em. If possible, please type in Times New Roman 912 point) font. The following information is required on all submissions: Title of the presentation in BLOCK CAPITALS; Author(s): family name, given name (underline the family name of the presenter); institution; city and country; what kind of equipment you need; type of presentation-poster/paper/workshop or symposium. All contributions to a workshop or symposium should be submitted together, accompanied by a 100-word outline of the theme. The proposals should also indicate the desired duration.

The deadline for submissions is April 1, 1998

For details regarding submissions or other information about the conference, contact **Guntmar Wolff, Vossheide 9, 33803 Steinhagen Germany. Phone 49/52 04/ 88366, Fax: 49/52 04/88366, E-mail: gwolff@hrz.uni-bielefeld.de.**

CALL FOR PAPERS

Applied Psychology: An International Review Special Issue on Applied Psychology from Transitional Economies in Eastern Europe

Special Issue Editors: Professor Jone L. Pearce, University of California, Irvine, and Dr. Prof. Michael Frese, Universitiet van Amsterdam.

We are inviting the submission of original papers for a special issue on applied psychology scholarship from and on the formerly communist countries. It has now been more than 5 years since the attempted coup hastened the collapse of the Soviet Union, and so there has been time to reflect and conduct research. Further, these societies have rich intellectual histories and strong scholarly traditions, but largely had been cut off from the Western intellectual communities.

Certainly, there can be no doubt that the political transitions and economic restructurings in these countries have provided a plethora of practical problems in applied psychology.

The editors would like to invite empirical research as well as essays. Because the scale and scope of the changes in these societies have been unprecedented in modern times, we hope to attract papers that provide special insights into change. Ideally papers submitted for this special issue will attempt to interpret and understand.

All submissions will be peer reviewed. Articles should be approximately 20 pages in length (10 pages for International Replication Notes) and be in APA format. Five copies of the paper should be submitted by July 1, 1998 to **Ms. Heike Clasen, Editorial Assistant, Applied Psychology: An International Review, Psychologie Appliquee: Revue Internationale, Universität Giessen, FB Psychologie, Otto-Behagel-Str. 10, D35394 Geissen, Germany.**

Call for Papers: The Walter F. Ulmer, Jr. Applied Research Award

The Center for Creative Leadership is sponsoring this award to stimulate outstanding field research and its creative application to the practice of leadership. The award is named in honor of Walter F. Ulmer, Jr., retired President and CEO, Center for Creative Leadership. First prize will include $1,500 and a trip to the Center to present research in a colloquium. The Center also will provide editorial assistance for finding appropriate publication outlets. Additionally, a prize of $750 will be awarded for a paper judged as deserving honorable mention status.

Research Requirements:

1. The study must be in the domain of leadership, leadership development, or leadership pedagogy; and should be innovative in its approach to the problem addressed by the study.
2. The research must be the author's own original work, must have been conducted in the last two years, and not have been previously published.
3. The study must have led to an attempted "solution" of specific problems in an organizational system.
4. Methodologies considered will include action research and case/field studies.
5. Only one submission per project or person will be accepted.

Judging Criteria :

1. Appropriateness of topic (fit with research award focus; relevance to needs faced by practitioners.)

2. Quality of research (consideration of relevant literature; soundness of method and analysis; innovativeness of research.)

3. Application value (clarity and significance of research application and conclusions; implications to practice in terms of "So what?," and "Who cares?")

Paper Guidelines

1. Papers should be prepared according to the current Publication Manual of the APA and should not exceed 30 typed, doubled spaced pages (including title page, abstract, tables, notes and references). Four copies should be submitted.

2. Papers should include: summary of the problem addressed by the study; overview of the relevant literature; synopsis of the methodology used and the findings; how the study was used to solve a problem or intervene in a system; and, importantly, statement of implications for research and practice.

3. A signed letter should accompany submission, stating that the paper meets the research requirements.

4. The Center reserves the right to withhold the award if no paper clearly meets the research requirements.

Submission

Entries should be submitted to **Cynthia McCauley, Ph.D., Acting Director of Research, Center for Creative Leadership, One Leadership Place, P.O. Box 26300, Greensboro, N.C. 27438-6300.** All entries must be received by March 31, 1998. The winning papers will be announced by May 29, 1998.

CALL FOR PAPERS

The *International Journal of Organizational Analysis* is soliciting original theoretical and empirical articles dealing with national and international issues in the following areas:

- Organization theory
- Strategic management
- Organizational behavior
- Human resource management
- Business and society, ethics and values

IJOA also publishes case studies, research notes, simulations, teaching notes, and book reviews. The journal is published in January, April, July, and October. Manuscripts must be prepared strictly according to the 1994 edition of the *Publication Manual of the American Psychological Association* and will be reviewed by a double-blind review process. Four copies of

the manuscripts and requests for other details should be addressed to the Editor:

Dr. Afzal Rahim
Center for Advanced Studies in Management
1574 Mallory Court
Bowling Green, KY 42103, USA
Phone & Fax: 502+782+2601
E-mail: mgt2000@aol.com

Positions Available

INTERN. With specialization in organizational and business issues. San Francisco Bay area. **The Allstate Research and Planning Center**, Allstate Insurance Co., has an opening for an intern during 1998. The person selected will work with our staff of I/O psychologists on a range of assignments such as: organizational analyses, selection systems, job design, work productivity, educational program evaluation, and employee morale and behavior surveys. The ideal candidate will be an advanced level graduate student (i.e., 3rd or 4th year), have excellent computer and statistical skills (proficiency with SAS or SPSS is a requirement), be able to meet deadlines, work both independently and on team projects, and be available full-time for a minimum of 3-4 months. Our intern assignments typically involve strategic analyses of existing databases, with work in multiple topic areas. Preference is for a summer intern, but other suggestions will be considered. Temporary relocation to the Menlo Park, CA area (located about 35 miles south of San Francisco) is required. This is an opportunity to be a part of an advanced technology corporate research center staffed by over 100 professionals in a variety of advanced research disciplines, including psychology, business, economics, finance, market research, actuarial science, etc. **Review of applications will continue until the position is filled.** Allstate Insurance Co. is an Equal Opportunity Employer. We offer a competitive intern program. Submit your resume, detailing relevant training, and prior work or intern assignments to: **Ms. Becky Cottrell, Human Resources Division Manager, Job WRI, Allstate Research and Planning Center, 321 Middlefield Road, Menlo Park, CA 94025. Fax: 650-324-9347; E-mail: BCOTT@ALLSTATE.COM.**

SBC COMMUNICATIONS INC. SBC Communications Inc., an international leader in telecommunications, is accepting applications for predoctoral internships in I/O psychology. SBC has recently doubled in size to 118,000 employees as the result of our merger with the Pacific Telesis

Group. The internship position is located in the corporate HR Research group in San Antonio, Texas.

Our internship program gives students with a solid I/O background the opportunity to apply their training in a fast-paced corporate environment. Interns work with I/O psychologists and independently on a full range of I/O projects including selection, performance management, surveys and organizational development initiatives. We try to make interns responsible for a project from beginning to end.

Candidates should have completed their Master's degree (or equivalent) and be enrolled in a Ph.D. program in I/O psychology. Preference will be given to applicants who have prior work experience including job analysis, test validation and survey design. A strong background in research methods and statistics is desired. Experience in using SPSS is a plus.

If you meet the above qualifications, have strong written and oral communication skills and want to work for a Fortune 50 company, please submit your resume by **October 1** for internships beginning in January and **April 1** for internships beginning in July. The internships are designed to last either 6 months or 1 year.

Please send materials to: **Seth Zimmer, Ph.D., SBC Communications Inc., 175 E. Houston Street, Room 5-C-9, San Antonio, Texas 78205, Fax: 210-351-3252, E-mail: SZIMMER@CORP.SBC.COM**

SENIOR CONSULTANT OR PROJECT MANAGER. Aon Consulting, formerly HRStrategies, is an internationally known HR consulting firm specializing in the design and implementation of creative solutions to human resource and organizational transition needs. Our staff of over 1,500 professionals includes more than 60 I/O psychologists offering exceptional service to the most recognized and innovative organizations in the world. As a member of the Aon family of companies, we offer global consulting capabilities through a worldwide network of offices.

Due to rapid growth, we are continually in search of exceptional candidates who can make valuable contributions to our team. Project work includes the construction and implementation of selection and assessment systems, performance management systems, career development programs, employee opinion surveys, and change management consulting.

We seek experienced I/O psychologists with a proven track record of superior project management and strong statistical skills with the ability to present in an applied manner. Send your resume outlining related experience to **Jennifer K. Burns, Human Resources Manager, Aon Consulting, P.O. Box 36778, Grosse Pointe MI 48236.** Aon Consulting is an Equal Opportunity Employer and a member of the Aon family.

I/O INTERNSHIP. JEANNERET & ASSOCIATES is currently accepting applications for a pre-doctoral internship. The position offers an oppor-tunity to conduct applied research in areas related to selection and other human resource management programs (i.e., test development, validation, performance appraisal, 360-degree surveys, job evaluation, etc.). The internship is a full-time position and lasts 9 to 12 months. The position is located in Houston, Texas.

Qualified applicants should be advanced doctoral candidates (preferably 3rd or 4th year) in I/O psychology and should have completed a Master's degree or equivalent. Candidates should possess strong research, analytical, written, and interpersonal skills. Preference will be given to individuals with previous experience in test development and validation research, and/or complex data analysis and interpretation. Experience in SPSS is desired. Jeanneret & Associates is an equal opportunity employer.

Interested applicants should send a cover letter, resume, and letter of recommendation from a member of graduate faculty to: **John R. Leonard, Jeanneret & Associates, Inc., 601 Jefferson, Suite 3900, Houston, Texas 77002.**

I/O PSYCHOLOGY INTERNSHIP OPPORTUNITIES. GTE, a leader in telecommunications, is seeking candidates for internships in its Employee Capability and Competency Design Department. These positions will provide the opportunity to gain experience in a large corporation and to become an active participant in a Human Resources team. The intern will assist I/O Psychologists in planning and carrying out content and/or criterion-related test development and validation projects, writing technical reports, and other related projects.

Candidates must be advanced Ph.D. students in I/O psychology (3rd or 4th year). Training or experience in job analysis, development and validation of paper-and-pencil tests and structured interviews, competency modeling, and criterion development is required. Knowledge of current legal and professional guidelines for employee selection procedures is also required. A solid background in psychometrics is essential, and experience with SAS, SPSS, or a similar statistical package is highly desirable. Candidates must be able to cooperate in team efforts and have strong interpersonal, organizational, and communications skills, both oral and written.

These internships are full-time positions with a duration of 6 to 12 months. Internships will start at various times during the year. All positions are located in Irving, Texas. Interested applicants are invited to submit a resume, desired start date, a list of references, and graduate transcript to: **Nancy T. Tippins, Ph.D., GTE, 700 Hidden Ridge, HQW01J52, Irving, Texas 75038, E-mail: nancy.tippins@telops.gte.com, Fax: (972) 718–4521**

PARKSIDE ASSOCIATES, INC., leaders in healthcare survey research since 1980. Parkside Associates Inc. is a rapidly growing healthcare survey research firm specializing in the development and utilization of employee, medical staff and patient satisfaction tools to monitor satisfaction for quality improvement. Our office is located in suburban Park Ridge, Illinois, just outside of Chicago. Since we are a growing firm, we are continuously searching for creative, highly motivated candidates with strong quantitative and interpersonal skills as possible additions to our staff.

Research Assistant/Survey Research Account Manager is the starting point for your career at Parkside. Responsibilities for this position include: consulting with clients on appropriate survey data collection methodologies, report writing and programming/data analysis using SAS, on-site data collections at client hospitals, and working with clients on effective utilization of survey data. Ideal candidates will possess an M.S. degree in I/O Psychology, an appropriate Social Science field, or Statistics, as well as knowledge/experience in survey research methods and SAS. Problem solving ability, good organizational skills and the ability to adapt in a dynamic environment are necessary. 5–10% travel.

Consultant is a senior position, specializing in directing employee, and physician survey projects or patient satisfaction survey projects. Responsibilities for this position include: advanced client management, presentation of survey results to senior management at client sites, and some report writing. Ideal candidates will posses, in addition to the requirements described above, outstanding presentation skills and 2–3 years successful consulting experience. 10%–20% travel.

We offer competitive salaries and comprehensive benefits. Please forward your resume and salary requirements to: **Attn.: RA/CON TIP597, Parkside Associates, Inc., 205 W. Touhy Avenue, Suite 204, Park Ridge, Il 60068.** We are an equal opportunity employer and encourage people of all cultural backgrounds to apply.

BELLSOUTH CORPORATION, a leader in the field of communications, announces an immediate opening for an I/O psychologist in its corporate Human Resources office in Atlanta, Georgia.

The position provides an opportunity to interact with all levels of management in a variety of projects and initiatives with particular emphasis on staffing and selection. There will also be opportunities for involvement with internal assessment centers, career development and planning, psychological assessments and executive feedback and coaching.

Qualified applicants should possess a doctoral degree in I/O psychology or related field and have at least 5 years of relevant applied work experience. Preference will be given to candidates with specific career experience in test development and validation, vendor management, and large scale HR project management. Candidates must be independent contributors who demonstrate proficiency in interpersonal skills, communication and presentation skills, and innovative thinking.

The position offers a highly competitive starting compensation package with salary and benefits commensurate with experience and qualifications.

Interested applicants should send or fax a copy of their resume and/or vita to: **Rosemary Slider, Executive Director-Leadership Development and Selection Systems, 2200 Century Parkway, Suite 100, Atlanta, GA 30345, or E-mail to: Slider.Rosemary@bsc.bellsouth.net, Fax: (404) 325-3207.**

AT&T announces an immediate opening for one or more pre-doctoral interns in its Measurement and Selection Systems division. AT&T is a global telecommunications company with a history of important contributions to I/O psychology. The position is an exciting opportunity to conduct large-scale applied personnel research projects.

Interns must have 2 or more years of graduate training, including employment testing and statistical analysis, in I/O psychology or a related field. Excellent project management, analytical, and computer skills are essential. A Masters degree and/or admission to doctoral candidacy is preferred, and experience with SAS or SPSS is desired.

Internships are full-time and last 9 to 12 months. The start date is flexible and applications will be accepted on a continuous basis. All positions are located in Morristown, New Jersey.

Interested applicants should send a cover letter, resume and list of references to:

David N. Dickter, Ph.D., AT&T, 100 Southgate Parkway, Room 3F13, Morristown, NJ 07962

SIROTA CONSULTING CORPORATION, an internationally known management consulting firm specializing in constituency research and research utilization has openings for several positions.

We are looking for people with a strong dedication to excellence and outstanding organizational skills. Should be driven to meeting client needs as well as acting as team players. Strong interpersonal and technical skills required with a solid foundation in research. Foreign language skills a plus. These positions are located in Purchase, New York in Westchester County (approximately ½ hour north of Manhattan). Sirota Consulting Corporation provides outstanding compensation, benefits, and growth opportunities. Sirota Consulting Corporation is an equal opportunity employer.

Project Managers/Senior Level Consultants: Individuals applying for this position should be capable of managing large international research

projects. The ideal candidate will have a proven track record in the field, with the ability to interact successfully with CEOs and other senior executives of Fortune 500-type firms. Will also have marketing and sales responsibilities. Candidates should have M.A. or Ph.D. in I/O psychology, or related field with 5 or more years experience. Moderate travel required.

Consultants: Individuals applying for this position should have a M.A. or Ph.D. in I/O psychology or a related field. These positions involve supporting consulting teams as they conduct research for our clients. The ideal candidate would be capable of moving into a more senior level position within a few years. Some travel required.

Interested applicants should send resume to: **Sirota Consulting Corporation, Attn: Consulting Search Committee, The Centre at Purchase, One Manhattanville Road, Purchase, New York 10577. Phone (914) 696-4700, Fax (914) 696-3401.**

APPLIED PSYCHOLOGICAL TECHNIQUES, INC. (APT) has immediate openings for Consultant and Project Manager positions.

APT is a human resources consulting firm located in Darien, Connecticut. Our team of industrial/organizational psychologists, training and development specialists, statisticians, and business professionals work together to deliver customized products and extraordinary service to our Fortune 100 clients. Products and services include pre-employment and promotional assessment, 360° assessment and feedback, performance management, training and development, surveys, and litigation support.

We are currently looking for candidates whose innovation, initiative, and commitment to excellence will contribute to the work of our highly dedicated professional team and continued growth of our firm. Qualifications for each position are listed below:

Consultant

- Primary responsibilities include the development, analysis and implementation of selection, performance management, survey systems, and litigation support
- Ph.D. or ABD in I/O psychology or related field
- 1-2 Years of practical I/O related experience
- Strong research, quantitative, and data analytical skills, including management of databases
- Experience with test validation, performance appraisal, and statistical software packages (e.g., SPSS, SAS)

Project Manager

- Primary responsibility includes management of project teams to develop and deliver products and services to our clients
- Ph.D. in I/O psychology or related field
- 5-10 years of human resources consulting or corporate experience

- Strong customer focus, project management, communication, and interpersonal skills
- Experience with managing large projects and project teams, and significant experience in one or more of the following: selection and assessment, performance management, survey research, or training and development

Compensation is commensurate with qualifications and experience. We offer competitive salaries that include health benefits, 401K, and pension plans. Please send resume with cover letter and three references to: **John R. Curtis, Jr., Ph.D., Applied Psychological Techniques, 1120 Post Road, Darien, Connecticut 06820, E-mail: jrcurtis@appliedpsych.com, Fax 203-655-8288.** APT is an equal opportunity employer.

SENIOR CONSULTANT, GLOBAL MANAGEMENT LEARNING & DEVELOPMENT. UNISYS CORPORATION, a multibillion-dollar leader in the highly competitive information management industry, seeks a sharp, innovative and results-driven professional with hands-on Management Development experience. The ideal candidate will have a comprehensive understanding of leading-edge Human Resource Development within a large, global organization. She/he also will possess strong business acumen and can work effectively with senior managers, external consultants, and other HR professionals to enhance UNISYS leadership and management capability. This is a highly visible role. The person we select will actively collaborate with the business units and regions in the design, development and rapid implementation of effective Management Development solutions. This includes fulfilling the critical position responsibilities below.

CRITICAL RESPONSIBILITIES:

Developing and maintaining a core manager competency model. Developing, maintaining and managing the delivery of a core Management Learning System, including face-to-face and networked learning solutions. Creating management development products and services with corresponding methods and tools. Identifying and managing strategic partners and suppliers. Creating a virtual team with internal practitioners and consultants in practice. Leveraging technology and automation in the design, development and distribution of processes and information.

REQUIREMENTS:

MBA or graduate degree in I/O psychology (or closely related field). At least 8-12 years of relevant experience, including demonstrated management/leadership experience. A minimum of 5 years internal/external management development experience, including senior project management. A well-developed, results-driven, customer-focused, relationship-oriented management style. Able to operate as an independent, self-sufficient professional who can set boundaries for self and others. Excellent writing and presentation skills.

Qualified candidates should send a current resume, cover letter and salary requirements to: **Richard F. Green, Ph.D., Corporate Director, Exec./Mgmt. Learning & Development, UNISYS Corporation, PO Box 500, E8-130, Blue Bell, Pennsylvania 19424,** E-mail: richardfgreen@unn.unisys.com.

ASSISTANT PROFESSOR OF PSYCHOLOGY: THE OHIO STATE UNIVERSITY MARION CAMPUS seeks applicants for a tenure track position. Primary responsibility is teaching Introductory Psychology and other undergraduate psychology courses in Applied Psychology and Human Resource Management including organizational, personnel, and industrial psychology. An active research program and service that assists community development and the enhancement of partnerships with local businesses and industries are expected. Qualifications include Ph.D. in psychology, teaching experience, and scholarship. Starts Autumn Quarter 1998. Salary and benefits competitive.

Send vita, statement of teaching, research and service experience, three letters of recommendation, and reprints to: **Daniel J. Christie, Psychology Search Committee, The Ohio State University, 1465 Mt. Vernon Ave., Marion, Ohio 43302** by February 15, 1998. The Ohio State University is an Equal Opportunity, Affirmative Action Employer.

I/O CONSULTANT/ASSOCIATE CONSULTANT. JEANNERET & ASSOCIATES invites applications for the position of Consultant or Associate Consultant. The position involves job analysis activities, item writing and test development, validation research, complex data analysis and inter-pretation, and report preparation. The position is located in Houston, Texas.

Qualified applicants should have a Master's degree or Ph.D. in I/O Psychology (ABD is acceptable). Candidates should possess strong research, analytical, written, and interpersonal skills. Preference will be given to individuals with previous experience in test development and validation research, and/or complex data analysis and interpretation. Experience in SPSS is desired. Jeanneret & Associates is an equal opportunity employer.

Interested applicants should send a cover letter, resume, and letter of recommendation from a member of graduate faculty to: **Barry R. Blakley, Jeanneret & Associates, Inc., 601 Jefferson, Suite 3900, Houston, Texas 77002.**

THE UNIVERSITY OF SOUTHERN MISSISSIPPI anticipates two tenure-track positions in I/O psychology to begin fall 1998. Applicants must have a Ph.D. by fall 1998, exhibit promise for excellence in teaching and research, and have strong quantitative backgrounds. Successful candidates for the first position will have expertise in organizational topics, such as work motivation, work-related attitudes, organizational change/development, and small groups/work teams. For the second position, preference will be given to candidates with expertise in quantitative methods, including psychometric theory and structural equation modeling; areas of interest in I/O psychology are open. Both positions will entail teaching graduate and undergraduate courses and directing doctoral research. Experience working with organizations is desirable.

The University of Southern Mississippi, one of three comprehensive universities in the state, has approximately 14,000 students on the Hattiesburg campus. The Psychology Department, designated as one of six Centers of Excellence in the University, has 33 full-time faculty members and over 650 undergraduate majors and 130 graduate students. The Hattiesburg area, with over 100,000 people, serves as a rapidly growing educational, cultural, medical, and retail hub for this region. It is conveniently located about 70 miles from the Gulf Coast and about 90 miles from Jackson, Miss., New Orleans, La., and Mobile, Ala. Additional information about the I/O doctoral program, department, University, and city is available at http://www-dept.usm.edu/~psy/io/default.htm.

Pending budgetary approval, review of applications will begin on January 12, 1998, and continue until the positions are filled. Applicants should send a letter of application that clearly specifies the position of interest, vita, three letters of recommendation, statement of research and teaching interests, evidence of teaching proficiency, reprints, and academic transcripts to **Ernest B. Gurman, Director of I/O Training, Department of Psychology, Box 5025, The University of Southern Mississippi, Hattiesburg, MS 39406-5025. E-mail: E.Gurman@usm.edu.** AA/EOE/ADAI

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGIST. The Department of Psychology at **Cleveland State University** has an opening for a tenure-track position at the Assistant Professor level. A Ph.D. is required by August, 1998. A Ph.D. in I/O psychology is preferred. Subspecialty area is open, but the Department has a preference for consumer psychology, applied survey analyses, health psychology, or organizational change management. Responsibilities include undergraduate teaching (e.g. organizational psychology), graduate teaching in the M.A. Program, thesis supervision, and student advising. Scholarly productivity is expected. Applicants should forward a letter of interest, curriculum vitae, and three letters of reference to:

Brian Blake, Ph.D., Department of Psychology, Cleveland State University, 2300 Chester Avenue, Cleveland, OH 44114; E-mail: b.blake@csuohio.edu, phone: (216) 687-2531 Position is open until filled; review of applications will begin January 15, 1998. Salary is competitive. Cleveland State University is an AA/EOE committed to nondiscrimination. M/F/D/V encouraged.

DIRECTOR OF CONSULTING AND PRODUCT DEVELOPMENT. The Chauncey Group International is seeking a capable and experienced professional to join its Global Corporate Services division in Princeton, NJ. The Chauncey Group International, a subsidiary of Educational Testing Service, is a global company in the human resource consulting business. Our mission is to serve the professions, business, government, and the public interest, both domestically and internationally. The Director of Consulting and Product Development will be responsible for managing a variety of human resource consulting projects and conducting research related to new products and services. The ability to develop and maintain favorable relations with clients is essential. The position requires travel to attend or conduct client meetings as needed.

Requirements include 5-10 years consulting/project management experience and a doctoral degree in I/O psychology, educational or psychological measurement, applied statistics, or a closely related field—or an equivalent qualifying combination of education and experience. The preferred candidate will: have a track record of building consulting relationships, productizing services, and identifying market trends, have experience building teams to deliver solutions, have a proven ability to interface with marketing and sales professionals, be familiar with statistical computer packages, have strong technical writing and communication skills, and be able to meet established deadlines.

The Chauncey Group International offers a competitive salary that is commensurate with experience, a comprehensive benefits package, and an environment ideal for professional growth in your area of expertise. For confidential consideration, please send resume, including salary history/requirements to **Bob Sharron, Ph.D., The Chauncey Group International, 664 Rosedale Rd., Princeton, NJ 08540.**

ASSISTANT PROFESSOR OF PSYCHOLOGY; INDUSTRIAL/ORGANIZATIONAL. The University of West Florida is seeking applicants for a tenure-track position beginning Fall 1998. A Ph.D. in I/O psychology or a related field and evidence of research potential is required. Teaching and field supervision experience are highly desired. Duties include teaching at the undergraduate and masters level, supervision of theses and internships, and research productivity. The candidate will be expected to teach I/O psychology, social psychology, and advanced courses such as training and performance appraisal. Ability to teach methodology and psychometrics is desirable. The psychology department is located in a new building with modern offices, labs, and classrooms. We consist of 15 faculty members (2 in I/O), and offer MA tracks in I/O, General, and Counseling psychology. We seek to diversify our faculty and are an EO/Access/AA employer. Minority applicants are encouraged to apply. Send letter of intent, vita, and three letters of recommendation to **Chair, I/O Search Committee, Department of Psychology, 11000 University Parkway, University of West Florida, Pensacola, FL 32514-5751.** Application deadline is January 30, 1998.

DEPARTMENT OF PSYCHOLOGY CHAIR, WRIGHT STATE UNIVERSITY. The 23 full-time faculty members of the Department of Psychology at WSU invite applications and nominations for the position of Department Chair. The Chair will have responsibility for overseeing budgetary, personnel, and curriculum decisions. Psychology is one of the largest departments within the College of Science and Mathematics and is housed in a newly renovated facility with excellent laboratory and teaching space.

The department offers baccalaureate programs in psychology to over 500 undergraduate majors, a masters program, a doctoral program in Human Factors and I/O psychology. These programs are strong and growing. The department also participates in the Neuroscience track of the interdisciplinary Biomedical Sciences doctoral program.

We are looking for candidates who are familiar with the factors shaping the future of psychology and who have innovative ideas for fostering continued growth in our graduate and undergraduate programs. Candidates must have a Ph.D. in psychology or a closely related discipline and a record of excellence in teaching, research, and service. We prefer to make the appointment at the full professor level. We prefer that all candidates have experience in administering programs at the graduate and undergraduate levels, are familiar with strategies related to external funding, and have an administrative style involving shared leadership with the faculty. The position will begin July 1, 1998 or as soon thereafter as possible. Processing of materials will begin January 15, 1998, and will continue until the position is filled. Nominations are encouraged.

Applications should include a cover letter, curriculum vitae, and the names of five persons who can address the candidate's leadership skills and experience (letters are not requested at this time). Materials and inquiries should be sent to: **Michael Hennessy, Department Chair Search Committee, COSM, 134 Oelman Hall, Wright State University, Dayton, OH 45435-0001, phone: (937) 775-2943.** WSU is an EOE/AAE.

DEVELOPMENT DIMENSIONS INTERNATIONAL. At Development Dimensions International (DDI), rapid growth and expansion are creating multiple consulting opportunities for highly qualified Ph.D. or Master-level I/O psychologists. Our consultants work with leading companies worldwide to develop creative solutions for their business needs by applying innovative I/O technologies and methodologies. We are looking for your innovative contributions to be a part of our continued success!

DDI is a Pittsburgh-based, international, organizational development, management consulting firm. We specialize in the research and development of HR systems applied at all organizational levels. These systems include assessment and selection, training and development, performance management, and organizational change. Each year, we provide services for 12,000 organizations in 36 countries to help them improve productivity, quality, and customer service.

A career with DDI will allow you to work with others on leading-edge, high-tech applications of applied psychology. You will work in a multidisciplined team of four to six professionals focused only on research/applications; there is no sales component involved. Working in a team allows you to expand your skills, while applying your knowledge to a wide variety of interesting challenges. Your team's productivity will be enhanced by unparalleled support services. Varied consulting assignments with the largest corporations in the world will provide you with exciting challenges and the opportunity to expand your professional horizons.

Senior Consultants lead teams dedicated to project delivery and product development. The position emphasizes integration of I/O methodologies to meet unique client requirements.

A wide variety of Consultant opportunities exists in teams committed to change management, selection, performance consulting, assessment center exercise development, training, and basic learning research. Growth and professional development opportunities abound. Each new consultant will have an individualized development plan.

Positions usually entail 30 percent overnight travel and offer an opportunity for exciting international travel and assignments.

Mail or fax resumes to: **Code:EATP, Development Dimensions International, 1225 Washington Pike, Bridgeville, PA 15017, FAX 412-220-2958, E-mail: hr@ddiworld.com.** Visit our website at www.ddiworld.com. DDI values diversity and is an equal opportunity employer.

MANAGER, HUMAN RESOURCES PLANNING. Headquartered in the Central Midwest, one of the largest and most successful footwear specialty retailers in the USA seeks a Manager, Human Resources Planning. Primary responsibilities include the coordination of company-wide manpower planning efforts, succession planning, the design and development of Performance Management systems, assessment and selection system validation, the management of company-wide associate survey process, key indicator reporting, and program evaluation and design. The ideal candidate will possess a minimum of 5 years experience in a large corporate business environment, knowledge of statistical analysis packages, and a Ph.D. in I/O psychology. Excellent conceptual and analytical skills are critical. Please fax resume with salary requirements to **CVW at (913)451-3219 or E-mail to cvanwijk@eflkc.com.**

ELI LILLY AND COMPANY: Human Resources Research Positions. Eli Lilly and Company, a leading pharmaceutical company, has immediate openings for 2 HR Research consultants. This is a unique opportunity to help start a *new* HR Research group from scratch. This group will:

- Provide technical leadership and consulting in individual, team, and organizational assessment, and measurement.
- Provide consulting and research support to global HR and measurement processes
- Design and implement new assessment and measurement systems
- Conduct organizational research in areas of strategic interest

Ideal candidates will have an advanced degree in the social or behavioral sciences or related discipline, and a minimum of 5-7 years of related experience with large organizations or consulting firms.

The successful candidate will have demonstrated their *ability* to: Work collaboratively with senior leaders, line and HR professionals; lead large projects; design, implement and consult on HR assessment and selection processes; design research to address strategic issues; gather and analyze data; translate technical concepts and findings into practical, meaningful business proposals and solutions; produce and deliver professional-quality reports and presentations; manage outside contractors and vendors

The successful candidate will have demonstrated their *expertise* in the areas of: Survey-based measurement of culture, climate; performance management; Multi-rater feedback; leadership and management development; assessment and selection tools and techniques; competency modeling; legal issues; research methods and statistics, and PC-based computer software and statistical packages, and Internet computer applications.

Interested individuals should submit a resume describing their relevant work experience and salary requirements to: **Alan Colquitt, Ph.D., Manager, Human Resources Research, Eli Lilly and Company, Lilly Corporate Center, Drop Code 2523, Indianapolis, Indiana 46285, Fax: (317) 277-7944,E-mail: COLQUITT_ALAN_L@Lilly.com.**

Eli Lilly and Company is an equal employment opportunity employer and recruits, hires, trains, and promotes persons in all job titles without re-

gard to race, color, religion, sex, national origin, age, citizenship, disability, or veteran status.

RESEARCH ANALYST/INTERNAL RESEARCH CONSULTANT: with specialization in organizational and business issues. San Francisco Bay area. **The Allstate Research and Planning Center**, Allstate Insurance Co., has an opening for a research professional with broad interests who is highly flexible in terms of work assignments. Research assignments may include, for example, organizational analyses, selection systems, job design, work productivity, educational program evaluation, employee morale and behavior surveys, communications research within the company or with external stakeholders such as shareholders, media, regulators, legislators, and the general public. The ideal candidate will have an advanced degree (preferably Ph.D.) and some work experience as an internal or external business consultant. Applications from new and experienced Ph.D.s are welcome. Advanced skills in research design, statistics and other quantitative methods, business issues, and oral and written communication are required. Advanced PC skills and proficiency with SAS or SPSS are requirements, as is the ability to meet deadlines, handle multiple projects, and work with other researchers on team projects. This is an opportunity to be a part of an advanced technology corporate research center staffed by over 100 professionals in a variety of advanced research disciplines, including psychology, business, economics, finance, market research, actuarial science, etc. **Review of applications will continue until the position is filled.** Allstate Insurance Co. is an Equal Opportunity Employer. We offer a competitive salary and attractive benefits package. Submit your resume, detailing relevant work experience, training, and salary requirements to: **Ms. Becky Cottrell, Human Resources Division Manager, Job WRJRA, Allstate Research and Planning Center, 321 Middlefield Road, Menlo Park, CA 94025. Fax: 650-324-9347; E-mail: BCOTT@ALLSTATE.COM.**

SENIOR RESEARCH MANAGER: San Francisco Bay area. **The Allstate Research and Planning Center**, Allstate Insurance Co., has an opening for an experienced research manager. Excellent opportunity to lead an internal business research group specializing in workforce and company communication research. Both topic areas are broadly defined. Workforce research includes employee, management, and organizational research issues. Communication research includes studies of communications within the company, plus research with external stakeholders such as shareholders, media, regulators, legislators, and the general public. Position involves three major components: account manager for research for clients within the company; management and development of staff; and participation on the senior management team of the Research Center. Necessary experience and skills include: advanced degree (e.g., Ph.D., MBA), 10 years work experience beyond graduate degree; strong research skills; knowledge of strategic business issues; ability to move research results into action; experience with managing in traditional direct report, colleague teams and matrix designs; experience managing budgets, project planning, and directing multiple efforts simultaneously; track record in selling ideas and projects to clients; political savvy. This is an opportunity to be a part of an advanced technology corporate research center staffed by over 100 professionals in a variety of advanced research disciplines, including psychology, business, economics, finance, market research, actuarial science, and so forth. **Review of applications will continue until the position is filled.** Allstate Insurance Co. is an Equal Opportunity Employer. This is a senior level position with a very attractive compensation and benefits package. Submit your resume, detailing relevant work experience, training, and salary requirements to: **Ms. Becky Cottrell, Human Resources Division Manager, Job WRSRM, Allstate Research and Planning Center, 321 Middlefield Road, Menlo Park, CA 94025 (Fax: 650-324-9347; E-mail: BCOTT@ALLSTATE.COM).**

HOFSTRA UNIVERSITY invites applicants for a tenure track position at the level of **Assistant Professor** in the Hofstra University M.A. Program in I/O psychology. This program stresses applied research in private and public organizations. Requirements include a doctorate in I/O Psychology or Applied Research, and knowledge of models of training, evaluation, and organizational development. A beginning record of publications and presentations, university teaching experience, and a work history in organizational settings are required. The successful applicant will be expected to participate in many aspects of department functioning, to advise undergraduate majors and graduate students, and to provide service to the department and university. Hofstra University values teaching excellence and research productivity, and candidates must be prepared to excel in both areas. These positions will begin 9/1/98, pending final authorization by the university. Send letter of interest, a vita, sample publications, and three letters of reference to **Howard Kassinove, Ph.D., ABPP, Chairperson, Department of Psychology, 127 Hofstra University, Hempstead, NY 11549.**

PERSONNEL DECISIONS INTERNATIONAL (PDI), a premier human resources and management consulting firm, with 18 offices in the U.S., Europe, and Asia seeks consultants for the following positions.

Senior Consultants, Consultants, And Associate Consultants. We have, or will soon have, opportunities at most of our locations for consultants to provide our clients with a broad range of services. Qualified candidates will have an advanced degree (Ph.D. preferred) in I/O psychology, counsel-

ing psychology or a related field, and a minimum of 3 years experience in an applied business setting. We prefer expertise in at least two of the following:

- 360-degree Feedback
- Assessment
- Coaching
- HR Systems Design
- Research
- Organizational Effectiveness
- Selection Systems
- Strategic Performance Modeling
- Teams
- Training

Consultant/Strategic Performance Modeling. This individual, located in Minneapolis, will be involved in project design and planning, data collection and analysis, development of proposals and client reports, developing integrated client solutions, and training other PDI consultants. A strong interest in job analysis and criterion development is key; and experience in job analysis projects designed to create an information base for supporting assessment tool design, performance management programs, selection projects, and succession planning initiatives is essential.

Qualified candidates for all positions will have high energy, flexibility, excellent communication skills, the ability to manage clients and projects and to develop business. Some travel is expected and varies by location.

PDI offers a competitive compensation package, relocation assistance, and an opportunity to grow with the best. To apply, please send [or fax] a resume and salary requirements to **VP of HR, PDI, 2000 Plaza VII Tower, 45 South 7th Street, Minneapolis, MN 55402. Fax: 612/337-3640.** Equal opportunity employer.

I/O PSYCHOLOGIST. ACT, Inc., an internationally recognized testing educational testing organization, seeks applicants interested in joining a team of I/O professionals. The I/O Psychologist positions are in the Workforce Development Division in ACT's national office complex in the midwestern university community of Iowa City, IA. Work involves job analysis services for the Work Keys System and related projects focusing on workplace employability skills.

Need doctorate in I/O psychology or related field; 2-3 years business or industrial experience, including job analyses and assessment validation; strong communication, interpersonal, and presentation skills. Compensation includes excellent benefits and relocation package.

To apply, submit letter of application and resume to **Human Resources Dept., ACT National Office, 2201 N. Dodge St., PO Box 168, Iowa City, IA 52243-0168.** For additional information about career opportunities, visit ACT's Internet website (http://www.act.org). ACT is an Equal Opportunity Employer.

MANAGER, EMPLOYMENT ASSESSMENT: MINNEAPOLIS, MN AND HARTFORD, CT. United HealthCare is a national leader in health care management, serving purchasers, consumers, managers and providers of health care since 1974.

We currently seek a Manager, Employment Assessment to develop and implement strategies and solutions which address employment assessment needs, including employment skills testing validation, employee sensing techniques, multi-rater feedback tools and competency evaluation models. While assessing needs to evaluate and improve performance, you will develop procedures to implement, administer and evaluate solutions developed. You will assist users in integrating evaluation methods into daily management practices measuring success and continuously improving solutions. You will benchmark best practices and assist in developing programs to assist HR consultants and management to create a positive and productive work environment.

We require a Ph.D. in industrial psychology, or equivalent, 7+ years Human Resources experience with demonstrated knowledge of employment legislation, HR policies and best practices, plus a minimum of 3 years direct experience in employment assessment. Prior experience in employment skills testing validation, with the ability to conduct validation studies is highly preferred. Successful candidate will need demonstrated project management, consultation and presentation skills.

Please send or fax resume to: **United HealthCare, Attn: LJ MN008-T150, PO Box 1459, Minneapolis, MN 55440. Fax: 612-936-3052.**

We promote a drug free environment and are committed to diversity in the workplace. EOE M/F/D/V

PLANTE & MORAN, LLP: SENIOR CONSULTANT. Plante & Moran, LLP is seeking a Senior Consultant to join our Assessment and Evaluation Management Consulting Practice based in Southfield, Michigan. This is an expansion position as our firm continues to grow. The individual who joins us will be working closely with our clients, small to mid-size organizations, in the public and private sectors. The individual will use their psychology and business background to aid our clients through individual assessment, testing, vocational counseling, evaluation, organizational review and strategic business planning.

The ideal candidate will have 5+ years of experience including the following:

- Strong written and verbal communication skills, including presentation skills.
- Experience with testing and assessment in a business setting.

- The ability to assimilate and analyze data into practical, usable, and deliverable information for our clients.
- Hands on knowledge of some or all of the following assessment tools: Weschler, Gilford Zimmerman, Strong, Myers Briggs, MMPI, TAT.

Masters degree in Psychology or Organizational Development required. Ph.D. preferred. Qualified candidates interested in working in a team environment should send resume with salary requirements to: **Diana Verdun, Plante & Moran, LLP, 27400 Northwestern Hwy., Southfield, MI 48037, Fax: 248 352 0018,or Email: verdund@plante-moran.com.**

THE NATIONSBANK MANAGEMENT DEVELOPMENT DEPARTMENT is recruiting the following: (1) an Organizational Relationship Manager with about 10 years solid HRD/performance consulting experience; (2) a Process Leader with about 10 years solid HRD experience; (3) an Organizational Development Consultant with at least 5 years HRD experience; and (4) a Process Designer with at least 5 years HRD experience. An MBA or graduate degree required for all of the positions which are located in Charlotte, North Carolina. Travel is required about one-third of the time.

Qualified candidates will prefer consulting and organizational development to "training" and will be individuals who want to gain more responsibility in a fast paced organization.

The Management Development function at NationsBank is regarded as one of the top 10 MD functions in the country by the HRPS and The Conference Board. NationsBank is the third largest bank in the country with approximately $280 billion in assets. (Numbers reflect the merger with Barnett Bank.)

Interested candidates may mail their resumes to **NationsBank Hiring Manager, 401 North Tryon Street, NC1-021-02-17, Charlotte NC 28255. RESUME MUST INCLUDE JOB CODE SIO97-0005533.**

IBM: MEASUREMENT CONSULTANTS. IBM has four openings for Measurement Consultants in its Education and Training Division in Atlanta, Georgia. Consultants will provide leadership, assistance and expertise to both IBM organizations, as well as external customers desiring to create certification, assessment, measurement or evaluation programs.

Specifically, they will provide expert advise and direction that would enable an organization to design, develop, announce, and maintain an IT certification program or an objective assessment or measurement program. The following skills are required: project management, communications, negotiations, test development expertise (including validation), task analysis, item writing analysis, test construction, and maintenance. This position requires high level business consulting, hands on implementation, and willingness to travel 60%.

Qualified candidates will have a minimum of 3 years of experience and a Master's degree or Ph.D. in Industrial-Organizational Psychology, Education Measurements, or Psychometrics. Strong written and verbal communication skills are also essential.

Interested individuals should submit a resume and coverletter including salary requirements to: **Dena Yager, IBM Experience Professional Recruiting, 4800 Falls of Neuse Rd., Raleigh, NC 27609, Fax: (919) 850-7590, or E-mail: dteeter@us.ibm.com.** IBM is an equal opportunity employer.

ASSISTANT PROFESSOR: Joint position in the School of Business Administration and in the Master's Program in Public Policy Administration.

The University of Missouri-St. Louis seeks an individual with expertise in the area of Management/Organizational Behavior to fill a position at the Assistant Professor rank for the 1998 Fall semester. The person filling this position will have a joint appointment in the School of business Administration and in the Master's Program in Public Policy Administration at the University of Missouri-St. Louis. Candidates should have teaching and research interests that include private sector organizations and public sector institutions or non-profit organizations. This position requires a completed Ph.D. by the time of appointment.

The University of Missouri-St. Louis is an urban public university located in suburban St. Louis. The School of Business Administration is accredited by AACSB and the Master's Program in Public Policy Administration is accredited by NASPAA. The University provides a supportive environment for teaching, research, and service.

Application for this position should include a cover letter that outlines qualifications and interests, a detailed vita, a graduate school transcript, and three letters of recommendation. The application review process will start on February 1, 1998, and continue until the position is filled. Applications should be sent to: **Professor Michael M. Harris, Joint Search Committee, School of Business Administration, University of Missouri-St Louis, 8001 natural Bridge Road, St. Louis, MO 63121-4499. Inquiries or questions may be sent through e-mail:** (please DO NOT send application through e-mail) **C1994@UMSLVMA.UMSL.EDU.**

The University of Missouri-St. Louis is an affirmative action, equal employment opportunity employer committed to excellence through diversity.

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