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The Industrial-Organizational Psychologist

TIP

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TIP
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Vol. 36/No. 2 October, 1998

FEATURED ARTICLES

EDITORIAL DEPARTMENTS

A MESSAGE FROM YOUR PRESIDENT

Elaine Pulakos

In this column, I want to take this opportunity to inform you about two things on the Washington, DC front that I believe will be of interest to I-O psychologists—the soon-to-be released O*NET (the Occupational Information Network), and the revised Standard Occupational Classification System (SOC). Following up on my last column, I will also report some statistics on the SIOP Program composition.

The Occupational Information Network (O*NET)

In 1993, the U.S. Department of Labor initiated a project to provide a comprehensive occupational information system that would be accessible to government, industry, and workers and would replace the Dictionary of Occupational Titles (DOT) as the nation's primary source of occupational information. Primary goals of this initiative were to develop a new occupational information system that would (a) promote the effective training, counseling, and employment of the American workforce; (b) provide a database that identifies, defines, classifies, and describes occupations in the economy in an accessible and flexible manner; and (c) provide a common language that serves as a national benchmark for all users of occupational information. A prototype of the new Occupational Information Network (O*NET) database, which runs on a Windows-based personal computer, is due to be released this fall.

At the heart of O*NET is a content model that specifies various types of occupational information and serves as the framework for the system. Unlike the original DOT, which was based on descriptions of the tasks workers perform, the O*NET incorporates more comprehensive descriptions of worker and job attributes; it also allows for describing jobs at both cross-job and job-specific levels. With respect to across-job descriptors, the O*NET system contains the following types of information:

- Person Requirements (skills and knowledge areas),
- Person Characteristics (abilities, interests, and values),
- Experience Requirements (training, licensure, experience),
- Job Requirements (generalized work activities, physical and social work context factors, organizational context factors), and
- Labor Market Characteristics (occupational outlook, wages, and pay).

The across-job variables were systematically taxonomized, based on the psychological and job analytical literature. In addition, the across-job variables can be used to organize more specific job descriptive information such as occupation, specific tasks, skills, knowledges, and so forth, and thereby link job-specific information to the broader, across-job common language framework.

The U.S. Department of Labor Employment and Training Administration would like to encourage the I-O community to start using the O*NET tool and provide them with feedback on its application to our needs. Also, they will soon be implementing an extensive data collection plan to complete the O*NET database with information gathered from on-the-job workers. Members of SIOP who hold decision-influencing positions within organizations could directly impact O*NET development by encouraging participation in the data collection effort. More information will be forthcoming on this initiative.

A complete description of development of the O*NET model and system can be found in technical reports available from the National Center for O*NET Development, North Carolina Employment Security Commission, P.O. Box 27625, Raleigh, NC 27611; e-mail: O*NET@esc.state.nc.us. Also, APA is publishing a book describing the O*NET which will be available in January (Peterson, Mumford, Borman, Jeanneret, & Fleishman, in press). Additional and current information about O*NET can be obtained by contacting O*NET Project, U.S. Department of Labor, ETA/Office of Policy and Research, 200 Constitution Avenue NW, Room N5636, Washington, DC 20210; (202) 219-7161; or at www.doleta.gov/programs/onet.

The Standard Occupational Classification System (SOC)

At present, there are a numerous occupational classification systems in use within the Federal Government, states, and throughout the country in private organizations. This large number of parallel, but incompatible, systems makes comparing jobs and occupations across organizations very difficult. To address this issue, several federal agencies that use occupational classification systems (e.g., the Office of Personnel Management, Department of Labor, Department of Defense Manpower Data Center, Bureau of Labor Statistics, Bureau of the Census, the EEOC, among others) have cooperatively developed a standardized system for classifying jobs—the revised Standard Occupational Classification System (SOC). This system can be used to classify all occupations in the economy, including public, private, and military occupations.

The SOC proposes 810 occupational codes and uses four levels of aggregation: major group, minor group, broad occupation, and detailed occupation. The SOC differs from O*NET in that it contains job titles and brief definitions of the occupations within each code, whereas O*NET contains more extensive job descriptive information, as described above.

The SOC will be used by all federal agencies collecting occupational data to provide a means to compare occupational data across agencies. For example, O*NET will use the SOC set of occupational codes as its occupational structure for sampling and data collection purposes. Similarly, all state and local government agencies are being strongly encouraged to use this national system to promote a common language for categorizing occupations in the United States.

The 1998 SOC is published in two volumes. The first volume lists all occupations and definitions within the structure and provides illustrative examples of specific jobs associated with each title in each occupation. The second volume contains a comprehensive list of job titles in each occupation and the industries in which they are located. Volume II will be updated and maintained in electronic format to ensure that currency and comparability is maintained. *Federal Register* notices and related documents describing the SOC can be obtained from the Bureau of Labor Statistics web site at status.bls.gov/soc/soc home.htm. Inquiries about the SOC or requests for electronic copies of the SOC structure can be directed to: Laurie Salmon, Standard Occupational Revision Policy Committee, Bureau of Labor Statistics, Room 4840, Washington, DC 20212; (202) 606-6511.

Composition of the SIOP Program

In my last column, I mentioned that several SIOP conference attendees commented that they would like to see more "O" sessions on the SIOP program and this led me to wonder about the composition of the program overall. To explore this issue, **Mike Burke**, the 1999 SIOP Program Chair, compiled some information on "I" versus "O" program sessions that I wanted to report back to you.

While there are a number of different ways one could examine the balance of "I" versus "O" program sessions, Mike chose to provide information on content areas grouped according to "Industrial," "Organizational," "Methods," and "Other." The "Industrial" category included content areas such as selection, testing, training, job analysis, job performance, performance appraisal, compensation, HR management, and job attitudes. The "Organizational" category included motivation, culture/climate, leadership, organizational change, turnover, decision making, groups/teams, intergroup conflict, participation, socialization/careers, work and family, gender/diversity, aging, ethics, and stress. The "Methods" category included statistical techniques and research methodology content areas. A few other sessions did not fit well into these general content categories and were classified as "Other."

Counts and Percentages for Types of Sessions (Industrial, Organizational, Methods, and Other) on the 1998 SIOP Program were as follows:

Industrial:	N = 174, 45%
Organizational:	N = 151, 39%
Methods:	N = 25, 7%
Other:	N = 34, 9%

Counts and Percentages of Acceptance Rates (Acceptances/Submissions) by Types of Sessions were:

Industrial:	174/267 = 65%
Organizational:	151/252 = 60%
Methods:	25/34 = 74%
Other:	34/67 = 51%

The overall acceptance rate for all submissions was 62%.

In general, the 1998 program appeared to be reasonably well balanced between "I" versus "O" sessions, and there did not appear to be much of a difference in acceptance rates for "I" versus "O" submissions. Of course, depending on how one classifies the submissions into the content areas, I versus O representation could be interpreted differently. If, for example, Methods sessions are considered "I" type sessions, the conclusion would be that there were fewer "O" sessions overall. On the other hand, there were 25 acceptances (i.e., symposia, panels, posters) for the "job attitudes" content area. If these acceptances had been included in the "O" as opposed to the "I" category, the above numbers and percentages for I versus O would be almost identically reversed.

While these data suggest a reasonably balanced program, I also again encourage anyone who would like to see different content or more of a particular content area represented to develop and submit program proposals in those areas.

References

Peterson, N. G., Mumford, M. D., Borman, W. C., Jeanneret, P. R., & Fleishman, E. A. (Eds.). (in press). *An occupational information system for the 21st century: The development of O*NET.* Washington, DC: American Psychological Association.

From the Editor: I Know What I Did Last Summer

Allan H. Church
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Well, by now it's officially Fall and you have in your hands the October edition of *TIP*. As if I need to tell you, this issue has a number of interesting and informative articles, columns, and news items for you to enjoy. Some are even designed to get you to think critically about various issues in our field. Although I promise I will provide an overview of the contents of this issue later on in these pages, as you probably know in the indelible ways of the world of publishing I am writing this during the dog-days of summer, so I want to start off this issue's column with some comments and reflections related to this summer's activities.

School's Out

I remember summers being the "cool" time. You know, the perennial mantra: no more teachers, no more books, no more pencils—school's out for the summer? These days, however, between the national conferences put on by organizations such as the American Psychological Association, the International Association of Applied Psychology (IAAP) and the Academy of Management, and the apparent rise in executive development programs during this time period (many companies are too busy the rest of the year), the summer seems to be becoming, at least for me, one of the heaviest times of the year. Of course, it hasn't helped that I started teaching two summers ago as well. Yes, practitioners can be known to teach every once and a while. Surprising perhaps, but it happens. Let me explain.

For the last 2 years, I have had the opportunity to co-teach a Master's level summer course in the Leadership and Organization program at Teachers College, Columbia University, with my colleague **Janine Waclawski**. The course is on data-driven methods for change (i.e., focus groups, surveys and multi-rater feedback—in short, what we do at work) and is held Tuesdays and Thursdays after work from 7:00–9:00 p.m. It only lasts 6 weeks, but whew, what a whirlwind it is!

Having done the course twice now, I can honestly say I have a newfound respect for the academic side of the house. Teaching is not easy! It requires stamina, patience, energy, and interest in the subject being taught. And, it makes doing a presentation at a conference seem like an afterthought (well ok, almost an afterthought). Of course, it probably doesn't help that I'm working all day beforehand, but even so, you have to be "on" all the time just like when you're with a client (although not in the quite same way).

Besides the physical drain of teaching, however, there is the corresponding mental one. Because the course content is very applied, I found that issues of professional consulting/practitioner ethics arose quite a bit in our discussions (and therefore in my mind). You know, things like:

- Who really owns the individual survey or feedback responses received and how does this impact access, and subsequently, confidentiality?
- What is the responsibility of the practitioner to be forthright in reporting and/or even highlighting negative or unfavorable results in survey and feedback efforts?
- Where is the line between "massaging the data" and "cooking the data," and how does one know when it's been crossed?
- Does it matter whether or not the intervention one is pitching is, in the consultant's mind, the right one for the organization?
- Why do some clients adopt a less-than-optimal approach to their programs or interventions, despite the probable consequences, and should a consultant continue to work with them in such circumstances?

Students (at least the ones we have worked with) always seem to want to know how "it really works" out there, which makes these issues even more salient than normal for myself and my co-instructor, both personally and professionally, when teaching the class. I don't know if other people feel the same way, but these types of discussions often seem to end up somewhere between explaining to people "how it should work" versus "how we do it" versus "how others do it" versus "how you don't want to do it no matter what." When all these perspectives converge on the same message it's great. Unfortunately, as many of the authors and columnists in this issue point out, circumstances and perspectives differ considerably among professionals and across situations in all sorts of ways.

Another interesting tidbit worth sharing here is the other continued realization I have while teaching this course—that is, data-driven methods are one of the key differentiators of I-O and applied psychology from other types of consulting approaches. Although I'm pretty sure I have touched on this topic in these pages in the past, it never ceases to amaze me how so many professionals are out there in the business marketplace pitching their answer, model, or cute concept with absolutely no skills or interest in ever seeing an ounce of data to support (or refute) it. There are even conferences chocked full of these types. So, next time you hear rumbling in the wind at a SIOP conference regarding our having done such-and-such a data-based technique to death, just remember that these approaches are (at least for some us in the field) what differentiate us from them.

In any case, for all you full-time academics out there, I say keep up the good job. For all you full-time practitioners with no experience in teaching, I say, it's tougher than it looks, so give 'em a break (to quote an overused NY highway construction sign). And for that questionably highly unbalanced group of people currently doing both, I say it's time to head for the mountains.

As I alluded to earlier, however, teaching wasn't the only extra curricular activity I was involved in this past summer. As did many other SIOP members, I was fortunate this year to be able to capitalize on the cross-over conference week in San Francisco and attend both the 24th International Congress of Applied Psychology (sponsored by IAAP) and the Focus on Science weekend during the opening of APA's 106th national conference.

Having never been to one of the Congresses before (this was the first to be held in the U.S.A.), I have to say that I was very impressed with the IAAP conference as a whole and would definitely recommend it to people in the future. Although there is a long lag in the submission-to-presentation process (and unfortunately the next one is not until 2002), in many ways it is very similar to a SIOP conference in terms of the content, interests, applications and research discussed, with the added benefit, of course, of being very international.

The APA Focus on Science weekend was also a positive experience for me and I think the independent emphasis placed on the applied areas this year was very helpful (e.g., there was a separate book with all the I-O and related applied listings separate from the much, much larger APA one). All in all, I think **Mike Burke** did a great job helping to bring a number of I-O people to both conferences. Although I can't quite remember who I saw where exactly, I did see a number of people during various sessions and posters and even across the hallways, including **Bernie Bass**, **Debbie Major**, **Deniz Ones**, **Roger Gill**, **Bob House**, **Roya Ayman**, **Jim Farr** and, of course, Mike Burke. There were plenty of other SIOP members there as well. Next year, the APA conference will be held in Boston (see the call for this from **Murray Barrick** elsewhere in this issue).

Come Together

I don't know about anybody else, but I have always been fascinated with the whole notion of professional paradigms and the ways these simultaneously explain *and* limit our understanding of the world. I think it all started in college, when after taking both introductory psychology and introductory sociology courses, I decided that a double major in both the micro and macro perspectives would provide an interesting juxtaposition. Of course, sorry to say, I can't remember much from either of these more general areas, having delved into the even more specific realms of I-O and OD, but the concept of comparing approaches and perspectives has always been a draw for me. Whether it was reading Kuhn (1970), watching one of those Tom Peters tapes recanting the failure of industry to recognize its impending demise, or even (dare I say it) reading about boundary spanning in Katz and Kahn (1978), the notion has stuck with me so strongly that it has oozed out into much of my professional life. Aside from more normal research-type papers (is that an oxymoron?), I've been involved in papers describing differences in the values and practices of I-O versus OD practitioners (e.g., Church & Burke, 1993), and worked on "thought pieces" (if that means anything) that raise questions regarding the definition of various specialties and rising trends in vendor mentality. Moreover, at least half my columns in *TIP* over the last few years have poked around the edges of the uniqueness of such concepts as teamwork, TQM, organizational learning and the like.

And by the same token, while I fully consider myself to be an Organizational Psychologist at heart and by training, I also belong to (and in some cases am quite active in) related types of professional associations (and perspectives) that focus on related but often somewhat different areas of the organizational experience. Some of these include areas such as organization development (OD), human resource development (HRD), organizational behavior (OB), and even training and development.

Why should anybody care about my mental wanderings, you ask? Well, aside from the fact that I think it is good and responsible practice to be connected to and aware of other types of related fields out there working with organizations (some of which are often even getting involved in or competing directly with I-O related interventions and functions), a colleague recently recommended I read a book that many people are talking about—*Consilience* by Edward Wilson (1998)—which interestingly enough speaks to this very topic. Although Wilson is clearly a hard scientist, and not of the social variety, he does make some very interesting points about the need to identify learnings/laws/principles across the physical and social sciences and to help integrate these into a body of fundamental knowledge for all human existence. In so doing, he also makes some comments about the fractured and independent state of many current fields of knowledge, which though by no means was directed at the general area of organization science, I think still quite easily applies. While Wilson is clearly tackling something even bigger than I ever had in mind—after all, I just want to develop linkages and distinctions between I-O, OD, OB, OMT and HRD—the idea of the coming together of knowledge across various disciplines, subdisciplines, and professional practice areas is fundamentally the same and something we ought to seriously consider as social scientists. APA President Martin Seligman (1998) made a similar point in his recent column in the *APA Monitor* with a call for more complete scientific activity that includes both analysis and synthesis. Interesting enough, he also describes the origins of a long-standing tradition of keeping I-O psychologists out of various academic programs because they were too applied.

Anyway, back to Wilson. In short, he proposes that we strive for consilience (i.e., the unification of knowledge "by the linking of facts and fact-based theory across disciplines to create a common groundwork of explanation," p. 8). Although I won't spoil the ending for interested readers, listed below are some of the choice bits and quotes that I found particularly intriguing (including the importance of telling a story, a message that is also a key theme in the data-driven methods course I described above):

On reductionism and the fractured nature of the sciences:

"The ongoing fragmentation of knowledge and resulting chaos in philosophy are not reflections of the real world but artifacts of scholarship" (p. 8).

"Split into independent cadres, [social scientists] stress precision in words within their specialty but seldom speak the same technical language from one specialty to the next. A great many even enjoy the resulting overall atmosphere of chaos, mistaking it for creative ferment" (p. 182).

"Each discipline of the social sciences rules comfortably within its own chosen domain of space and time so long as it stays largely oblivious of the others" (p. 191).

"The love of complexity without reductionism makes art; the love of complexity with reductionism makes science" (p. 54).

"Only fluency across the boundaries will provide a clear view of the world as it really is, not as seen through the lens of ideologies and religious dogmas or commanded by myopic responses to immediate need" (p. 13).

"The question remaining is how biology and culture interact, and in particular how they interact across all societies to create the commonalties of human nature" (p. 126).

On the uses and abuses of theory:

"Anyone can have a theory; pay your money and take your choice among the theories that compete for your attention. Voodoo priests sacrificing chickens to please spirits of the dead are working with a theory. So are millenarian cultists watching the Idaho skies for signs of the Second Coming" (p. 52).

"Still, scientific theories are a product of imagination—informed imagination" (p 53).

"Nothing in science—nothing in life, for that matter—makes sense without theory. It is our nature to put all knowledge into context in order to tell a story, and to re-create the world by this means" (p. 52).

"The greatest challenge today, not just in cell biology and ecology but in all of science, is the accurate and complete description on of complex systems" (p. 85).

As you can see, Wilson's comments and ideas are somewhat radical even from our perspective (can you imagine the reaction he's receiving in his own fields?). With words like "minutissima" and "consilience," great quotes and intriguing comments, and ideas that are close to the edge, I found it to be a refreshing look at the world of science in general and of particular relevance to the need for integration within the realm of the organizational sciences as well. Not that I know what one does with the concepts or anything, but it is intellectually intriguing to say the least, and I recommend it to others.

Right Here, Right Now

Featured Articles

Ok, so what should you be reading in this issue of *TIP*? Well, SIOP President **Elaine Pulakos** starts off the issue with an update of some recent work being done by a number of government agencies to help standardize the many competing occupational classification systems that exist in the field. She also introduces us to the O*NET database (given the similarity in names, members of the ODNET might wonder how they are classified under this system). Elaine then presents a breakdown in percentages of I versus O topics at this past year's SIOP convention in Dallas in response to some attendees' questions of balance.

Brent Holland and **Bob Hogan** then a closer took at some of the potential negatives inherent in the rising implementation of electronic cottages—otherwise know as the telecommuting revolution. Aside from the challenges of alienation, a loss of work-related identity, and a need for strong self-discipline, they also raise an interesting question—where are all the studies on this topic? Do I hear a possible call for one or more symposia (or perhaps even a debate) on the subject for an upcoming conference?

Next, **Jeff McHenry** takes aim at a central problem in delivering 360° feedback through the eyes of his old military pal Gunny Su. He raises the question: How does one give decidedly tough feedback to a coworker who thinks that the S.A.R.A. acronym stands for Sudden Aggressive Response Activity? (As opposed to the normal response to receiving feedback which is Shock, Anger, Rejection, Acceptance.)

Just when you thought that **Robert Tett's** article from last issue would be the last word on the conscientiousness construct until next year in Atlanta, guess again, dear readers. **Judy Collins** takes on the issue from yet another angle (socialization), and concludes that there may indeed be more here than meets the meta-analytic eye. As an aside, I hope someone has proposed at least a session or two for next year's SIOP and/or APA conferences on this, since, as the cheesy phrase goes, "there's a lot of energy around this topic."

Finally, we have two articles that report on some interesting legal issues for the workplace. First, **Jim Sharf** takes us on a tour of some of the issues and recent decisions regarding temporary or contract employment (a role that many consultants are facing and may be in the cards for many more). Then **Shanan Gwaltney Gibson** and **Heather Roberts-Fox** provide an interesting overview of several recent Supreme Court rulings in one of the most active years ever for sexual harassment disputes. These cases attempt to answer the central question: Can an organization can be held responsible for its employees' illegal behaviors, despite not having had explicit knowledge that they were occurring?

Editorial Departments

On the column side of things, **Mike Harris** starts us off in *Practice Network* by taking on one of the more popular SIOP topics these days—competency modeling. After providing an overview of the concept, he raises the question (and then proceeds to answer it) as to whether or not this whole movement is really any different from a traditional I-O job analysis approach.

October's *TIP-TOPics* by **Dawn Riddle** and **Lori Foster** covers one of the most pressing issues for students—finding a job after finally finishing one's degree. Their piece provides a number of useful tips and techniques for constructing teaching portfolios, questions, and answers concerning both the academic and applied (thank you) job search processes, and pointers on where to go for more information on ways to work through those sticky work–family balance issues that often occur with any job.

Janine Waclawski then takes us on a tour of the *Real World* of psychologists on film (including one that stars a homicidal cannibal), followed by a visit with the planet metaphor-loving Dr. John Gray. Based on the comments she received from **Andy Lee**, **Bill Kahnweiler** and **Nancy Tippins**, I'd say she's not alone in her concerns regarding the public's understanding (or lack thereof) of psychology in general, let alone I-O psychology. Interestingly, Wilson (mentioned above) may have at least one explanation for this issue, which he calls the paradox of the social sciences:

> Everyone knows that the social sciences are hypercomplex. They are inherently far more difficult than physics and chemistry, and as a result they, not physics and chemistry, should be called the hard sciences. They just seem easier. Familiarity bestows comfort, and comfort breeds carelessness and error. Most people believe they know how they themselves think, how others think too, and even how institutions evolve. But they are wrong. Their understanding is based on folk psychology, the grasp of human nature by common sense—defined (by Einstein) as everything learned to the age of eighteen—shot through with misconceptions, and only slightly more advanced over ideas employed by the Greek philosophers (p. 182).

Next, moving forward with his plan to cover research and practice in I-O around the globe, **Dirk Steiner's** *International Forum* goes to New Zealand, this time, with contributors **Paul Taylor** and **Michael O'Driscoll**. Although these authors indicate that the general realm of I-O in terms of trends and research interests is very similar to experiences in the U.S., they highlight some key differences with respect to the levels of education required to practice I-O as well as the absence of formal job titles and/or practice labels in this area.

Although multirater feedback (a.k.a. 360° feedback) may be old news to some die-hard I-O researchers and practitioners, many corporations are still just getting started with this technology and many other practitioners still have a long way to go before having a firm understanding of what they are doing with this "feedback thing." To this end, this issue's *Informed Decisions* column by **Matthew Sederburg** and **Steven Rogelberg** provides an interesting, informal, and informative look at some of the key issues in the use of multirater methods and applications through the eyes of four different practitioners (no comments, please, regarding which practitioner I happen to agree with the most).

In her column *Work in the 21st Century*, **Karen May** talks about the role of I-O psychologists in helping others achieve that ever illusive work–life balance. She describes a number of different approaches and interventions, including flex-time, employee involvement, and learning programs, and telecommuting. In contrast to Holland and Hogan's piece earlier in this issue, however, Karen discusses the benefits of these options (including telecommuting) in terms of providing more flexibility regarding priorities as well as increasing people's ability to meet their needs through work. She also highlights (among other things) the need for practitioners to be attentive to issues of intervention fit regarding the work setting and culture.

Traveling in Cyberspace returns to *TIP* in full this issue with a very informative contribution by **Phil Craiger** and **R. Jason Weiss** about the options and applications of video-mediated communication, including internet telephony with video (which intrigues me the most). Perhaps in the future some of the SIOP subcommittees will be able to work on various projects this way. Maybe one day, the entire conference with be accessible from our PCs via the net. I'll see if Phil and Jason want to start working on this for next year.

Last, but definitely not least, **Charmine Härtel** provides us with an interesting overview of some recent trends in research from yet another international perspective in her newly re-titled column *Global Vision*. Although we didn't run into each other in San Francisco last week, Charmine was obviously at IAAP and APA this year as well (and, of course, her return flight was probably a lot worse than mine).

News and Reports

Continuing with the litigious theme of this issue, this section starts off with a short report by Sarah Brookhart regarding the federal job training reform bill recently signed into law by President Clinton, followed by an update by Maureen P. Toner and **David W. Arnold** on the *Thompson v. Borg-Warner* case regarding preemployement screening tests. Although I wish I could claim responsibility for coordinating all four of the jurisprudence-related pieces for this issue, it was entirely a twist of fate.

Although everyone has no doubt already put together their proposal materials and long ago submitted them to Mike Burke for next year's SIOP conference in Atlanta, just to whet our appetites, **Angie McDermott** provides a nice preview of the excellent pre-conference workshops that have been

scheduled for next year. In addition, **Lyse Wells** and **Michelle Marks** remind us it will soon be time for the 14th Annual I-O Doctoral Consortium and to start thinking about which students you will want to nominate.

Also in this issue we have a call from Murray Barrick for the 1999 APA Conference to be held in Boston next August, 20–24. If you had any plans for a poster, symposium or debate that didn't make it in time for the SIOP program deadline, consider finishing it up and sending it to Murray for APA. As I mentioned above, the APA National Conference can be quite an event. It's up to all of us, though, as to how well Division 14 is represented there.

In addition, there are several other newsworthy pieces here, including the *Call for Fellowship Nominations* from **Bob Dipboye**; another look at the *Proposed SIOP By-law Amendments* by **Bill Macey**; and a list of the folks on **Fran Yammarino's** awards committee for the 1998–1999 year.

Just so you know we do mean business in the SIOP ExCom meetings, we have some photos taken by SIOP Historian Laura Koppes from this year's spring meeting in Dallas that immediately followed the SIOP conference. See if you can find the intent look on yours truly.

Also in this issue is a reminder to keep your eyes (and mailboxes) open for the 1998 SIOP Member Income Survey to mailed in mid-November. HumRRO and Questar are going to be conducting the survey which is being sponsored by the SIOP Executive Committee with the support of the Administrative Office. We do hope you respond to the survey when it arrives.

Finally, keeping with the new tradition (yet another oxymoron) of having IOTAS in the middle of *TIP*, don't forget to look to see who's won what and who's going where. And don't forget to look over **David Pollack's** list of upcoming conferences for next year.

By the way, thanks to everyone who sent me their comments and encouragement regarding the changes and new look for *TIP*. So, until next time, enjoy. And if there is nothing that interests you here in these pages, please send me something you would like to read about. I look forward to hearing from you. Send it all to Allanhc96@aol.com

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Remodeling the Electronic Cottage

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Organizations are forming electronic cottages (people telecommuting from home) at an increasing pace. According to Minehan (1996), 62% of companies encouraged telecommuting in 1996, up from 49% in 1995, and more than 40% in 1994. Despite the rapid growth of telecommuting, no objective data support its use. Consequently, we are somewhat disturbed by Cascio's (1998) enthusiastic endorsement of telecommuting, and we say this for four reasons.

First, many people will find it alienating—most people need social contact, acceptance, and face-to-face interaction (Baumeister & Leary, 1993; Cross & Raizman, 1986; Hogan, 1998). Moreover, interactions at work and the opportunity to take part in informal information networks are important sources of job satisfaction (Jahoda, 1982; Roy, 1960); telecommuting makes this impossible. Although proponents of telecommuting (Hamilton, 1987) argue that electronic and face-to-face communication are identical, we seriously doubt this; electronic messages filter out affective elements of the discussion, and as Woodruff (1983) notes: "...frequently, feelings are more vital to a communication than its content (p. 7–9)." The combination of physical separation and impersonal communication will isolate telecommuters from supervisors, peers, and subordinates.

Second, working in electronic cottages will potentially alienate some people from an important aspect of their identity. Work gives many people a sense of purpose and meaning (Ellul, 1964); their feelings of worth are inextricably linked to the roles they play in organizations (Zedeck, 1992), and nonparticipation will negatively affect many people. Ramsower (1985), for example, finds that full-time telecommuters lose their identification with and interest in their organization, they are less likely to be promoted (out of sight out of mind), and organizational communications become hollow.

Third, successful telecommuting requires great self-discipline. It is difficult for some people to stay on task without supervision or having others see them work (Benhamou & Saal, 1997). In our view, successful telecommuters will be ambitious and conscientious. However, if ambitious people are not promoted, which is likely when they are invisible to an organization, they will become dissatisfied and leave. Although some people may work well alone, many others do not.

Fourth, despite the enthusiastic reception that telecommuting has received (e.g., Benhamou & Saal, 1997), there are NO empirical studies in the mainstream literature evaluating its impact on organizational effectiveness and employee satisfaction. So why are increasing numbers of organizations adopting telecommuting programs? The main reason seems to be to reduce the costs associated with capital investments and insurance premiums (Ramsower, 1985). Rather than buying or expanding office space, many companies opt for telecommuting to cut costs. However, these organizations ignore the psychological consequences of telecommuting, which over time may substantially reduce its cost-effectiveness.

There is, however, a deeper issue: why have many industrial/organizational psychologists accepted and even embraced telecommuting in the absence of any data to support its use? A survey conducted by FIND/SVP reports that the number of telecommuters has risen from four million in 1990 to 11 million in 1997 (Micco, 1997), yet there are no data that we know of to justify this trend. Is the profession supporting organizational cost-reduction techniques while ignoring the principle of basing decisions on data?

Although there are good reasons to be skeptical of telecommuting, we can't condemn it outright or we would be guilty of the same kind of thinking to which some of our colleagues have fallen prey. We suggest instead that the discipline examine the data regarding the costs and psychological consequences of telecommuting and then render a judgment. For instance, it may be that certain people possess the necessary personality characteristics to be productive in spite of the problems. Cascio (1998) argues that it is important to be in front of emerging trends. In our view, it is more important to be in front of those trends that have positive consequences for people and organizations, and such decisions should be data-based.

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Gunny Su, Where Are You?

Jeff McHenry
Microsoft Corporation

Several months ago, I met with one of my employer's esteemed managers named *Rick* (not really). Rick has an IQ of about a zillion and understands PCs as well as Lorena Bobbitt understands knives. When it comes to high tech, Rick is a certifiable genius.

Rick's manager told me that Rick has the potential to be a VP at our company one day except for one little problem—nobody can stand to work with him. He is abrasive, doesn't listen well, and doesn't believe in compromise. "A couple of his projects are grinding to a halt because he's being stonewalled by people in another division," his manager told me. He continued:

> One guy told me if faced with the choice of spending the rest of his life watching a *Jerry Springer* marathon versus doing something to help Rick succeed, he'd opt for *Jerry*. I've told Rick he needs to fix his style, or else his career's gonna stall. It made him mad—so I'd appreciate it if you'd tell him again when you start working with him.

Rick's manager felt that Rick wasn't aware of how much fear and loathing he was inspiring. But he also said that Rick pays good attention to numbers and data. So we decided 360° feedback might be a good place to start with Rick.

I have love-hate feelings toward 360° feedback. For those of us in the business of working with derailing managers, 360° feedback is one of the most powerful tools we have. But you have to remember, those of us who coach derailing managers don't exactly have a master mechanic's toolkit at our disposal. As my esteemed colleague **Brian Stern** has noted, using 360° feedback to confront a surly manager is a lot like invading a nuclear superpower armed with pop guns and squirt bottles. Those of us who frequently use 360° feedback understand how Custer's men felt at the Little Big Horn. So those of us who work with derailing managers are not exactly blessed with a great toolkit.

This speaks to a core challenge faced by any practitioner—the lack of power. Like Tim the Toolman, I have often wished for more power in my professional life.

My yearning for power is all the more bittersweet because I had power once. The year was 1988, and the place was Camp Pendleton. I was site manager for a job performance and test validation project sponsored by the U.S. Marine Corps. I showed up for work at "oh-dark hundred" my first morning on the job, and there to greet me was my esteemed point of contact Gunnery Sergeant Suianoa. Gunny Su was approximately the size of New Jersey, except with less body fat. At 6'4" and 240 pounds, he epitomized the lean, mean fighting machine. After introducing himself and shaking my

hand, he slapped me on the back so hard my shoulder blades almost popped out my rib cage. "Welcome to Camp Pendleton, Cheff," he said in his wonderful Samoan lilt. "I am here to help you get your chob done."

Just then an official U.S. Marine Corps bus drove up and out came 56 official U.S. Marine Infantrymen carrying M16 rifles. I had worked with some reluctant clients before, but the most dangerous weapon any of them had ever wielded was an electric stapler. "Don't worry," Gunny Su assured me with a grin, "I'll take charge of these Marines."

He called them to order. "For the next two days," he told them, "you do whatever Cheff tells you. Is that clear?"

"YES, GUNNERY SERGEANT SUIANOA!" they cried in one Marine voice.

"If Cheff says go here, go here. If Cheff says jump there, jump there. If Cheff says run across camp, turn a somersault in the cactus, and then come back—you do it. Do any of you have any questions about this?"

Fifty-six U.S. Marines, all trained killers, all of them armed to the teeth, shouted, "NO QUESTIONS, GUNNERY SERGEANT SUIANOA." Gunny Su then turned the 56 U.S. Marines and their M16s over to me for further instruction.

The pride I felt that day is rivaled only by the day my daughter was born. Finally, I had the authority an industrial-organizational psychologist deserves! I wanted to show my appreciation to Gunny Su for his wisdom and discernment. I intuitively sensed, however, that it might be against Marine protocol to kiss a gunnery sergeant on the cheek so early in the morning. So instead, I swaggered up to the front of the unit and politely asked my Marines to do well on their tests and have a nice day. In their manly deep Marine voices, they assured me they would. Then they scurried off to their testing stations.

I thought about Gunny Su as I was walking into Rick's office to share his 360° feedback with him. I wanted to have the same power in shaping Rick's behavior that I had had at Camp Pendleton with the Marines. What could I say to help Rick see how his behavior was limiting his effectiveness? Before showing him his 360° report, I asked Rick whether it was important to him to have a big impact at work. "Extremely important," he told me. He then reiterated to me his frustration over his lack of progress on a big project owing to a couple of peers who "couldn't tell their *<anatomy part deleted>* from a hole in the wall." I suggested that while reviewing his feedback, he should think about why his peers were blocking him and what he could do to win their cooperation. "Those guys are idiots!" he roared at me. I asked him what he would do if forced to choose between "take no prisoners but have no impact" versus "a little collaboration and a lot of impact." He was very thoughtful for a moment. "I understand what you're saying," he said quietly. "It's a question of what I value most."

I got to the guy, I thought. The power is back. I could feel my pride swelling.

I paused to let Rick reflect on his learning. Then I asked if he was ready to review his feedback report. He smiled at me.

"Sure," he said. "Let's see what those SOBs have to say."

"Gunny Su," I whispered to the heavens, "where are you?"

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Please direct all complaints and concerns about this article to the *TIP* editor. Praise, kudos, your musings about I-O practice, and suggestions for future articles can be emailed directly to me at jmchenry@microsoft.com.

Conscientiousness: Is That All There Is?

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The 1969 song by Peggy Lee tells a tale of the stages of life during which the same question is asked repeatedly, "Is that all there is?" The song ends with the realization that, "No, that is not all—there is *much* more."[1] Those are my thoughts these days, about the conscientiousness trait, especially since returning from the 1998 SIOP conference in Dallas where conscientiousness was again, for the ninth year straight, the subject of numerous symposia and posters showing the validity of conscientiousness for the prediction of work behavior. Is anyone else wondering if there is more than conscientiousness? Let it not be misunderstood, conscientiousness is recognizably an important predictor of performance and many other organizational outcomes (e.g., Barrick & Mount, 1991; Ones & Viswesvaran, 1996). But is it possible that this continued and concentrated focus on the validity of conscientiousness may overshadow other perhaps stronger personality predictors of job performance? Could it be that a plateau has been reached, and the time has come to move beyond conscientiousness in search of other predictor discoveries?

Moving Beyond Conscientiousness

One construct, for example, that deserves more I-O research attention is socialization. Here, I refer to the socialization trait, defined by Gough (1948; 1994) as the tendency to comply or to not comply with the rules of a society. Reports indicate that the heritability of socialization scores range from .49 to .51 (Bouchard & McGue, 1990; Horn, Plomin, & Rosenman, 1976). Considerable theoretical and empirical research already underlies the socialization construct, primarily in clinical psychology (for reviews, see Megargee, 1972; Newmark, 1989). In I-O psychology, therefore, we need not reinvent the socialization wheel, only extend and apply that previous research to our own subdiscipline.

Preliminary evidence suggests that investigations of the relationship between socialization and job behavior may produce surprising results. In particular, a meta-analysis using data generated from primarily clinical literature (K = 45, N = 23,889) revealed the following validities for the prediction of behavior that often occurs in the workplace: violations of statutory law (e.g., white collar crime, crimes of violence, theft), $\rho = .61$; violations of societal and organizational rules (e.g., alcohol abuse, disciplinary problems), $\rho = .47$, and also supervisors ratings of performance, $\rho = .28$ (Collins & Griffin, in

[1] "Is That All There Is"? (1969). Written by Jerry Leiber and Mike Stoller and recorded by Peggy Lee.

press). Another (criterion-related) analysis suggests the incremental validity of socialization over conscientiousness for the prediction of task and contextual job performance (Collins, 1997). Curious about this construct and its relation to conscientiousness, a colleague and I meta-analyzed those few reported correlations: the results showed corrected correlations of .37 (males) and .51 (females) (Collins & Rader, 1996). These moderate correlations do not indicate that socialization *is* conscientiousness, but could support the theory that conscientiousness is a subset of the multidimensional socialization construct, or vice versa. However, these meta-analytic samples were small. One way, therefore, to move beyond conscientiousness, the *predictor,* is through primary studies of socialization and other potential constructs and job performance. Future meta-analytic tests of *construct* validity can then be conducted.

In summary, socialization is at least one construct among perhaps others unknown that, relative to conscientiousness, has been given considerably less I-O research attention. But indications are, there *is* much more! While some are quite good at narrowing a focus, others may prefer a continued exploration of the world. I think it's high time.

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Use of Contingent Workers—What You Should Know

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Companies are increasingly relying on contingent workers who are not regular, full-time employees of their organization. These workers may be temporary employees, part-time or seasonal workers, or may be "leased" from an outside agency. An obvious advantage to organizations that are growing their business and in need of a workforce quickly is that such workers can be brought in-house by simply placing a request with a temporary staffing firm or an employee leasing firm. This is particularly beneficial to companies without a formal internal selection process or sufficient HR staff to process applicants. In addition, contingent workers provide flexibility and critical skills, while reducing the paperwork in other efforts associated with the staffing process.

While utilizing contingent workers provides a company with a workforce quickly, like every other aspect of contemporary society, there are liabilities that may be associated with this practice. What's more, some of these liabilities have been further broadened by recent Equal Employment Opportunity Commission (EEOC) regulations. Contingent workers expose the employer to three broad areas of Federal statutory authority and a confounding fourth level of regulation at the state level. Among Federal laws exposing an organization employing contingent workers are laws dealing with:

- Compensation and benefits (ERISA, FLSA, Equal Pay Act).
- Discrimination (Title VII, E.O.11246, ADA and ADEA).
- Labor laws (NLRA, IRCA, FMLA and WARN).
- State laws.

The applicability of any one of these statutes, Executive Orders and/or state laws depends on how the organization structures the contingent employment relationship. Carefully drawn relationships with providers of contingent workers may limit the organization's liability if the contingent worker is either an independent contractor, or an employee of another employer such as an outside contractor, temporary staffing agency, or employee leasing firm.

Supreme Court Rejects Microsoft's Bid to Review Savings & Stock Plan

The recent Supreme Court *Microsoft* decision involving independent contract employees illustrates well the law's complexity where state law confounds Federal laws governing 401(k) plans. In January, 1998, the Supreme Court rejected a bid by Microsoft Corporation to review a Ninth Circuit decision holding that they had improperly denied benefits to a group of workers who had initially been hired as independent contractors between 1987 and 1989, but were later reclassified as full-time employees.

The successful plaintiffs in the *Microsoft* case had been hired with the knowledge that they would not receive benefits. During those years, Microsoft neither withheld applicable taxes nor allowed the contingent workers to participate in the company's pension and welfare plans. After the IRS determined that the contingent workers were employees for tax purposes, Microsoft began withholding taxes but denied retroactive participation in the savings and stock purchase plans. Microsoft argued that the employees had waived their rights when they signed on as independent contractors. Initially the Federal District Court sided with Microsoft. Then last July, the Ninth Circuit reversed, arguing that the stock plan had been created and offered to all employees and sided with the former contingent workers noting that "their labor gave them a right to participate in it" *under prevailing Washington state law*. Given Microsoft's stock performance, this quite likely meant more than "spare change" to the former contingent workers.

When an Employer is Not an Employer

There is a natural tendency for the contracting organization to want to maintain close control over contingent workers. If the organization is to succeed in maintaining that the contingent worker is an independent contractor, the organization must show that it dealt with the provider of such services in a hands-off, arm's length contractual relationship.

EEOC Expands Joint Employer/Staffing Agency Liability

According to EEOC "enforcement guidance" issued in December 1997, for purposes of enforcing discrimination laws, contingent workers placed by staffing firms will be considered *employees* rather than independent contractors. The scope of liability with this single stroke of the EEOC Chairman's pen covers both "temporary employment agencies, contract firms, and other firms that hire workers and place them in job assignments with the firms' clients" *and* the client organization.

The applicable laws include Title VII, the Age Discrimination in Employment Act, the Equal Pay Act and the Americans with Disabilities Act. The EEOC's guidance interprets these laws to hold both the staffing firm *and* the client organization liable in defending employment discrimination when claims are brought by temporary and contingent workers who are placed by the firm. A finding of discrimination means that both are liable for the full amount of damages up to the full amount of the statutory cap. Whether EEOC's advocacy of joint liability will withstand likely legal challenge remains an open question. EEOC's theory of joint liability is not new law, so successful challenges are unlikely. What's new is that in recent years, the number of job bias cases filed annually in federal courts has more than doubled. This is because the Civil Rights Act of 1991 changed Title VII to give plaintiffs the right to compensation for emotional distress, punitive damages and jury trials. In effect, EEOC's theory of joint liability doubles the plaintiff's pot. The reality is that EEOC's incentive for the plaintiff's bar virtually guarantees more HR class-action litigation. Count on it!

* * *

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Supreme Court Rulings on Sexual Harassment Disputes

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Never before has the topic of sexual harassment received so much coverage in the courts and the press during 1 year. The unusually high number of cases before the Supreme Court this term are occurring as the number of lawsuits nation-wide continue climbing. Following upon the largest settlement ever paid in the resolution of a sexual harassment case ($34 million between Mitsubishi Motor Manufacturing and the EEOC), the Supreme Court ruled on the issues of the vicarious liability of an employer whose supervisory employees create a "sexually hostile atmosphere" for other employees, but no tangible employment outcomes are evidenced, as well as the legitimacy of sexual harassment claims when the victim and harasser are the same sex. The message is clear: Sexual misconduct will not be tolerated under Title VII, and if it is, the employer can expect to pay a high price.

Vicarious Liability Decisions

Two 1998 Supreme Court decisions addressed the issue of an employer's responsibility when one or more of his or her supervisors conducts himself or herself outside the scope of the employee's authority and creates a sexually hostile work environment for another employee.

Kimberly Ellerth worked for Burlington Industries in Chicago from March 1993 until May 1994. Ellerth alleged that she was subject to constant sexual harassment by Ted Slowick, her indirect supervisor who worked in an office in New York, during this time. Despite knowledge of Burlington Industries' policy against sexual harassment, Ellerth never reported Slowick's behavior while employed. Approximately 3 weeks after having quit her job, Ellerth faxed a letter to Burlington explaining that she had quit as a result of Slowick's behavior.

In October 1994, Ellerth filed suit in the United States District Court claiming that Burlington Industries engaged in sexual harassment that forced her constructive discharge. The Court found that the company neither knew, nor could have known, about the conduct and was therefore not liable. The Court also noted that Ellerth had not used the internal complaint procedures available to her at Burlington. The Court of Appeals *en banc* reversed. The Supreme Court held its decision from *Burlington Industries v. Ellerth* in *Faragher v. City of Boca Raton.*

Beth Ann Faragher worked as a lifeguard for the city of Boca Raton, Florida, between 1985 and 1990. During that time, two of her immediate supervisors, Bill Terry and David Silverman, created a "sexually hostile atmosphere" by repeatedly subjecting Faragher and other female lifeguards to "uninvited and offensive touching," by making lewd remarks, and by referring to women in "crude, demeaning, and offensive" terms. This behavior, Faragher alleged, constituted discrimination in the "terms, conditions, and privileges" of her employment in violation of Title VII of the Civil Rights Act of 1964. Following a bench trial, the District Court opined that the conduct of the supervisors was discriminatory harassment, and was sufficiently serious to constitute an abusive work environment. Furthermore, the Court held that the city could be held liable for the behavior of its employees because: (a) the harassment was sufficiently pervasive to support an inference that the city had "knowledge, or constructive knowledge" of it; (b) under traditional agency principles, Terry and Silverman were acting as the city's agents when the harassing occurred; (c) a third supervisor had knowledge of the harassment and failed to report it; and (d) although the city had a sexual harassment policy, it was not adequately distributed among city employees. The Eleventh Circuit, sitting *en banc*, reversed. Citing *Meritor Savings Bank, FSB v. Vinson*, the Court of Appeals held that Terry and Silverman were behaving outside the scope of their employment, that their agency relationship did not facilitate the harassment, that constructive know-ledge of the harassment could not be imputed to the city, and that the city could not be held liable for negligence in failing to prevent the harassment.

Besides the obvious issue of sexual discrimination, the Supreme Court found that these two cases shared a larger common denominator: the question of whether or not an organization can be held responsible for its employees' illegal behaviors, despite not having had explicit knowledge that they were occurring. Precedent held that the standard of employer responsibility hinged upon the type of harassment that occurred. If a plaintiff established a "quid pro quo" claim, the employer was subject to vicarious liability. In both the Faragher and the Burlington Industries cases, no tangible employment outcome or damage was evidenced as a result of resisting sexual harassment. The Court adopted the following holding in both cases:

> An employer is subject to vicarious liability to a victimized employee for an actionable hostile environment created by a supervisor with immediate (or successively higher) authority over the employee. When no tangible employment action is taken, a defending employer may raise an affirmative defense to liability or damages, subject to proof by preponderance of the evidence. No affirmative defense is available, however, when the supervisor's harassment culminates in a tangible employment action, such as discharge, demotion, or undesirable reassignment.

The affirmative defense includes two necessary elements: (a) that an employer "exercised reasonable care to prevent and correct promptly any sexually harassing behavior," and (b) that the employee "unreasonably failed to take advantage of any preventive or corrective opportunities provided by the employer or to avoid harm otherwise." However, possession of an anti-harassment policy by an organization is not sufficient to fulfill the first, nor is failure to use an existing anti-harassment policy proof of the second.

These rulings were not unanimous. In dissenting opinions, Justices Thomas and Scalia note that Title VII is judged by differing standards for sexually and racially hostile work environments. They state that the standard should be the same: "An employer should be liable if, and only if, the plaintiff proves that the employer was negligent in permitting the supervisor's conduct to occur." When an adverse employment consequence is suffered, the employer is vicariously liable because these actions can only be performed with the specific authority granted by the employer (e.g. a supervisor who fires an individual is acting as the employer at the time). In a hostile work environment, however, the employer can only be held liable for negligence. Absent detriment to employment, Boca Raton can not be held liable for Terry and Silverman's behavior. Under a negligence standard, Burlington can not be held responsible for Slowick's conduct.

Furthermore, contrary to Justice Souter's remark that "It is by now well recognized that... sexual harassment by supervisors (and, for that matter, co-employees) is a persistent problem in the workplace," and that prevention of harassment is "one of the costs of doing business" for an employer; Thomas and Scalia note that "Sexual harassment is simply not something that employers can wholly prevent without taking extraordinary measures," and that "In this day and age, no sexually harassed employee can reasonably believe that a harassing supervisor is conducting the official business of the company or acting on its behalf."

Same-Sex Harassment Decision

The Supreme Court was unanimous in examining an emerging workplace question: whether harassment can be considered illegal sex discrimination if the harasser and victim are of the same sex. The justices ruled yes.

Joseph Oncale worked for Sundowner Offshore Services as a roustabout on an oil platform in the Gulf of Mexico. While employed, Oncale was subjected to sex-related, humiliating actions by his co-workers and supervisors, John Lyons, Danny Pippen, and Brandon Johnson. He was also physically assaulted in a sexual manner by Pippen and Lyons, as well as threatened with rape by Lyons. Oncale's complaints to supervisory personnel resulted in no remedial action and Oncale quit his job.

Oncale filed suit in District Court, but the Court found that Oncale had no cause of action under Title VII because he was a male being harassed by other males. The Fifth Circuit Appeals Court affirmed. The Supreme Court reversed and remanded the case stating that "...harassing conduct need not be motivated by sexual desire to support an inference of discrimination on the basis of sex." The Court went on to state that while male on male harassment was not the principal evil that Congress had been concerned with when enacting Title VII, it assuredly falls under the category of reasonably comparable evils.

Impact on Employees

Concerns regarding the impact of the rulings on workplace environment were addressed by the justices when pointing out that the "real social impact of workplace behavior often depends on a constellation of surrounding circumstances...." The requirement that conduct be severe and pervasive enough to create an objectively hostile or abusive work environment in order to be considered discriminatory still stands and is intended to be "sufficient to ensure that courts and juries do not mistake ordinary socializing in the workplace, such as male-on-male horseplay or inter-sexual flirtation, for discriminatory 'conditions of employment.'"

All of the Court's decisions on sexual harassment in the workplace make it easier for employees to sue for harassment under Title VII, but the rulings also point employers toward the means for avoiding liability. With this topic presently at the forefront of public awareness, it is important that organizations realize that no one is immune. Now, more than ever, the only defense is to prevent harassment before it ever occurs.

Practice Network: Competency Modeling: Viagraized Job Analysis Or Impotent Imposter?

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Greetings from *Practice Network* (PN) once again. As I stated in my first column, my goal is to focus on a timely theme that will be of interest to practitioners, as well as everyone else, including academics. This edition of PN considers a term that has been the recent focus of considerable discussion: competency modeling. The term "competency modeling" contains two words that sound sophisticated and fashionable. The word "competency" calls to mind the recently popularized phrase "core competencies," which is associated with organizational strategy. What phrase do you associate with the word "modeling?" Many of you will answer "causal" or "confirmatory," terms which sound highly analytical and precise (or depending on your graduate school training, esoteric or frustrating!). Because I had practically no exposure to competency modeling, I decided that this would be a good topic for me to learn more and write about for PN. I therefore contacted some people who seemed knowledgeable about competency modeling. I purposely kept the number of people that I contacted down to enable me to pay for the long distance calls out of my "end of fiscal year" phone account. The basic questions I asked the respondents were:

1. *What is competency modeling?*
2. *How does competency modeling differ from traditional job analysis?*
3. *How do you conduct competency modeling?*
4. *What are the strengths and weaknesses of competency modeling?*

A summary of these discussions follows, along with my own observations.

What is Competency Modeling?

Based on my conversations, competency modeling is the process of determining what competencies are necessary for a job or job family. After talking with my respondents, it occurred to me that I had not asked anyone to specifically define what a competency was (though I was given several examples), so I went to my 1,500+ page (yes, I still have a paper copy) dictionary and found that a competency involves the possession of a "required skill, knowledge, qualification, or capacity." Based on the dictionary definition and from what my respondents said, a competency is *generally* quite similar to our traditional Knowledge, Skill, Ability, or Other requirement (KSAO).

In my conversations with respondents, however, there were two major differences mentioned between our traditional KSAOs and a competency. First, competencies may be defined more broadly than our traditional KSAOs. For example, materials I received from the Office of Personnel Management included "self-esteem" as a competency. Quite frankly, I doubt that self-esteem would be included as a KSAO, as the latter term is used.

Second, one respondent remarked that he viewed competencies as being similar to "roles," much like I suppose Mintzberg used the term in developing his classic typology of managerial roles. For example, a competency under this approach might be "information conduit." What are the implications of this expanded notion of competencies? I'm not sure.

In short, I believe that my respondents would agree that competency modeling is a systematic process of determining the competencies needed to be successful in an organization. Beyond that general definition, I think there are some major differences, as well as some common overlap, in how my respondents understand competency modeling.

How Does Competency Modeling Differ From Traditional Job Analysis?

After one or two initial conversations with respondents, I began to wonder whether the saying I heard in graduate school, "old wine in new barrels," was going to be an apt description. This was followed by a fear that I wouldn't have enough material to fill my column for this issue, so I decided to dig deeper and hope that I found more fecund, as opposed to feculent, material to work with. After contacting more people, I found some diversity of opinion regarding the difference between competency modeling and traditional job analysis. First, let me explain very briefly that by traditional job analysis I mean a process in which both tasks and KSAOs are compiled and quantitatively rated by subject matter experts (SMEs).

With this definition in mind, I found two basic opinions as to the difference between traditional job analysis and competency modeling. One position was that competency modeling is no different than a traditional job analysis. Respondents in this camp suggested that the only real difference was that competencies were defined somewhat more broadly than traditional KSAOs. When asked what advantage competency modeling had then over the traditional job analysis, respondents had several different reactions. One respondent, who works in the public sector, indicated that the selection process that had been used in the past was very *task* specific. Using a task specific approach was far less appropriate in the 1990s because jobs were changing so much. Thus, competency modeling enabled him to focus on testing for more general skills and abilities. Another respondent, employed as a consultant, argued that the primary advantage of competency modeling was the term. In other words, clients were more impressed by the term "competency modeling" than the term "job analysis." Similarly, the term "competency" seemed more marketable than the awkward sounding expression "Knowledge, Skills, Abilities, and Other requirements." Parenthetically, I must admit that I have always felt that "job analysis" sounded cold and sterile, as do the words "Knowledge, Skills, and Abilities." And, does it matter what we call this process, as long as we are doing it properly and not pretending it is something that it is not?

The other camp indicated that competency modeling was different than a traditional job analysis. These respondents described a process that differed from traditional job analysis in a number of potentially important ways. Generalizing across several different opinions, I would summarize this process of conducting competency modeling as follows. First, the organization's and department's mission and objectives are discussed with SMEs. Second, based on this information, the competencies that are required to successfully meet the mission and objectives are described. Third, the general competencies are defined by SMEs in specific, behavioral terms. As one respondent stated, this definition of competency modeling is similar to a strategic job analysis. Gatewood and Feild, in their textbook "Human Resource Selection," indicated on p. 313 that a major step in strategic job analysis, as compared to a traditional job analysis, involves SMEs discussing how various issues (e.g., new technology) will change the job at issue. Information about future tasks and KSAOs is then based on these anticipated changes.

Thus, one major difference between this approach to competency modeling and traditional job analysis is that the former approach explicitly links skills and abilities to the bigger picture. One thing that quickly came to mind as I thought about this is that it reminds me of a training needs analysis, in which the first step is an "organizational analysis," during which the mission and objectives are considered. I think that this is particularly helpful given the present emphasis in both the for-profit and nonprofit world on articulating and adhering to a mission. When I pointed this out to one respondent, she did agree with me (of course, she may have been saying that to get me off the phone!). Stated somewhat differently, perhaps the closer linkage of competency modeling to the organizational mission and objectives will provide I-O psychologists with greater credibility.

A second difference emphasized by several respondents was that competency modeling aimed for a wider application. Specifically, competency modeling aims at identifying skills and abilities that can be used for a variety of purposes and for a variety of jobs in the same organization. For example, using competency modeling, one may be able to create a list of competencies that might be used for selection, performance appraisal, compensation, and training purposes. By way of comparison, traditional job analysis was perceived as leading to a narrower, more specific set of skills and abilities that tend to be useful for only one or two specific purposes (e.g., selection) and just a small group of jobs. From what I can tell, this may be a potential strength of competency modeling over traditional job analysis. The need for more general, rather than specific, job analyses, seems to mesh with validity generalization findings as well.

A third difference compared to traditional job analysis indicated by several respondents, across the two camps, was that competency modeling does not require quantitative ratings by SMEs. According to one respondent, this was an advantage for certain job groups, such as executives, where the SMEs would be unwilling to complete lengthy questionnaires. Likewise, not having a requirement for ratings was seen as an advantage in terms of time and expense. I point out, however, that several of my respondents did collect quantitative ratings for the purposes of competency modeling. It would be unfair, then, to characterize competency modeling as being purely qualitative, just as I believe it would be inappropriate to characterize job analysis as being nonquantitative just because some methods do not use ratings.

My personal response to this third difference is to be somewhat skeptical. While I can see the advantages of saving time and costs, it seems to me that some degree of accuracy may be lost. Minimally, I view the rating process as a double-check on the appropriateness of the KSAOs that have been obtained. While I am not convinced that different conclusions will be drawn if ratings are used, I do think it is an important part of this process. My final concern is a legal one; I believe that it would be much more difficult to defend a selection process that is not based on quantitative ratings, particularly if the organization is relying on a content validity strategy. My conversations with the respondents indicated that no one was aware of any discrimination lawsuits involving competency modeling.

Finally, a major distinction between both camps' description of competency modeling and traditional job analysis was that tasks were not usually discussed or they were generated in the third step, when the competencies were defined. One respondent indicated that this was due to time and cost constraints. Another respondent indicated that, in essence, the skills and abilities were generated first and the tasks were generated afterwards. Do you think that the failure to explicitly consider the tasks first is a problem? I'm not sure; an empirical study would be interesting here.

So What's the Next Step?

One of my last calls was to Jeff Schippmann, who, I discovered, is chairing a SIOP committee on competency modeling. According to Jeff, this task force was formed in light of the explosion of interest in competency modeling. The purpose of the task force is to define what competency modeling is and to identify good practices associated with it. In addition to doing a massive literature search, the committee has conducted in-depth interviews with experts in the field of job analysis and competency modeling in order to get an better understanding of what it is and how it is conducted. If you are interested in getting much more information in much greater detail about competency modeling, wait to hear from Jeff's committee!

To wrap things up, I think all of my respondents would define competency modeling more or less the same way, but they would go about the process somewhat differently. However, as one respondent indicated, there is no one "right way" for conducting competency modeling. This bothered me at first, but I realized that the same can be said for many other I-O procedures, such as job evaluation and even job analysis itself. Well, I'm out of

time now. To conclude, as to whether competency modeling is viagraized job analysis or an impotent imposter, that depends on how you use it.

Reactions to this column? Have you had a different experience with competency modeling? Topics you would like to see covered in the future? Please e-mail at c1994@umslvma.umsl.edu; phone (314) 516-6280, fax; (314) 516-6420; or snailmail me, Michael Harris, School of Business Administration, University of Missouri–St. Louis, St. Louis, MO 63121. I look forward to hearing from you!

I thank the following individuals who were helpful in providing information to me: **Bob Jones**, Southwest Missouri State University; Allan Patterson, Bryan and Associates; **David Pollack**, US Immigration and Naturalization; Leslie Pollack, US Office of Personnel Management; **Jeff Schippmann**, PDI; **Michael Stevens**, Psychological Associates; **Suzanne Tsacoumis**, HumRRO; **Deborah Whetzel**, US Postal Service.

TIP-TOPics for Students

Dawn Riddle and Lori Foster
University of South Florida

With our ears to the floorboards of university halls around the world, we've heard lots of folks have been busy this summer with dissertation proposals, internships, graduation, and job searches. Since we recently wrote about dissertations and internships (and since our coverage of graduation might consist of advice such as "don't trip"), we're left with one HOT topic for this issue... finding the right JOB! That's right—a bona fide job, no more internships. We've talked with lots of folks who are interested in this topic. For most, it's kinda the point of the whole grad school thing. Therefore, this issue of *TIP-TOPics* provides food for thought for students who are looking for job search-related info and advice.

As always, this column consists of three segments. The **In the Spotlight** segment describes how one university is training soon-to-be academicians to construct teaching portfolios which will maximize the chances of landing that coveted academic job. The **You Know, I've Been Wondering...** segment takes a look at questions related to academic and applied job search processes, from what you can do today to start preparing for your future job search, to how you might decide amongst the many, many offers you receive. Finally, last issue's **TIPs for Balancing Life and Graduate School**, regarding work–family balance, suggested that help was on the way. For those of you who have been on the edge of your seats, this issue's *TIP* offers guidance for identifying organizations that support the pursuit of work–family balance. In keeping with the column's theme, this information may prove useful during your future job search.

In the Spotlight

Each issue of *TIP-TOPics* spotlights at least one unique strategy for training I-O graduate students. This issue's Spotlight describes a teaching portfolio workshop—one method for training future I-O academicians on a critical job search-related skill.

A teaching portfolio is a job search MUST for anyone braving the academic market because many colleges and universities require teaching portfolios with candidates' application packets. A teaching portfolio provides an opportunity to showcase teaching skills and experiences and can include documents such as a statement of philosophy, class syllabi, examples of class projects or exercises, class notes/slides, awards, and student ratings. Many graduate students who are interested in academic jobs construct their teaching portfolios by borrowing and imitating their major professor's teaching portfolio. In contrast, graduate students from one university are taking a more systematic approach. They're receiving training via a teaching portfolio workshop. This workshop is interactive, examining how portfolios are best conceptualized, planned, written, and revised. Workshop leaders provide useful information on teaching portfolio content (what information to include) and structure (how to arrange and format information). An important outcome of the workshop and portfolio creation is to get students *thinking* about their teaching. In addition, the workshop helps students develop skill and experience in documenting teaching competencies and accomplishments.

We were able to catch up with a new I-O Ph.D. who completed the teaching portfolio workshop, and his reactions to the program were very positive. He felt that the workshop greatly improved his portfolio, which greatly improved his job offers. He also noted that several potential employers commented on the quality of his teaching portfolio.

Beyond the job search, a teaching portfolio can be a particularly effective tool for presenting qualifications to others when applying for graduate teaching awards, tenure, and promotion. In short, for a minimal investment of time, a teaching portfolio training workshop offers lasting benefits.

You Know, I've Been Wondering...

We sat there in Dr. Branom's lab, waiting for Lisa to arrive.[1] There were several of us: first-year, second-year, third, fourth, fifth, and nth-year graduate students sitting around the table, staring at each other, wondering what Lisa would have to say. We'd been looking forward to this meeting ever since Lisa, a newly graduated peer, had offered to meet with us and tell us what she'd learned during her brief tenure as Job Candidate.

"This won't be a formal presentation," her e-mail message had warned. "I mean, don't expect slides or anything."

We didn't mind. We'd take what we could get.

Lisa arrived and began relaying her experiences in the job search trenches. Someone whipped out a tape recorder, and others took fast and furious notes. Questions flooded the room. "*Where did you find your job opportunities?*" "*How did you prepare for your interviews?*" "*What kinds of questions did you ask them?*" "*What strategy did you use to make your final job decision?*"

We all gained many new and useful insights from Lisa that day. At least one of us also gained the realization that, in general, most I-O graduate students don't know squat about the post-Ph.D. job search process!

With that in mind, we bugged (um, we mean, "informally surveyed") various sources including graduate students, new Ph.D.s, practitioners, and professors for info to include in this segment of our column.[2] We gathered bits of advice on how students can best prepare for academic and applied job searches. The information presented on the following pages represents the

[1] Names have been changed to protect the innocent.

[2] Many thanks to all of the individuals who (knowingly or unknowingly!) participated in our informal survey.

collective wisdom of our informal survey respondents. In general, the job search pointers fall into three categories: "What Can I Do Today (whether I'm actively looking or not)?," "How Do I Get Serious?," and "I Got The Offer, Now What?"

What Can I Do Today?

Whether you're actively searching for a job or not, our sources suggest several steps you can take today to help prepare for your eventual job search. These steps include generating a wish list and tracking/recording your professional work activities.

The Professional Wish List. As Ken Blanchard noted in the April, 1998, edition of *TIP-TOPics for Students*, it is always important to know where you are going and why. Once you've made the "academic versus applied" decision, think about what your ideal job might look like. Then, create a wish list of the job characteristics that are most important to you. This list might include requirements such as pay, length of work week, availability of family-friendly programs and benefits, scheduling flexibility, specialty area, amount of required travel, geographic area, and job autonomy. If possible, rate or rank these characteristics in terms of their importance to you.

A Professional Wish List is useful because it provides a criterion against which a new graduate can evaluate job offers or opportunities. It is especially important to develop this criterion before the job search begins because once the job offers come rolling in, emotion might replace objectivity as the dominant force driving job preferences. The list is also a practical tool for evaluating the relevance of various opportunities as they arise during graduate school. For instance, suppose a student's wish list indicates that he might enjoy a high-paying consulting job with frequent travel. Armed with this knowledge, the student can seize the opportunity to get the low-down from people working in that type of job, when he meets them at SIOP or elsewhere.

The Professional Activity List. Students can also prepare for the job search by tracking their professional work experiences as they proceed through graduate school. One of our informal sources suggested that students maintain a Professional Activity List—a list of potentially relevant I-O projects, activities, and work experiences encountered during graduate school. A short description should accompany each project or activity, as well as the KSAO's that were developed and/or strengthened by that event. There are three primary differences between the information recorded in the Professional Activity List and the information described in a résumé or vita. First, the Professional Activity List is somewhat more specific. It includes specific activities (e.g., "collected data for the XYZ selection test validation," and "used SPSS to analyze data for the XYZ selection test validation") rather than broad project summaries (e.g., "performed a validation study for XYZ"). Second, the Professional Activity List includes large-scale projects accomplished in the classroom. For instance, a job analysis project completed during a job analysis seminar would be included in the Professional Activity List. Third, KSAO's are directly linked to each activity included in the Professional Activity List. Importantly, students should not limit their lists to technical KSA's such as job analysis or quantitative skills. Students should also record the development of non-academic O's, such as adaptability. The Professional Activity List can be a useful way to maintain an up-to-date résumé, vita, or teaching portfolio. It can also facilitate the job interview process—we'll tell you how, in the "Interview/Site Visit" section of this segment.

How Do I Get Serious?

Now it's time to get to the nitty gritty, time to find a job. The folks we spoke with offered some advice about finding job opportunities, doing your homework (thought you were done with that stuff, huh?), researching prospective organizations, working on interviewing skills, and preparing for the site visit.

Locating job opportunities. It appears that the best methods for locating job opportunities include the "Positions Available" notice listed in *TIP* and on the SIOP web page, the job listing bulletin boards that decorate the halls of many I-O psychology departments, professional job fairs (especially the SIOP job placement service), and informal contacts made during the annual SIOP conferences. We recently spoke to one new graduate who emphasized the importance of keeping résumés and business cards on hand at all times, especially during the conference. She noted that you never know when you might run into a potential employer who is interested in your qualifications. Another graduate student sought the assistance of several professors from her academic institution. She distributed copies of her résumé to her professors and asked them to keep it on file in case they learned of relevant job opportunities.

The internet offers some additional job search tools. Nowadays, many companies provide online listings of positions available, as well as search engines to assist job seekers in identifying relevant positions. A search engine usually asks a job seeker to specify his or her preferences (e.g., field of interest and geographic region). The search engine subsequently examines an electronic database of positions available and highlights the positions that match the job seeker's specifications. General job listing sites and search engines are also available; these do not restrict the job seeker to positions within a particular company. Http://www.pauldyer.com/links.html offers a bunch of links to such sites.

Researching prospective organizations. Once an organization expresses interest in you, you'll want to put your research skills to work! Our *TIP-TOPics* contacts offered some excellent advice for researching prospective organizations prior to a site visit, and we even found a reference to support

their insights—Darley and Zanna (1987).[3] The discussion by Darley and Zanna is written for the academic crowd, but much of it applies (no pun intended) to nonacademics as well. According to these authors, candidates should research the institution, the department, and the hiring process before embarking on a site visit. More specifically, candidates should obtain information about the institution's history, its strengths, and its sources of pride. Job candidates should also research the department that they will visit, gathering general information about people outside their areas of expertise and detailed information about people within their own areas. Finally, job candidates should research an institution's hiring process prior to the site visit. Research into the hiring process should address, but is not limited to, the number of individuals competing for the job, the names, titles, and positions of interviewers, and the usual components of the site visit (e.g., cognitive ability testing, a job talk, and an assessment center exercise).

The interview/site visit. Regarding the interview process, several interesting suggestions arose. First, candidates should practice their interviewing techniques prior to the judgment day. Many universities offer mock interview services that include videotaping and feedback mechanisms. Alternatively, job candidates can obtain listings of "typical" interview questions and practice asking and answering the questions (with the help of a friend or a mentor).[4] This approach allows job seekers to hear others' responses to interview questions and simultaneously obtain practice and feedback on their own interview response style.

An interviewer will often ask job candidates to recall and describe a specific work situation where they were required to use a certain KSAO.[5] Our sources recommended three critical pieces of advice for responding to these behaviorally based interview questions. First, prior to the interview, a job candidate should review the previously recommended Professional Activity List. As you know, the Professional Activity List includes a brief description of each project or activity that led to the development of various KSAO's. Therefore, reviewing this list will greatly facilitate a candidate's ability to recall relevant activities when an interviewer asks for a situational description of prior KSAO usage.

The second piece of advice is especially important for interviewees with little prior work experience. Suppose an interviewer asks a job candidate to "describe a work situation where you encountered a poorly structured task ..." and before the interviewer finishes his sentence, the candidate realizes that she can't come up with a single job-related experience to describe! In

[3] Darley, J. M., & Zanna, M. P. (1987). The hiring process in academia. In M. P. Zanna & J. M. Darley (Eds.), The complete academic (pp. 3-21). New York: Random House.

[4] There are tons of interviewing books available, and many of them offer lists of frequently asked interview questions. One of our contact sources recommended Medley, H. A. (1992). *Sweaty palms: The neglected art of being interviewed.* Berkeley, CA: Ten Speed Press.

[5] For example, an interviewer might seek information in the following manner: "Tell me about a time when you had to demonstrate adaptability on the job. What was the situation like? How did you handle it?"

this case, our sources indicate that it is perfectly acceptable to pull out a relevant school-related experience. In other words, it is possible to successfully answer a behaviorally based interview question by describing situations encountered and KSAO's demonstrated in the classroom.

The STAR technique was offered as a third and final piece of advice for answering behaviorally based interview questions. This technique suggests that, following an interview question, interviewees should state the SiTuation leading up to the problem/issue, the Action that they took to resolve the problem/issue, and the Result of their action.

If an individual is applying for an academic job, then the site visit might not involve a formal interview, but it will almost certainly involve a job talk. If this is the case, the candidate should consider delivering a practice talk to professors and peers at his or her own institution. Peers and professors provide the perfect forum for practice talks because most have experience listening to academic candidates' job talks. Therefore, this audience can offer expert advice and feedback. Further, the classroom facilities and surroundings will probably be similar to those encountered during the real talk, creating a realistic practice environment.

Both our academic and our applied *TIP-TOPics* contacts suggested that candidates should prepare a brief yet accurate summary of their research and/or their interests. Darley and Zanna (1987) call this "the 5-minute drill." If potential colleagues pose casual inquiries during the site visit, the 5-minute drill enables candidates to paint a clear and concise picture of their professional interests. Also, candidates should prepare a list of questions to ask potential employers and potential peers. Incumbents can be a valuable source of realistic information about a job and/or an organization. As one of our respondents noted, "employees who don't look comfortable or happy might indicate problems with the department or the organization."

I Got the Offer, Now What?

You got the offer! Don't be surprised, you're a well educated, highly trained professional, it's bound to happen sooner or later! This section offers some insight from folks who recently "got the offer" and had to make "the decision" to accept, counter, or reject.

The job offer. It is often useful for candidates to think about how they will react to the job offer when it arrives. Planning ahead is particularly important because, by this point, weary candidates may have depleted their entire supply of self-composed rationality! Our sources suggest that candidates should not accept a job on the spot, even if it appears to be the perfect job offer. A "cooling off period," if only for a few hours, is always wise before such an important commitment is made. Before accepting a job, candidates should also determine whether the offered salary is truly competitive, especially considering the geographic location of the job. Many new graduates make the mistake of interpreting salary data in the context of their current locale. Further, candidates should not be afraid to negotiate pay. As one of our experienced contacts noted, "it is entirely appropriate to negotiate pay after both parties have expressed an interest in each other. The applicant should come in aware of his or her value and treat the negotiation as a business-professional exercise. Don't take it personally. In addition, the applicant should be prepared to say no." Finally, a little additional research might uncover other negotiable items (e.g., equipment, office/lab space, etc.). Job candidates should consider whether they wish to negotiate these items in addition to (or instead of) salary.

The decision. Now, all that's left is the decision. Do you accept the job, or not? Or, better yet, WHICH job should you accept? This is the time to pull out that blood-, sweat-, and tear-stained Professional Wish List. Try to evaluate your options as rationally as possible. If the organization and offer matches the job qualities and personal priorities you've specified on your wish list, jump at the opportunity. But, as one of our more experienced sources pointed out, if the company and/or job doesn't look like a good match for you, don't be afraid to turn it down and hold out for the right job—it'll come. In the long run, you'll be better off.

TIPs for Balancing Life and Graduate School

OK, if you're still reading this column then you're a student who is, or eventually will be, looking for a job. As each of us reaches the job search stage of our graduate careers, our interest in life–grad school balance naturally shifts to work–life–family balance. This segment's TIP offers three sources for identifying organizations that are recognized for their efforts in maintaining work–life–family balance: *Working Mother*, *Business Week*, and *Fortune* magazines. These magazines administer extensive surveys to organizational employers and/or employees, and the survey data are used to identify and rank the "best" companies to work for. The following descriptions offer specifics on the ranking criteria used by each magazine.[6]

For the past 13 years, *Working Mother* magazine has published a list of the 100 "Best Companies for Working Mothers." Companies are rated on: compensation, opportunities for women to advance, child care benefits (on-site child care, back-up care, subsidies), flexible work schedules, and paid maternity/paternity leave. Latest ranking: October, 1997. The Top 10 (presented in alphabetical order) include: Allstate, Barnett Bank, Fel-Pro, Glaxo-Wellcome, IBM, Johnson & Johnson, Merck, NationsBank, SAS Institute, and Xerox.

Business Week takes a somewhat broader approach than *Working Mother*, ranking the "Best Companies for Work and Family." *Business Week*'s survey examines organizational strategies and programs as well as employee attitudes regarding the benefits offered and the ability to use those

[6] You may want to revisit the criteria you've outlined in your Professional Wish List to determine which of these three sources best addresses your needs.

benefits without risking their careers. Latest ranking: September, 1996. The Top10 include: Dupont, Eddie Bauer, Eli Lilly, First Tennessee Bank, Hewlett-Packard, Marriott International, MNBA, Merrill Lynch, Motorola, and Unum Life Insurance.

Fortune Magazine's list ranks "The 100 Best Companies to Work for in America." The criteria for making the grade with *Fortune* goes beyond work–family issues. *Fortune*'s criteria include good benefits and a corporate culture of trust and respect between management and employees. Latest ranking: January, 1998. The Top 10 include: Southwest Airlines, Kingston Technology, SAS Institute, Fel-Pro, TDIndustries, MNBA, W.L. Gore, Microsoft, Merck, and Hewlett-Packard.

In sum, these three magazines provide a useful starting point for job seekers who are searching for family-friendly benefits, a career-friendly culture, or just an overall great place to work!

If you have any questions regarding this issue or would like to contribute information for a future edition, you can contact the editors via the options presented below.

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The Real World: Psychologists on Celluloid and Pulp Fiction "Shrinks"

Janine Waclawski
W. Warner Burke Associates, Inc.

This past April at the 1998 SIOP conference in Dallas, there was a "Meet TIP" session that gave conference attendees the opportunity to speak with the *TIP* editorial board and discuss the newsletter's future directions. The session was a small one, with about 20 or so people attending. Some were members of the *TIP* editorial board, others were interested parties with ideas for new columns, and still others were there to see what was in store for our esteemed communiqué. Finally, I think some people just came to the meeting on the off chance that there would be food. I know that was my main motivation. But those other people were probably literally bursting at the seams with questions such as: (a) What is the new editor like? Is he an upstanding, respectable member of SIOP—a fully integrated professional who will bring *TIP* to new heights of intellectualism and respect or is he a weirdo who will embarrass us all? (b) What are the new columnists like? Are they engaging, witty, urbane, scholarly thinkers who will amaze and astound us with their incredibly pithy writing or are they a bunch of boring hacks who will embarrass us all? (c) What will happen to everybody's favorite newsletter in the next 3 years? Will we be surprised and delighted by the new columns and features—eagerly awaiting the appearance of each quarterly issue on our doorstep like rabid dogs waiting for the postman, or will it embarrass us all? Well I'm happy to say that while unfortunately there was no food, I think everyone was reassured about *TIP*—at least in terms of the new editor, the editorial board members (except maybe about yours truly) and the future direction of the newsletter.

At one point in the conversation, we got a little bit off topic (my favorite terrain) and, as serendipity would have it, we got into an interesting chat about the depiction of psychologists in the media. For example, in the movies, on TV shows, on talk shows (like Oprah, Ricki Lake, and Jenny Jones), in the press, and so forth. I think it all started when **Milt Hakel** said that he was disturbed by the portrayal of psychologists in films. Unfortunately, psychologists are often painted in a less than favorable light. This got me to thinking about all the movies I have seen over the years in which the psychologist was characterized as either hopelessly clueless, psuedo-intellectual, inept, flaky, a purveyor of psychobabble, touchy-feely, unethical, mentally ill or just plain stupid. Like it or not, psychologists are often the butt of a lot of jokes and sarcasm on film.

I hate to admit it, but this off-topic conversation was for me one of the highlights of the meeting—something juicy, cynical, and disturbing that I could really sink my teeth into. It also struck a chord. I recalled many instances in the not so-far-off-past where I had felt outraged by some of the common misperceptions about psychology that are floating around out there. In particular, it made me think about all the times I felt embarrassed about being associated in any way with the "quacks" that show up on talk shows. This has always been a source of irritation for me, primarily because what I do as a professional has absolutely no relation to the "shrink" who appears on the Jerry Springer show. You know the type—the expert who is brought in to try to help facilitate a conversation between a severely dysfunctional couple who are beating each other to death with their chairs because he is sleeping with her best friend.

On second thought, perhaps there *are* similarities. For example, even though my training is in Organizational Psychology we are both still psychologists and probably both members of APA. Even though I don't go on talk shows I could be called in to facilitate a meeting between two or more dysfunctional managers. This similarity is disturbing. What further disturbs me is that I know that there are many skilled practicing counseling and clinical psychologists out there so how come they never appear on TV? It seems as if all the inept ones end up on screen (or at least an inordinately large percentage of them). Normally, other people's incompetence does not bother me this much; however, many people I know (including some members of my family) see these people and somehow think that my work is similar. To this day, nobody in my family really understands exactly what I do for a living. Everyone thinks either (a) I am an efficiency expert doing time and motion studies, or (b) I psychoanalyze people in organizations. Personally, I don't know which is worse.

But, I digress. In terms of psychologists on film, what can I say? Half the time the screenwriters don't know the difference between a psychologist, a psychiatrist, and a para-psychologist. If my own parents can't understand what I do for a living, it's no wonder no one else has a clue either. No matter. For the most part we are all lumped together in one category known as "the shrink." Which reminds me of another peeve of mine: How come we live in an age where political correctness is practically a law, but psychologists can still be called shrinks? This doesn't seem right to me.

So where does all this negativity come from? I think our lousy PR can be traced to two things: (a) Some of the extreme personalities in psychiatry and psychology, like Freud and Skinner. Freud in particular: Boy, did he really piss some people off, and that was a hundred years ago! I wish people could just forgive and forget. And (b) Woody Allen movies. Take, for example, one of my all time favorites, *Sleeper*. For those of you who haven't seen it, it's sort of a modern-day Rip Van Winkle. Basically, Woody falls asleep and wakes up 25 years into the future. Upon waking he says something like "Wow, 25 years, my analyst could've almost cured me by now." Seriously though, whether movies shape society's opinions or are simply a reflection of them, what they generally show us vis-à-vis psychology is not good. Although there are innumerable examples I could cite of films depicting psychologists in a negative light, some of my personal favorites are listed below.

Movie	Plot (as it relates to this topic)	The "Shrink's" character flaws
A Clockwork Orange	Alex, a teenage sociopath (Malcolm McDowell), commits a multitude of rapes, murders, robberies, etc. He is rehabilitated by being subjected to many hours of sadistic conditioning techniques administered by behavioral scientists. The conditioning eventually backfires.	Manipulative, cruel to sociopaths, apply ineffective interventions
Silence of The Lambs	Charismatic yet homicidal psychiatrist Hannibal Lecter (Anthony Hopkins) is imprisoned because he kills his patients and eats them with fava beans. The prison psychiatrist in charge of Hannibal's case unjustly torments him mentally. Because of his shrink's stupidity Hannibal escapes. Hannibal eventually eats his psychiatrist.	One is a homicidal cannibal, the other is inept and cruel to homicidal cannibals
Raising Cain	A child psychologist's (John Lithgow) multiple personalities emerge and drive him to recreate the experiments of his deranged father. In the process he kidnaps children and abuses them mentally.	Child abuser, multiple personalities, unethical experimentation
The Terminator	A killer cyborg (Arnold Schwartzenegger) comes from the future to murder the mother (Linda Hamilton) of an anti-cyborg revolutionary. She goes to the police for help and tells the resident shrink her story. He diagnoses her as delusional and has her detained, but is proved wrong when the cyborg arrives and kills everyone in his path.	Stupid, untrusting, and won't suspend disbelief for the sake of sci-fi
Basic Instinct	A deranged murderer is loose. Everyone thinks the murderer is a writer (Sharon Stone). In the end, the psychologist is pegged as the murderer and is shot dead (by Michael Douglas).	Homicidal maniac, not as cute as Sharon Stone
Dressed to Kill	Psychiatrist (Michael Caine) is a cross-dressing serial killer. He puts on a bad wig and ugly house dresses and kills female victims.	Serial killer with bad fashion sense

Although some of these plots are funny (in an absurd kind of way) the whole thing still irks me. Primarily because of my own growing suspicion that most people out there don't know or don't care to know the difference between the one-dimensional, inept psychologist on TV or in the movies and the effective ones in the real world. Unfortunately, negative examples of psychologists are not solely relegated to TV talk shows and hyperbolic movie plots. Take for example, motivational speakers and self-help gurus: These people are even more vexing because they are wildly successful and more insidious because they themselves are not fictitious, although much of what they portend probably is. For example, Anthony Robbins *(Awaken the*

Giant Within and *Personal Power*) and John Gray (*Men Are From Mars and Women Are From Venus*) are nothing to sneer at. Although their infomercials are downright farcical, the fact is that many people see them as experts and think they are our peers!

Furthermore, in all truthfulness my very own grandmother would probably place more credibility in something she read in an Anthony Robbins book than something in *American Psychologist*, and would find something she read in a John Gray book more relevant than anything in *JAP*. Of course, you wouldn't expect my grandmother to read *American Psychologist* or *JAP*, but the fact remains that she *is* reading John Gray and Tony Robbins. Her entire exposure (and that of countless others) to the world of psychology begins and ends in the self-help section of Barnes and Noble. Again, this disturbs me because a) she is not alone, and b) because it says something about the lack of knowledge the general public has about what psychology is and what it has to offer.

Looking for Mr. (Dr?) Gray

One person who really bugs me is John Gray—not him personally but the concept behind all his books on men, women, and their relationships. For those of you who have been lucky enough to have missed him, Dr. John Gray is the author of the international best seller *Men Are From Mars, Women Are From Venus* (1992). According to HarperCollins Publishers, this book has sold 6 million copies, making it the best-selling hard-cover non-fiction book in history and has been translated into 38 different languages (Gleick, 1997). For those of you who have not read this oh-so-enlightening book, it basically tells the lay reader: "The vast majority of conflicts between men and women stem from one basic misunderstanding: We assume that we are the same when, in many ways, men and women are as different as aliens from separate planets would be (p. 17)."

I didn't realize that the Roswell alien autopsies were so detailed! But seriously, obviously this is a metaphor. I can appreciate a good metaphor as well as the next person, when it is used to make a valid point, but this has gone too far. To begin, just look at the choice of planets here—men are from Mars (the planet of war) and women are from Venus (the planet of love). Ladies and gentlemen let the stereotypes begin! It's all downhill from here, my friends. I wish I had more space in which to revile the seminal works of Dr. Gray, but, since I realize that the rest of you may not have the same level of zeal for trashing bubba psychology as I do, I will do this dirty deed with as much celerity as possible. Just to give you a taste of some of the wisdom offered by Gray, I have selected some truly choice comments from *Men, Women* and *Relationships* (1993), his follow-up to the Mars/Venus book. These quotes provide a small yet representative sample of his thoughts on gender differences. Among other things, he suggests we need a new job description for relationships—any takers?

> Women intuitively understand that to have a good relationship, you have to work at it. Men on the other hand, are born with the knowledge that 'at your job, that's where you work.' You go to work, do your job and when you come home that's your vacation time.... When a woman sees her man sitting in front of the TV, remote control in hand, she takes it personally and mistakenly assumes that he really doesn't care about the relationship".... Truly, we need a new job description for relationships. And I use the term job description particularly for men, because a man is conditioned to learn a job. (p. xiii)

Of course gender differences in shopping are well documented:

> A woman becomes more centered through shopping, because there are so many things to take into her awareness. She sees a dress and her awareness soars, reflecting on the romantic occasions when she could wear it. She imagines herself in it. She tries it on. She enjoys its beauty, puts it away, and has had a fulfilling experience. (p. 89)

Participant observation reveals much about gender differences, too:

> Men are worried about getting to their destinations, the women are more concerned about what will happen when they get there. This can be noticed quite clearly through observing Boy Scouts and Girl Scouts. While the Boy Scouts are busy figuring out how to get from point A to point B, the Girl Scouts are already preparing what they are going to eat when they get to point B. When the Boy Scouts get to point B, one turns to the other and inquires, 'Who brought the food?' (p. 84)

Finally, we can also learn about the stages of human development:

> As a man matures and grows in personal power he primarily develops his caring, understanding, and respectful nature. He moves from being cold, calculating, self-centered, and distant to being present, warm, and human. As a woman matures and discovers her personal power she expresses more of her accepting, appreciative and trusting nature. She moves from being manipulative to being empowering, from being chaotic or frantic to being graceful and fluid. (p. 287)

This may be a first, but I'm speechless! However, I guess that's what Dr. Gray would predict. Obviously I have not yet moved from the manipulative and frantic stage to the fluid and graceful stage. Perhaps if I went shopping for a new dress I'd feel better.

On a more serious note, in general the views expressed in the book are quite insulting to men and women alike and have been criticized for their sexist and demeaning nature (Hansom, 1998). What I find most offensive is the way this approach polarizes the sexes by putting them on separate planets. Instead of focusing on how we are the same or telling us to build on our shared needs and values, this approach harps on differences. It makes me wonder what his advice would be for people of different ethnicities, nationalities, religions, and party affiliations. Do Buddhists, Christians, Hindus, Jews, Muslims, and Shintos all come from different planets too? As an aside, I've heard that the title of his upcoming book is something insipid, such as *Men Are From Mars, Women Are From Venus, and Children Are From Heaven*. What will the good doctor think of next?

And speaking of doctors, in my research on Dr. Gray I came across some interesting information about his background and training. First and foremost, he's divorced. Not that I have any problems whatsoever with that but it strikes me as a more than a little odd that the current *guru* of male-female relationships is on his second marriage. Incidentally, his first marriage was to another self-help guru—Barbara De Angelis, author of *Make Love All the Time*. The two of them used to run sex and relationship workshops together until she left him for another man (Gleick, 1997). Second, his book is virtually research free. Not that I have any problems with that, but some supporting evidence for his theories would be nice. I would hate to think of six million couples out there basing their relationships on contentions that have yet to be substantiated. Third, Dr. Gray received his doctorate in human sexuality and psychology from Columbia Pacific University (CPU) located in Novato, California. For those of you who are not familiar with CPU, it is a correspondence school. Not that I have anything against distance learning, but CPU has been the subject of some very heated debates (e.g., on the alt.education.distance newsgroup) regarding its accreditation. Strangely enough, although CPU is located in the state of *California* it receives its accreditation from the Fallon Paiute-Shoshone Governing Council in Fallon, *Nevada*. Furthermore, according to the official CPU website (www.Cpuniv .edu) the school isn't accredited by either of those states' governing bodies. Is it just me, or does this sound a little bit fishy? Anyway, to finish the tale, when I called APA to see if they accredited CPU, they told me they had never heard of it. I wish I could say the same for John Gray.

So, what to do? Frankly, this one stumps me. While I realize that this issue of psychologists in the media is not as directly related to I-O psychology as some topics I could cover, the fact remains that these people have much more presence in the mind of John or Jane Q. Public than we do. I can't help but think that this has some impact on how we as a group are perceived. In addition, my degree is from Columbia University (sans Pacific) and I don't mean to be a snob, but I don't want people walking around thinking CPU is our sister school! To this end, below are several responses to the following questions I posed regarding the issue at hand:

1. What is your general reaction to self-help methods and pop psychology?
2. Do you think these types of people have an impact on how psychologists are perceived by the general public? If so, how?
3. Since these groups are only indirectly linked to us (either by a common background in psychology or one of the helping professions) is this something for I-O psychologists to be concerned about?
4. What can or should we do to differentiate ourselves from these groups?

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Subj: Re: Comments for TIP Column on Psychologists
Date: 98-07-30 17:18:26 EDT
From: andrew.lee@capitalone.com
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1. First, just as we don't like to be lumped together with other psychologists, I think it's presumptuous for us to lump all self-help and pop psychologists together. Despite our distaste for some of their methods, some programs are based on sound principles, and can actually be quite helpful. Second, there's more than one impression of psychologists out there. As assessment becomes more prevalent in the workplace, I am often identified as an expert on the CPI, MBTI or Watson Glaser, or in developing competencies and performance management scales. I think the identification of I-O psychologists with assessment and development-related expertise will increase as our economy becomes more driven by the intellectual and creative capacities of knowledge workers. Finally, we can learn from our "pop" counterparts. If our stuff works better than theirs does, why is their stuff more popular? Answer: marketing. I don't think we should consider marketing beneath us. Sometimes it seems that we put our own cherished self-image as scientists ahead of the needs of our potential audience. I have seen both academics and practitioners take the stance when dealing with lay people that "this stuff is too complicated—you'd never understand it" and *then* wonder why no one listens to them!
2. I think they do to some extent, but I don't think I'm going to be mistaken for Tony Robbins. People can tell the difference between us. Let's face it, most of us are more likely to be confused with statisticians than with self-help gurus.
3. I think there are more important things we should be concerned about. I'd also suggest that if we want to do something about this, we actually DO something about it, instead of having annual discussions about it at SIOP for the next 3 years, as we did with competency models.

4. I think this is the wrong question. I don't think anyone confuses us with them (though I may be wrong). How about, what can we learn from these groups and how can we deliver better services to their audience?

Andy Lee
CapitolOne

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Subj: Re: Comments for TIP Column on Psychologists
Date: 98-07-30 18:13:15 EDT
From: epswmk@panther.gsu.edu
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1. Mixed. Books like *What Color Is Your Parachute?* have helped millions who might otherwise never consider getting help for career issues. Others, such as Tony Robbins, seem to be of questionable value to me, but obviously others feel differently. I think there's a fine line between high quality user-friendly self-help materials and those which lack substance and are therefore user friendly.
2. I don't know, but I doubt they have much impact on psychologists' image for most people. My sense is that some folks already have an image of psychologists, based either on an experience they or someone they know had with one, or from other sources in the media.
3. I think our limited resources can be devoted to better ends. Compared with other lines of work, such as lawyers, psychologists as a group don't look too shabby. And the lawyers keep lawyer-ing away despite their fairly widespread and at least somewhat justifiably negative image.
4. Do good work. Become more educated about the self-help movement. Find out why people find it helpful. Maybe we'll learn something. I could be dead wrong, but ever since I started studying helping professions, it's seemed that the self-help movement threatened them. Some in that movement are damn helpful to people. The helping professions don't have a monopoly on helping skills.

BTW, Robin Williams in *Good Will Hunting* was one of the best psychologists portrayed in film. Others have told me they feel the same.

Bill Kahnweiler
Georgia State University

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Subj: Re: Comments for TIP Column on Psychologists
Date: 98-08-13 13:03:25 EDT
From: nancy.tippins@telops.gte.com (Nancy Tippins)
To: J9151@aol.com

I am constantly amazed at the gullibility of the American public. Many people believe that if something is printed in a book, magazine, or newspaper, then it must be true. The willingness to accept as fact any printed material is widespread. Few of us seek out complete, unbiased information about any topic. The ability to think critically is sadly lacking in many areas. When it comes to pop psychology and self-help, anything goes. Pop psychology is dangerous because we are so willing to accept it as the truth. If we could keep it in perspective, self-help might even be entertaining.

1. Needless to say, I loathe most of the stuff I read, and I am often disappointed that friends and family prefer the pop psychology to something I would consider legitimate. Corporate America in particular loves the simple solutions to complex problems that pop psychology so often provides. While general disgust is my overriding reaction, I have to admit that another reaction is to ask what makes these people so popular. Clearly, these authors connect to a large portion of the American public. I think the answer lies in two areas. First, the questions posed by the pop psychologists are more interesting. It's not that the question of the utility of a selection program is of no interest; rather, the question of how I can personally be more effective is much more interesting. Second, the answer is written more persuasively. Most of us would admit that some of the self-help books are easier to read than our professional publications. Many don't require much hard intellectual work. Unfortunately, there are few "popular" publications that print good research written for the layperson.
2. To the extent that the pop psychologists are confused with hard core I-O psychologists, we are affected by the public's general perceptions of psychology. Interestingly, I'm not sure who affects whom positively or negatively. I have found myself in situations in which the pop psychologist was perceived as useful and helpful while people like us were perceived as unhelpful and self-focused.
3. Assuming that some of these pop psychologists are perceived as clueless, psuedo-intellectual, inept, and so forth., I believe we should be concerned about the spill-over effect. I would rather spend my time talking about what I can do to help an organization than to spend it convincing others that I am not a touchy-feely psychobabbler.
4. Obviously we can't control what others say and do, but we can modify our own actions. We need to educate the public informally and formally. We need to constantly remind everyone that we are Industrial-Organizational Psychologists and that we base our work on research and data.

Nancy Tippins
GTE Telephone Operations

Whew! It seems that things are not as bad as I initially thought. However, if there is indeed some negative "spill-over," as Nancy so aptly put it, we simply need to hammer home how we are different from the rest. I can see it now, my next book *Pop Psychologists Are From Pluto, I-O Psychologists Are From....*

In the end the whole thing still agitates me. Sometimes I feel as if I'm going through a professional identity crisis. On one hand, I don't really want to think of myself as just another "consultant." Not to be too critical, but consultants these days are a dime a dozen. Plus, I've met a lot of slick, sleazy, snake oil salesman types out there. I believe that as a field we have a great deal more to offer more than that. We have an expertise that few people have and a code of ethics to go with it. On the other hand, though, it's getting harder to proudly call myself a psychologist. The negative stereotypes, coupled with the ever-increasing population of new age crackpots and non-degreed wanna-be psychologists, are a bit daunting even for me. What is a semi-serious self-respecting scientist practitioner to do? As the old saying goes, if you can't beat 'em join 'em. Maybe I'll give it all up and dedicate my life to writing self-help books and promoting them on infomercials. All I need now is a good haircut.

On that note, I would like to thank my contributors, Nancy Tippins, Andy Lee and Bill Kahnweiler for providing their very thoughtful comments for this column. I would also like to thank **Allan Church** for his input and never-ending proofreading. As always, please feel free to contact me either by e-mail at J9151@aol.com or at W. Warner Burke Associates, Inc., 201 Wolfs Lane, Pelham, NY 10803 (914) 738-0080 (tel.), (914) 738-1059 (fax).

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International Forum

Dirk D. Steiner
Université de Nice-Sophia Antipolis

In this column of *TIP*, we continue to expand our explorations of Industrial-Organizational Psychology to other areas of the world. An American, **Paul Taylor**, and his Australian colleague, **Michael O'Driscoll**, both of the University of Waikato take us on a tour of the field in New Zealand. I hope you will find their column as interesting as I did. And, as usual, you may contact me for comments and suggestions for future columns at: Dirk Steiner; Département de Psychologie; Pôle Universitaire St. Jean d'Angely; 24, Avenue des Diables Bleus; 06357 Nice Cedex 4; France. E-mail: steiner@hermes.unice.fr. Phone: (33) 492-00-11-91. Fax: (33) 492-00-12-97.

I-O Psychology in New Zealand

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New Zealand is a pair of large islands in the South Pacific, about 1,000 miles south east of Australia. The country is roughly the size of Colorado, with a population of about 3.5 million people (and, as the source of numerous unprintable jokes, many more sheep). The economy is primarily export in nature, focusing on agricultural products, such as dairy, meat, forestry, fish, and wool, with tourism now playing a significant role.

I-O psychology has had a long history in New Zealand, which can be traced as far back as the 1920s (Jamieson & Paterson, 1993). The influence of I-O psychology on New Zealand organizations has stemmed largely from the universities, now with three of its seven universities offering substantial graduate training in the field (University of Canterbury, Massey University, University of Waikato), and about a dozen university faculty identifying themselves as I-O psychologists. With its "clean-green" image, vast outdoor activities, and a relaxed lifestyle, New Zealand universities have been able to attract many academics from overseas (particularly from Britain and the USA), as both permanent teaching staff and visiting professors. Both of us emigrated to New Zealand (Paul from the USA in 1989, and Mike from Australia in 1981) to teach I-O psychology.

Similarities between I-O psychology in New Zealand and in the USA outnumber differences. The content of undergraduate and Masters-level courses are about the same, and the bulk of I-O research conducted in New Zealand is of a generic nature (i.e., meant to generalize across countries, and be published in international journals). The practice of I-O psychology is also similar across the two countries. In fact, there is surprisingly little lag time in the adoption of human resource management innovations in New Zealand, given its small size and geographic remoteness. For example, many firms have implemented TQM approaches to performance management, structured employment interviews, 360° feedback, and occupationally oriented personality tests in the past decade, and share concerns about gender issues, the job–family interface, and new work models such as telecommuting. The speed with which New Zealand firms adopt overseas developments is probably a result of the presence of regional offices of the large, international consulting firms, frequent visits by academics and other professionals, and a culture which values overseas travel.

Overseas travel plays an important role in many New Zealand managers' and professionals' lives. New Zealand executives often attend courses at top overseas business schools. International job exchanges (of about 6 months to 1 year) and short-term overseas appointments are common for managerial positions within international firms here. Recent university graduates often take a year or so to "do their OE" (overseas experience) before commencing their first job. Sabbatical policies for academics in New Zealand are among the most generous in the world. Here at the University of Waikato, for example, one accrues a year's sabbatical for every 6 years of service.

Still, there are noteworthy differences between I-O psychology in New Zealand and the USA. Being a member of the British Commonwealth, New Zealand's tertiary education system looks more like that of England and Australia than the USA. Most undergraduate degrees are of 3, rather than 4 years duration, and students' course work is far more focused on their particular major, with less breadth of subjects than is found in liberal arts degrees. Master's degrees are usually 2 years of study, and typically include a major research project, equivalent to 1 full-time year. Doctoral degrees do not include course work, and consist entirely of a major research project (called a "doctoral thesis"), taking about 3 or 4 years of full-time study to complete. Unlike in the USA, the terminal degree in New Zealand for practicing in any area of psychology is either a Master's or post-graduate diploma, and doctorates are primarily for students aiming for an academic career. The smaller size of most firms in New Zealand means that, outside of the armed services and a few specialist consultancies, few jobs are specified as "I-O psychologist," and so I-O graduates compete with management school graduates for entry-level human resource management positions within organizations and consultancies.

As for conducting I-O research, New Zealand has its own special challenges and opportunities. As would be expected with a country with such a

small population, organizations have fewer staff, making research projects which require large samples difficult. For example, concerns have grown recently for the culture and treatment of Maori, the indigenous people of New Zealand who represent approximately 13% of the total population. Researchers have become interested in assessing whether commonly used employment tests result in differential validity for Maori, but while it is not uncommon to find samples of 100+ professional/managerial staff within the same job family in a large organization, only a handful of these managers are typically Maori, making such a study virtually impossible.

Coming from the USA, one of the most refreshing changes I (Paul) found in doing research in New Zealand was that organizations and staff have yet to be inundated with outsiders wishing for their participation in research. Rarely are we or our students refused entry to a firm for research.

All things considered, New Zealand is a fine place to teach and practice I-O psychology, and for those who enjoy outdoor pursuits such as fly fishing, hiking, and skiing, it's also a wonderful place to live or visit.

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Biographies

Paul Taylor's current research interests include structured employment interviews, structured reference checks, and training evaluation.

Michael O'Driscoll's research interests are in work attitudes and values; occupational stress and stress management; interplay between job experiences and life off-the-job, including job–family conflict; work and health. Mike is currently collaborating on a book (for Sage Publications) on organizational stress and coping.

Informed Decisions: Research Based Practice Notes
360 Degree Feedback:
Methodological Advice from Multiple Sources

Matthew E. Sederburg and Steven G. Rogelberg
Bowling Green State University

Implementing an effective 360° feedback program can be a complicated process. Many methodological issues (e.g., how many raters are needed from each source, how to interpret discrepant data between sources, etc.) must be considered. Further, the manner in which you deal with such issues can have a profound impact on the quality of your intervention. Much basic research has been done on 360° feedback (such as self–other comparisons), but unfortunately little or none has examined the optimal means of implementing and carrying out a successful 360° program. From a methodological standpoint, practice has been far ahead of research in this area.

Given the current state of affairs, a review of the existing literature seems ill suited to finding answers to the types of questions we wish to address in this column. The "state of the art" in 360° feedback lies with those who practice it regularly and in the knowledge they have gained from years of experience. In order to meet our goal of providing the best advice possible, we have interviewed four seasoned practitioners in the area, and present their responses to our questions in this paper. We'd like to thank **Allan H. Church, Manny London, Walt Tornow,** and **Fran Yammarino** for their participation in this project, and hope that their words of wisdom enable you to design better 360° programs in the future.

What would you say are the keys to success when implementing a 360° feedback program?

London: "One is getting people involved in the process right from the start. Then you focus on the survey instrument itself—getting them involved in determining what the items should be, writing the items, making sure they understand what is being measured. 360° is a vehicle for communicating to people what is important, and so you want to be sure that the performance dimensions being measured are ones that you buy into as a corporation or as an executive. Facilitation of the results is important as well, and that might take the form of workshops where people get the results and you help them work through it individually. Remember though, it is not just a matter of them getting the results, but encouraging people to share the results with others to make it a more commonplace experience to talk about performance management issues within the organization. Finally, there is follow-up. You look at whether people have improved, have they accomplished the goals they have set for themselves, has their behavior changed, and has their performance improved over time."

Tornow: (a) Consider the power of purpose—why the organization wants to use a 360° feedback program. For example, is the feedback going to be used for performance appraisal or development? Treat development as a system and look at 360° as one part of that overall system and as a process, not an event. (b) Be longitudinal in perspective. It takes time to develop. Emphasizing follow-up can also create impact. (c) Link individual with organization-level change—how organizational change gets translated at the individual level, and how individual-level change plans get integrated into organizational business plans. (d) Focus on both raters and ratees—involve both in the design and use of the 360° system.

Church: "One key is to make sure that you've determined the desired outcome of the 360° process, paying particular attention to how the feedback system is going to be linked to existing and ongoing objectives in the organization. If an organization decides to do 360° because it's a fad—without knowing what's going to happen to the data, who is going to have access, and how it's going to be implemented—it's probably going to flop. Another key is ensuring the confidentiality of the process. The third is making sure the instrumentation is solid. It doesn't necessarily have to be developed based on a job analysis or even similarly rigorous research methods, but it should at least makes sense to the user. At a bare minimum the instrument should not break the cardinal rules of item writing (e.g., no quadruple barreled items, no mismatched scales, and no jargony or culturally biased items). Also, the items need to be linked to some organizational concept that is meaningful to people. Finally, the delivery of the feedback itself has to be in some kind of system that is effective and makes an impact. It should not be just a 'deskdrop.' It is critical to provide the recipient with opportunities for focused attention on the results. Specifically, feedback can be most effective when it is delivered in the context of a developmental program with professionals on hand who can provide interpretation and coaching. Ideally, these coaches should be people who can make on ongoing commitment to work with the feedback recipients to help them work on the things they are trying to change, and to provide them with resources to do so. Sometimes, the relationship can be almost like therapy. You need to have a more extended connection to the recipient than just a single discussion."

Yammarino: "The number one key is you've really got to have top management's commitment to do this. It can't be just window dressing; they really have to be behind it. The second key is that the people who are going to be involved in the program, both raters as well as the people receiving the feedback, have to understand that this is being done for developmental purposes rather than performance appraisal. The answers can get kind of weird from some sources when people know that it's linked to performance evaluations or selection. So, I think if you get top management commitment to the process, and use it for developmental purposes, these can really go a long way to making the initiative successful."

How do you feed back to the individual the meaning of his/her data when large discrepancies exist among sources?

Church: "When the data are not the same, you have to get the individual to think about his/her current situation, how he/she relates to different groups of people, and what might be driving the differential set of ratings. It's really an issue of looking at the specific items, and asking the individual to explore possibilities as to why the ratings differ among groups. But you have to pull it out of the person—you can't second guess the whole thing. It can be useful to get the individual to think of recent, specific behaviors or interactions that may have contributed to these ratings. Sometimes as a coach you can observe behaviors that your client cannot see in him or herself. Getting your client to discover these tendencies through his or her own feedback and experiences will be more effective and valid than making pronouncements about what you have observed. Again, it can be a little like therapy; you have to get that person to tell you what the problem is."

Yammarino: "The rating sources don't always see the focal individual in the same way. And my own personal view is that that's ok. These are different people, they have different perspectives on that individual and the role he or she plays, and that's all valid information. So the last thing you want to do is combine rating sources, or average across them. What you need to do is feed back to the focal individual what the different sources say. And you present them as independent, unique pieces of information."

Tornow: "One of the key learnings about 360° feedback is that there are multiple realities, or perspectives, that different people have. Therefore, differences are to be valued and understood in order to do a better job in relating to the different constituencies."

London: "This is part of the process; it is not necessarily the case that these differences are an indication of unreliability. It could indeed be that there are distinctly different perspectives. You need to go through the data and see what it means. It may depend on the questions asked. It might depend on the situation that the manager is in. The manager may be behaving differently with different constituent groups. So those are the things that need to be processed as the person gets feedback, and the recipient needs to be encouraged to think about the meaning of those differences and try to understand them. He/she needs to determine if they are a valid indication of actual performance, and then incorporate that into the meaning of the results and the goals that are set."

How do you interpret the data when large discrepancies exist within a data source? Do you provide ratees with an index of within source variability?

Yammarino: "That's a tougher issue. The standard practice has been to average the ratings. The assumption that you're making in this case is either one of two things: the raters are all seeing the individual the same, or the variability in their ratings is really error. The reality is that neither one of those assumptions may be correct. What we do is report frequency counts, or category responses on the feedback forms. In this way individuals can see the dispersion of their scores. One of the interesting things we've found is that you get these splits. You might have a couple of people clustered on the high end of the response format, and a couple on the low end. People can then start to get the sense that even within this group, people see me somewhat differently. And that's useful information."

London: "There is probably some general thinking that within sources at least there ought to be agreement, but that is not necessarily the case. A person can behave differently with different subordinates, and the subordinates will have different views. What all this says is that processing of 360° is a difficult cognitive and emotional process, and one that needs to be gone through very carefully. You really need to have a broad understanding as a recipient as to how the results were derived and to be able to think about what they mean. So you have to look at the items within each dimension, and understand that there may be disagreement there too because the internal consistency in the dimension might not be that strong. People need to be educated recipients of feedback. In particular they need to be educated as to how to process it cognitively."

Church: "Most of our feedback systems don't focus on this aspect. It's our belief that we shouldn't provide dispersion information on direct reports or peers as this will likely jeopardize the confidentiality of the data. It's particularly dangerous with direct report data because we don't want somebody assuming that the lowest ratings are all from a single particular person they can identify. Having said that, we have provided this information for external client ratings, as the nature of the power in this relationship is different. In a client scenario, if you see discrepancies, whether it's within or between, you have to ask why this is happening."

What kind of information do you present in the written feedback report, and how do you lay out that information?

Tornow: "Data should be displayed so that it is easy for the ratee to quickly see how different rater sources see him or her. These should also be compared with self-ratings. Norms should be presented as well."

Church: "We use a combination of graphics and text. Typically this consists of bar charts and tables. And it's basically displayed on a summary level, across the key competencies of the organization. Usually, we provide an overall summary score followed by individual item means. The feedback is always displayed separately for each constituency (i.e., self- and each of the various rating perspectives). Alongside that, we typically provide importance ratings and some type of norm, which is usually the average for everybody in that organization."

London: "Reports vary across the board. I've seen some very complex ones and then I have seen some very simple ones. Generally, something in between is best. But it is certainly something to be tested within the organization, and it depends on how you are going to provide the feedback, and how much info and help you are going to be giving to people in using it. If you are not going to be giving them much help, it had better be self-explanatory and easily useable. I also think it is good to have norms presented so they can see how other managers at their level in the organization did, so they can compare themselves with others. I also like to present some measure of dispersion, such as a range. Usually the mean is presented, by source. It is important not to aggregate it across sources, but to report each source separately. The norm might be presented as the average of all other ratings across sources, or it might be presented for each source separately; it probably should be for each source separately. It is a difficult issue and there is no one right way to do it, but presenting something that is understandable and where people can get help in understanding it is really necessary."

Yammarino: "We'll give the self scores, the average of the other scores by source, then we'll give a breakout or frequency count of the other scores, also by source. What we don't do is report things in terms of variances or standard deviations, or some of these other indicators, because the reality is that the managers don't understand it or don't care about it. You want to compute those things for yourself, but you don't necessarily want to report that information to the focal individuals who are getting the feedback.

Do you ever use open-ended items on the rating forms? If so, how do you use this information?

London: "Often we have asked for open-ended measures or responses at the end of the survey. That information is generally transcribed so that identifying material is taken out and those verbatim responses are presented as part of the feedback report."

Yammarino: "What we are doing is asking a general, open-ended question at the end. We ask a question such as "What are the three best things that this person does relevant to the survey items, what are the three worst things, and is there anything else that you want to tell us about this individual?" When we report back this information it is verbatim, unedited. We literally pipe from the surveys onto the feedback form. And all we do is identify it by source. We scramble the order, so that they can't tell that good comment #2 comes from the same person as bad comment #2."

Tornow: "Yes, open-ended comments can be very useful in providing some 'flesh' to the quantitative data."

Church: "Yes, but they are more difficult to keep clean. What I mean is, you have to make sure they're carefully content coded and analyzed, and cleaned of all identifying information. As an aside, we prefer not to use verbatim comments (without content coding) even if cleaned for the same reasons. Actually, we've found that managers and executives love write-ins. It gives them some additional context that they wouldn't otherwise have. We've done various 360° programs with and without write-in comments, and it seems that participants get much more out of the standard numeric feedback when write-ins are included in their reports. It also seems easier for them to create developmental action plans for the future. But not everyone offers their comments on the rating forms, so this type of data can be more skewed in one direction or another."

What is the best way to select raters?

Church: "Typically, we let the participants choose who will rate them because the participants are the ones who will either use or not use the data they receive. While they may not get everything back from everyone using this method, and they won't know which individuals responded, at least participants will know the pool of people they've picked. We recommend strongly that they choose people of different types in order to get wider representation. If you do it the other way (i.e., someone else selects the raters), participants won't necessarily know who is in the pool at all—it could be any of a number of people. This can cause credibility and validity issues with the data. They don't know why there might be discrepancies among the sources because they didn't pick the raters. You're left with data without a tag. Of course, you certainly do run the risk of individuals picking out raters who like them the best, but if you can establish the credibility of the process and its confidentiality in the larger system, we've found that you tend to get pretty honest ratings anyway."

Tornow: "Raters should be selected on the basis of representing the key constituencies defining job success, and being knowledgeable about the ratee's performance."

Yammarino: "We've done it a variety of ways—we've had the focal person pick, we've had HR departments pick, we've done random selection kinds of things, and we've also done this thing where we get everybody that we can who's in that source group. My experience is that it's the latter two that work best, either some kind of random selection of people or everybody. With the other methods, people pick raters for a variety of reasons, and not necessarily to give the most accurate and comprehensive feedback. And so we've not put a lot of faith in data coming from those types of selection systems."

London: "I think that having the focal individuals choose the raters makes most sense, particularly initially when you are introducing the process. Because once again, it reduces defensiveness and gives them a chance to give it to people who they value, people whose input they care about. As a result they will pay more attention to the results than they would otherwise.

So I think if you want to enhance that credibility and attention to the results, you can have the ratees give it out to people they have confidence in."

How many raters from each source do you feel are needed? Is obtaining adequate rater data ever a problem? How do you deal with it?

Yammarino: "My feeling is that you want to get all the people, or a reasonable random sample of the people, in that source. The other rule of thumb we use is that if we get fewer than 3 or 4 responses from any particular source, we won't present the breakout data. We might even be reluctant to report mean data, because at that point the data can be skewed or colored in some way. The anonymity of the rater also goes out the window. If you're going to do a 360°, and you can't identify a reasonable customer pool, you might want to consider not presenting data from that source. Likewise, if a person only has one direct report, you don't want to report that data because you can no longer protect anonymity. In the end we use reasonable judgment. You want to be able to get accurate information and protect the anonymity of sources, but you don't want to force the issue just to have a complete set of 360° ratings."

London: "I think I have seen three, four, and five used in various companies. Four is probably a good number. Three is too small, I suppose, particularly if measures of disbursement are used, if you're presenting the frequency of responses per item. Four is probably a reasonable number to protect the anonymity of the rater, as well as getting a fairly reliable data point."

Church: "At least three—three peers, three direct reports, and three clients. This can often be a problem. The worst case is you don't give them the data from that group. We do lots of follow-up, and try to get as much data as possible, but if you don't have enough responses, you simply can't give them the data. One client of ours has actually forced us to collapse ratings together on peers and direct reports when one of them is incomplete, but we typically don't advocate that because then you're mixing up perspectives, making interpretation even more difficult. On the flip side we have had clients request as many as 15 direct reports and peers each to assess them. This can also be problematic though because of central tendency effects."

Tornow: "A minimum of three, preferably five, to assure anonymity."

What techniques, if any, do you use to improve your rater response rates?

London: "Response rates have been pretty good in the programs that I am familiar with, 40–50–60%, some as high as 90%. So you do the normal things by explaining what this process is for, encouraging people to participate, and follow up if necessary. Increasingly, 360° is being administered electronically, and that makes it easier for people to respond."

Church: "In our work, we have found that 360° rater response rates are not nearly as problematic as survey response rates. In fact, it's not really a problem at all. Nevertheless, we do lots of follow-up, stressing confidentiality. Basically it's by telephone, fax and/or e-mail. Some organizations are culturally very good at responding, and some are consistently poor. The general level of response depends on a few factors, such as (a) the developmental orientation of the organization, (b) how often the organization does other types of data collection efforts (i.e., people can get simply sick of responding), and (c) whether or not raters are comfortable with the process."

Yammarino: "We've had tremendous luck with response rates, even with customers when they have been included in the process. If you get top management's commitment, and people know that the feedback is for developmental purposes, people seem much more willing to participate and respond. Even before the 360° process begins it is important to get the word out that top management values and endorses the feedback process. Then, you need to let people know that the 360° process is coming. When the feedback materials arrive, they should include a cover letter that describes the feedback process in detail. This letter should lay out the purpose and importance of the 360° process, as well as specific instructions for completing the questionnaires. Moreover, the letter should firmly state top management's commitment to the process and reconfirm that the feedback will be used solely for development. Finally, appeals, sponsorship and support are also important to include in the cover letter. When it comes time to follow up, postcards, memos, and phone calls are all effective techniques."

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Though our experts did not agree on every issue discussed here, several common themes seemed to emerge. Commitment and buy-in from top management and the participants in the 360° program is crucial. The decision to make use of the feedback ultimately lies with the recipient, so gaining his/her confidence and establishing credibility is vital to the success of the project. The rating form itself should be designed to reflect organizational goals and relevant performance dimensions in order to communicate what the organization holds important. Furthermore, the use of open-ended items in the form can be useful, as they provide valuable information that would not otherwise be available. When selecting raters, choosing people the feedback recipient views as credible and who can accurately report on the relevant performance dimensions are the most important qualities to look for. Concerning interpretation, each source, as well as each rater, has a story to tell. Effective coaches, in turn, facilitate the process whereby the participant uncovers and understands the underlying themes and messages from each data source. Although aggregating data within a particular source is necessary to preserve anonymity, between-source information should be kept separate to reflect the different perspectives accurately. Also, remember that when you have fewer than 3 or 4 raters within a given source (excluding supervisor and self-ratings), it is probably best not to present that data to the recipient. Finally, 360° programs should promote a process orientation to development rather than an event orientation. Specifically, a long term developmental perspective should be encouraged, with participants working interactively with their coaches during and after the 360° program occurs.

In conclusion, 360° feedback is a potentially powerful intervention that can positively impact individual and organizational effectiveness if educated and careful methodological decisions are made and implemented. We hope that the information contained in this article will help you in your quest to provide high quality services to organizations. Although each organization is in a sense unique, and operates in its own contextual environment, these important issues identified by our experts will certainly present some relevance to your efforts. Again, we would like to thank Allan Church, Manny London, Walt Tornow, and Fran Yammarino for their time and great insights. Feel free to e-mail us at sederbu@bgnet.bgsu.edu if you have any questions or comments about this article, or about 360° feedback in general.

Biographies

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Manuel London is Professor and Director of the Center for Human Resource Management in the Harriman School for Management and Policy at the State University of New York at Stony Brook, where he is also Acting Associate Provost for Enrollment and Retention Management. He received his A.B. degree in 1971 from Case Western Reserve University in philosophy and psychology, and M.A. in 1972 and Ph.D. in 1974 from the Ohio State University in industrial and organizational psychology. Before joining Stony Brook in 1989, Dr. London worked for AT&T for almost 12 years in a series of human resources and training department assignments. Dr. London's main research activities are in employee development, career programs, human resources forecasting and planning, performance appraisal, and change management. He is a consultant for business and government organizations, and is the author of *more* than 50 papers and 15 books including several on job feedback.

Walt Tornow is a Senior Fellow at the Center for Creative Leadership. Prior to joining the Center, Walt had extensive applied research, consulting, and teaching experience. He also has held executive positions in major organizations with responsibilities for leadership development research and publications, human resource research and planning, advanced product and business development, and organizational consulting services. He has a Ph.D. in I-O psychology from the University of Minnesota. His 1993 edited special issue on 360° feedback for the *Human Resource Management Journal* was one of the first publications to bring together extant research and practice on 360° feedback. He co-authored with Manuel London and CCL Associates a recently published book by Jossey-Bass, *Maximizing the Value of 360-Degree Feedback: A Process for Successful Individual and Organizational Development.*

Francis J. Yammarino is a Professor of Management, Director of the Doctoral Program, and a Fellow at the Center for Leadership Studies at the State University of New York at Binghamton. He received his Ph.D. from the State University of New York at Buffalo in organizational behavior (management) with minors in social psychology and educational psychology-statistics. Dr. Yammarino has extensive experience in basic and applied research in the areas of superior-subordinate relationships, leadership, self-other agreement processes, and multiple levels of analysis issues. He is one of the developers of Within and Between Analysis (WABA), a multiple-level data-analytic technique. Dr. Yammarino is the Senior Editor of the *Leadership Quarterly* and is a Fellow of the American Psychological Society. He is author/editor of four books, has published about 70 journal articles or book chapters, delivered approximately 50 conference presentations, and authored about 60 technical reports or working papers. Dr. Yammarino has served as a consultant to numerous organizations including IBM, Textron, TRW, Medtronic, Loral, Lockheed Martin, United Way, and the U.S. Navy, Air Force, and Department of Education.

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Work in the 21st Century: The Role of I-O in Work–Life Programs

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Balancing work and life seems to be getting more complicated—and I don't think it's just me! As we move into the 21st century, both work and life are changing along multiple dimensions. Today's workforce brings expectations that create a demand for jobs in which people can succeed in all aspects of their lives. In addition, the tools and organizational structures with which we work make our work simultaneously more flexible and more complicated. The evidence is mounting that companies able to keep up with the needs of their employees benefit from their efforts. Reports on the results of work–life programs show increased employee satisfaction, motivation, organizational commitment, and productivity, along with reduced turnover, absenteeism, and burnout. In this issue of *TIP*, I will review two categories of work–life programs and discuss the role of I-O psychologists in this area.

Although many people seem to be working longer hours and in more demanding jobs, the glorified workaholic may be fading. Today's workforce (made up of baby boomers who attempted corporate loyalty and were rewarded by downsizing and reengineering efforts, and Generation Xers who watched them and know better) expect their work lives to deliver more and demand less. These expectations take two forms:

1. that their jobs allow them the flexibility to pursue nonwork priorities in their lives, and
2. that they are able to meet some of their lives' needs *through* their work—work that has meaning, involves learning, and provides intrinsic value.

Programs designed to support employees and provide them with flexibility (e.g., telecommuting, flex-time) have a common, underlying strategy: to reduce the level of distraction employees feel at work regarding their nonwork priorities, so that when they are at work they can give 100% to the job. These programs are sometimes called work/family programs, but many organizations and authors have changed their label to work–life in order to be more inclusive and to make clear that these programs aren't just for parents. Programs designed to increase the intrinsic value and rewards associated with work (e.g., employee involvement, learning programs) are also connected by a common strategy: to increase employees' commitment to and satisfaction with their jobs. Both types of programs are linked by a common reality: focused and satisfied employees are more likely to stay with the company and perform effectively. Although the programs designed to meet these two expectations may focus on different aspects of work, they can be quite complementary.

Increasing Flexibility

The range of programs that are considered work–life policies and strategies is broad. The Minnesota Center for Corporate Responsibility provided the following list of examples: alternative work schedules, flex-time, job sharing, telecommuting, child care, information and education, referral systems, elder care assistance, wellness and health education, sabbaticals, parental or health-related leave policies, employee assistance programs, emergency time-off pools, and a spectrum of training and support for managers and employees. Added to those programs are the tools that help employees gain flexibility by working anywhere, anytime: such as cellular phones, e-mail, voice mail, videoconference capability, and pagers.

Increasing Meaning

There are multiple strategies for increasing people's ability to meet their life's needs through work, including:

- designing the job to include assignments and responsibilities that are meaningful and/or challenging to the employee.
- placing people in jobs that they find stimulating and meaningful.
- involving employees in decisions regarding the content and structure of their jobs.
- allowing employees to spend some of their work time doing volunteer work.
- providing learning opportunities on and off the job.
- creating and using reward and recognition systems.
- providing support for employees' career development and planning.

The Role of I-O in Work–Life Programs

I-O psychologists play a central role in the development, design, and implementation of work–life programs in (at least) three ways: (a) defining the problem, (b) creating the solution, and (c) measuring the results. Each of these areas is described briefly here.

Defining the problem

Understanding employee needs is one of the first steps to launching a successful a work–life balance effort. Programs based on limited information, perceptions of selected managers, and/or benchmarking other organizations' efforts run the risk of missing the mark and potentially reducing the willingness of organizational leaders to make work–life programs a priority. Some of the methods we use regularly—employee surveys, interviews, focus groups, and organizational analyses—are ideal for understanding the range of employee concerns and preferences. This step is particularly important to the success of any new program, because it increases the likelihood that re-

sources will be allocated in the right place, and that the program will be a success.

Creating the solution

There is a range of work–life balance solutions to which we can make significant contributions. A few of the areas in which we may make the most valuable contributions are job design, career development, organizational culture, and management training:

- Job design approaches are a fundamental way to create flexibility and meaning in jobs through a careful analysis of responsibilities, assignments, expectations, and interdependencies with others in the organization. The quality of programs such as job sharing, telecommuting, and flex-time depends in part on the skill with which the work tasks are distributed across people, a logical area for I-O to contribute.
- Career development, while not typically considered a work–life program, is becoming a more and more valuable employee benefit. It complements more traditional work–life programs by providing employees a way to evaluate their career choices given their values, priorities, and skills. A successful career development program may help companies retain employees concerned with balancing life and work by helping them find ways to pursue interests through new jobs or new skills.
- An organization's culture is often a strong factor underlying the success of work–life balance initiatives. A recent *Personnel Journal* Work–Family Advisory Board identified culture (societal and organizational) as a barrier to the success of work–life programs, noting that many traditional cultures still value "face time," and reinforce the message that working in nontraditional arrangements means that you are not serious about work. I-O psychologists, through our abilities to assess culture and support organizational leaders in creating culture change, may be able to provide some critical support.
- An individual's experience of a company's work–life balance program may be largely influenced by his or her manager. Ideally, every manager would understand the programs available, accept them, and be able to help employees make good choices about how to balance the needs of the job and coworkers with personal needs. I-O psychologists can develop and/or provide training to help managers better support their employees.

Measuring the results

To some extent, the long-term success of work–life programs is dependent on their return. I-O psychologists can measure the individual and organizational level results of work–life programs, and in turn, influence the overall success of the programs. If we are involved early enough, we can design the measurement strategy appropriately from the beginning, gather relevant pre-intervention data, and increase our confidence in determining the impact that a new program or initiative has on the organization.

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In the next *TIP* column I plan to explore recent work in the area of change management, and the role of I-O psychology in that work. I would appreciate your thoughts and ideas about this topic, as well as suggested readings in the area. In particular, what are our strengths and weaknesses related to organizational change? What contributions can we make to large-scale change efforts? I can be reached at Terranova Consulting Group 61-F Avenida de Orinda, Orinda, CA 94563, Phone: (925) 253-0458, Fax: (925) 253-9432, or karen@terranovaconsulting.com

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Traveling in Cyberspace: Video-Mediated Communication

Philip Craiger and R. Jason Weiss
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This issue of *Traveling in Cyberspace* examines video-mediated communication (VMC). Synonyms for VMC include videoconferencing, teleconferencing, and "cybermeetings." In this article we describe VMC, its application in various settings, its limitations, and how we use the technology. We also describe and contrast various VMC systems that you can use at work, home, or school. It should be understood that we are describing the **current** state of VMC technology as we write in August. By the time the hardcopy edition of *TIP* reaches you in October, the odds are that this technology has changed, perhaps drastically. But that's the nature of technology.

Consistent with past issues of *TIP*, this article is a quick primer on the topic of VMC and is intended for readers who are relatively unfamiliar with VMC, its uses and merits. Readers who are familiar with VMC and looking for more information regarding research findings on its effectiveness will find several research reports among the references.

What is VMC?

In its simplest form, VMC involves the simultaneous transmission of audio and video between two computers, analogous to a videophone. VMC allows two or more users to communicate and interact synchronously over an Internet connection. Figure 1, which we explain in more detail, illustrates a typical VMC "session." In this instance we are at opposite ends of campus: I am (PC: upper video) in my office and Jason is in one of the labs in Computer Science.

There are specific hardware and software requirements for VMC. These include dedicated software (which you may already have on your computer), a PC-based video camera, and of course, a connection to the Internet. More on these requirements later in the article.

PC-based VMC includes features similar to videophones. The primary difference between the two is that you can use PCs to share information in many different ways, which we will describe in more detail below. Videophones, in contrast, are limited to sharing/transmission of audio and video.

Uses: Business, Home, Education

Information technology developments have drastically changed the nature of work in the last 2 decades, as I wrote here last year:

A second information technology driven paradigm shift began to occur in the early 1980s. In the second era, computer technology spread horizontally and vertically throughout organizations; everyone in an organization used information technology on a daily basis. The ubiquity of computer technology motivated organizations to reassess their business practices and work structure. They began to ask themselves: "How can we fully utilize the power of computer technology, and what changes will be required in our business practices to realize these benefits?" Organizations came to recognize that the solution was to take the individual computers and to essentially connect them. The argument for connectivity was that if computing resources could be shared, redundancy would be eliminated and everyone would benefit. (Craiger, 1997, p. 92)

One could argue for a synergistic relationship between information technology (IT) developments and shifts in the nature of work: IT provides businesses with the flexibility of conducting business in ways never imagined, and these changes provide IT developers with new opportunities to further support these changes. As proof of this, and of the fact that the nature of work is indeed undergoing a major transition, one needn't look any further than the increasing number of employees working at home (i.e., telecommuters). In the span from 1995 to 1997, the telecommuting population increased from 6.4 to 9.1 million workers (PC Week, 1998). The number of telecommuters is expected to grow further to 10.7 million by the year 2001.

VMC is used primarily as a medium to supplement or replace face-to-face meetings. For example, Terry Milholland, CIO and Vice President of Shared Services for The Boeing Co. said that Boeing uses VMC for meetings between its headquarters in Seattle and employees at satellite locations (T. Milholland, 1997, personal communication). The most often cited reasons for using VMC include reduced air travel costs, employee time savings, and the ability to call "last-minute" meetings between employees at disparate locations.

Of course, numerous other technologies exist which support or replace face-to-face meetings, including phone, e-mail and fax. Each has their own strengths and weaknesses with respect to how they can be used as an alternative to traditional meetings. As Table 1 illustrates, VMC provides a number of advantages over the older technologies, including immediate interaction between multiple meeting participants, visual clarification, and support for multimedia.

Home users can also enjoy the benefits of VMC. Those of you who have had the opportunity to use a videophone to contact family members or friends understand how much the video aspect adds to the call—it's the next best thing to being there. The primary difference between the two is that in one situation you are communicating through a computer over the Internet, and in the other, using a videophone and a phone line. An obvious advantage of the computer-based VMC system is that communicating over the Internet can be much more cost effective. PC-based VMC only requires an Internet account (approximately \$20/month, depending upon geographic location, local competition, and services). Theoretically, you can make as

Table 1. When to use which technology

Communication Uses	VMC	Phone	E-mail	Fax
One-way communication			√	√
Two-way communication	√	√		
Time-sensitive information	√	√	√	√
Information needs to be in several locations at once	√	√	√	√
Immediate interaction is desired/required	√	√		
Input from several sources desired/required	√			
Visual clarification required	√			
Disparate locations involved	√	√		
Discussion items include objects, graphics, computer files, etc.	√			
Participants haven't met before	√			

(Adapted from Diamond & Roberts, 1996).

many calls as you like, all for the same monthly fee (compare that to those 10¢ a minute deals!).

Another limitation for home users involves the manner in which home users connect to the Internet. Most connections are over TCP/IP dial-up networks, which typically run at a relatively slow rate of 14.4 to 28.8 MHz. Video over these connections is painfully slow and jerky. However, there is a great improvement when connections are faster (e.g., a direct connection to the Internet, LAN, etc.). The trade-off is cost. Faster connections (e.g., ISDN, \$40–70/month) cost more but make VMC from home much more workable.

Finally, VMC is growing more prevalent in education. Courses and even entire programs offered via distance learning —the next mantra in education—are growing at a tremendous rate, for many of the same reasons spurring the growth of telecommuting. Distance learning is particularly important for rural states, especially here in Nebraska. Most of the universities and campuses are located in the eastern part of Nebraska, making it difficult to provide educational services to those in the central and western parts of the state. One way to meet the state-wide demands for education is through distance learning. To illustrate, last semester I (PC) taught a distance-delivered course to students in two disparate geographical locations, here at UNO ("on-site") as well as an off-site campus in Scottsbluff, Nebraska, in the outermost western part of Nebraska. The on-site classroom was held in one of our high-technology classrooms outfitted with a television camera, monitors for viewing both on- and off-site classrooms, a VCR, two computers, and a satellite connection for beaming TV transmissions back and forth between the two campuses. The students at the remote location were able to interact with me and on-site classmates much to the same degree as students situated on-site.

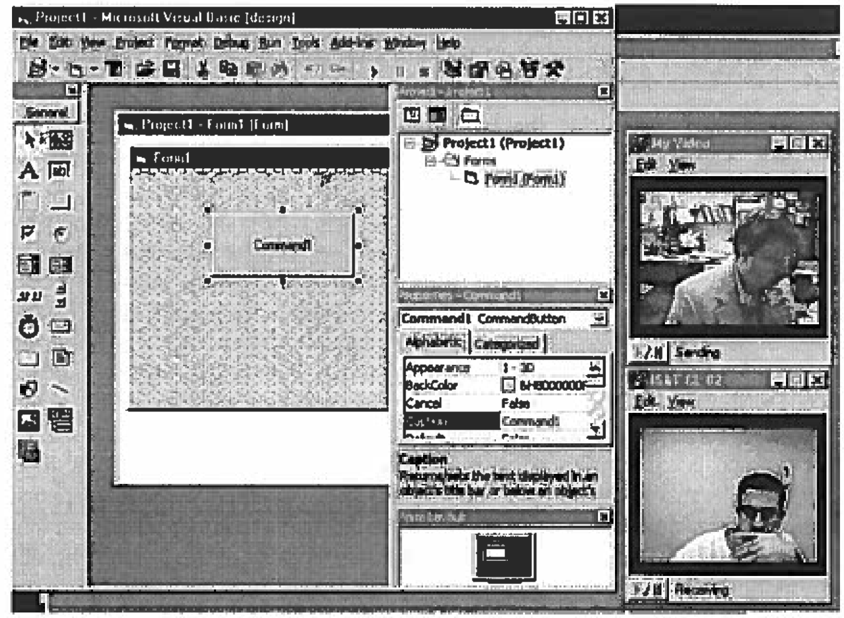
Distance learning has a been around for a while in various forms, including videotapes, television, as well as the traditional "correspondence" course. These forms of delivery provide an educational environment which is inherently passive and asynchronous. Many students new to distance learning often do not fare well given the extreme dissimilarity to the familiar traditional classroom setting. In contrast, distance learning using VMC allows the desirable property of interactivity, permitting active, synchronous participation in classroom activities by all students, as in the traditional classroom experience. Of course, these are the classroom environments to which most of us are accustomed, so one of the advantages of the new forms of distance-delivered education will be a wider appeal and improved acceptance of these alternative forms of education.

An Example

An example of how Jason and I use VMC is shown in Figure 1. This is a screen capture of the two of us communicating via videoconference from opposite ends of campus. The VMC software we are using is Microsoft's NetMeeting. NetMeeting provides not only video and audio communication, but other communication-enhancing functions, as we'll discuss later. The particular function we are using in this figure is called "application, sharing and collaboration." This allows two users at disparate locations (using different computers) to work simultaneously on a software application located on only one of the computers. The software does not have to be installed on both computers. Here we are using Microsoft's Visual Basic 5, a software development application. Essentially, I'm running Visual Basic on my computer, but at the same time, Jason is using it also (through the NetMeeting connection). So in this instance, we are developing a simple program in Visual Basic, working synchronously, with any changes made by either of us displayed on both remote computers.

This simple example illustrates many benefits of VMC. For instance, engineers and scientists in different parts of the world could work on the same program, brainstorming ideas, making changes to the program, and sharing information in a way otherwise possible only through face-to-face meetings. From a conceptual team–environment perspective there is little difference between the traditional face-to-face work meeting and working in this VMC-facilitated environment. For instance, video and audio allow each team member to see and hear other members with whom they are interacting, run through what-if scenarios using the same software, or exchange ideas via an electronic whiteboard or file transfer (to be discussed below). These advantages can also transfer to the educational setting. A student at a remote end of campus who has a problem with a part of a program could "dial" me up in NetMeeting, and I could walk him or her through the program without

Figure 1. Philip and Jason using NetMeeting



the student ever having to come to my office (or I to the remote end of campus).

Software and Hardware Requirements

For those of you who have to have the latest and speediest in technology, you are in luck. VMC software requires quite a bit of computing power. From our own experience we would describe minimum software and hardware requirements as follows: a Pentium 133MHz (or comparable Macintosh or UNIX system), 32 MB of RAM, a good video card with 2 MB of RAM, a PC-based video camera ($70-$250), and approximately 50 MB of hard disk space. Note that these are *realistic* specifications based on our own experience. Usually, the manufacturers describe *minimum* system requirements, and we've found them often to be too low. As Jason will discuss below, many VMC software packages are free (e.g., Netscape's Conference, Microsoft's NetMeeting), and others are quite cheap (Whitepine's CU-SEEME).

Videoconferencing: The Rest of the Tools

Application sharing is an exciting feature with many applications in I-O psychology. It can be used for cooperative work on projects, and it also has potential for selection, training, and performance appraisal. Since we've already discussed it in some detail, our next step is to examine the other tools available for VMC, including live audio and video, whiteboards, text-based chat, and file transfers. We will finish up with an admittedly subjective review of the various software packages available.

Internet Telephony with Video

Outside of application sharing, this is probably the most exciting aspect of VMC software. Internet telephony with video offers the opportunity to conduct long-distance conversations for free, and includes live video. At its best, conversations are as clear as on a normal telephone, accompanied by decent video. The audio quality is generally very good across a variety of connections, but can be choppy when the Internet is very busy, or when greater loads are placed on the individual computer systems. Meanwhile, the days of completely live, clear video are still some ways away. For now, the video picture received is typically recognizable but a little blurry, like a scene observed through a very slightly rain-streaked window. The video refreshes somewhat less frequently than required for a completely "live" appearance, leading to an effect more like a very slow strobe light. A final limitation is that the video picture tends to be fairly small on most screens, typically hovering around the size of a large postage stamp. At best, you can still pick up subtle facial expressions, but the largest video picture (without zooming, which merely represents the same image in more space but does nothing to refine or clarify the image) is still only about the size of half a postcard.

Shared Whiteboards

It is one thing to describe a picture, but it is quite another to draw it out. Shared whiteboards are like souped-up drawing programs in which everybody shares the canvas. All of the common drawing tools are typically represented, including geometric figures, freehand drawing, and text. The more advanced features include pointers, which allow users to indicate particular features of the picture without altering it (much as we would otherwise point a finger) and highlighters, which permit direct markup of the whiteboard. Some whiteboard applications also support multiple pages, which enable users to keep a series of whiteboard drawings close at hand, and screen captures, in which all or part of the screen can be copied onto the system clipboard for use elsewhere.

Text-Based Chat

Text chat is cropping up more and more frequently on the Internet, as it seems that every popular web site has some form of chat room available for discussion of a variety of topics. We've even discussed text-based chat in this space before, when we talked about Internet Relay Chat (Craiger & Weiss, 1996). For the uninitiated, text chat requires you to type your com-

mentary instead of speaking it. One can direct one's messages toward individuals exclusively or to the group as a whole. The contents of the entire public discussion are maintained for viewing at any point while the text chat window is open, and may be easily saved for later viewing offline.

File Transfers

By now, most e-mail users are familiar with attachments, which allow us to include computer files with our messages. The file transfer facility in most videoconferencing packages is somewhat more direct. Typically, you select the files you wish to send out from your local machine, you designate the meeting members to receive the files, and click on a button to send the files along. This is an especially handy feature when meeting members collaborate on a file stored on one member's machine. Within moments, everyone can have a copy for themselves.

VMC and the Galapagos Islands

We all remember learning about how Charles Darwin's trip to the Galapagos Islands turned up a variety of similar species living on each island, each possessed of its own strengths and food supply. VMC software is similar; most videoconferencing packages offer a set of common features, but differ in their versatility and ease-of-use. This section describes the strengths and weaknesses of several of the most readily-available videoconferencing packages.

The products we've seen range widely in price and features. However, unlike many software situations in which inexpensive software tends to underwhelm, the match of price and performance is frequently very loose. As we'll see, depending on your application, you can get quite a lot of functionality for free. Please note as we start out that the opinions expressed here are those of the authors based on our own experiences with the software, and in no way represent the opinions of the *TIP* editors, or of SIOP as an organization. In addition, the pace of change in the software world is such that any of the limitations we discuss here may no longer even apply by the time you read this. With these disclaimers aside, let's move along and look at some of the tools.

Microsoft NetMeeting 2.1

NetMeeting is the magic mix of free and powerful software. With NetMeeting, you get live videoconferencing and all of the other tools. Many other VMC packages include NetMeeting to augment their feature set. We tend to use it as a standard by which we judge the other software, so we'll dedicate some extra space to describing it here.

In terms of functionality, NetMeeting has almost everything you could want. You can enjoy live video and audio with another user, share applications, use a common whiteboard, chat via text, and transfer files. Each of these functions is feature-rich. You can do some fine-tuning of the audio and video to address limitations in the speed of your connection to the Internet. Slow connections (e.g., by 28.8 modem) will result in fuzzier video and less consistent sound. In fact, it's really better to switch off the video with slower connections. The whiteboard features multiple pages and has every manner of drawing tool and highlighting feature imaginable. It even allows users to choose different-colored highlighting "pens" so that their markings are more identifiable. The text chat and file transfer are simple, but effective. These functions are easily found in other Internet applications, most notably on the Web, and are probably seen as user conveniences rather than core components. The only real functional limitation is that you can only share audio and video with one other person at a time, no matter how many people are in the meeting (although you can switch between participants within the NetMeeting connection). There are rumors, however, that Microsoft is working on multi-point communications for a future version.

Ease-of-use is probably the most important element after simple functionality. NetMeeting is mostly excellent once you're in a call. However, getting to that point can take some work. Calling others appears to be meant to rely on directory servers, which are lists of people who are currently running the program. We tend to avoid directory servers because they can be unreliable and less than a professional place to hang out. Instead, we call directly to the specific Internet address of the person with whom we wish to speak. The IP address, as it's called, is a series of four sets of digits separated by periods. For example, the IP address of one common computer we use for NetMeeting is 137.48.28.184 . If you know the other person's IP address, you're all set. However, it is our experience that not many people know or have easy access to their IP addresses. We actually know our own IP addresses by heart, but that information is probably crowding more important information out of our memories. We'd hate to think that we'll be spending our dotage telling our grandchildren stories about our IP addresses.

Netscape Conference

Conference comes as part of the Netscape Communicator package, which can be obtained free from Netscape's website. Technically, Conference is not VMC because it does not support video. However, because it does share a number of functions common to truly-VMC systems, and the fact that it's bundled with the most popular Internet browser, we are including a description of it here.

Just as Microsoft had to play a quick game of catch-up with web clients, Netscape is coming from behind with its videoconferencing software, and it shows. Conference is currently set up exclusively for two-person meetings and offers only voice chat, which we found choppy and unclear even using the LAN connection between our offices. In contrast, NetMeeting provided

us with good-quality communication across the LAN, and included video as lagniappe. In general, Conference seems more like a beta-test of a work in progress than a final product. That said, the program does have a few very good ideas. The meeting tools are all laid out on a toolbar, which is better than setting them in menus. Conference has a collaborative browsing feature which allows both members of the meeting to surf the Web together, although it has no other way to share applications. Collaborative web surfing can be done in NetMeeting as well, through application sharing, but requires somewhat more effort to get going. In general, Conference shows promise, and we believe that it will be a contender once it has features and refinement comparable to its competition.

CU-SeeMe

CU-SeeMe was originally developed at Cornell University (the CU in CU-SeeMe) and licensed to White Pine software which sells its own version commercially. The major benefit of CU-SeeMe is that it permits video of multiple users at the same time. This way, you can observe your colleagues in San Antonio, Texas, and Whitefish, Montana, simultaneously during your call. Although picture quality is good, the frame update is slow, making it less of a real value-added feature. In terms of features, CU-SeeMe lacks application sharing and file transfer, but has the other main tools. Our own experience with CU-SeeMe didn't last long because we preferred NetMeeting. However, if you wish to hold face-to-face meetings with several other people, CU-SeeMe is the only software to offer the capability of looking them all in the eye at the same time.

Other commercial software

The VMC industry has surged, with a number of companies offering solutions with varying prices and features. The VDOPhone and Creative Labs Video Webphone are simply for audio and video exchange with one other person. More thorough packages are offered by Databeam (which contributed some software to NetMeeting), 3Com, Intel, and PictureTel. Their websites include detailed information for those who are interested.

As the pace of development increases, in terms of hardware, software and supporting infrastructure (e.g., Internet II, faster protocols such as asynchronous digital subscriber lines [ADSL]), VMC will become more and more visible, popular, and perhaps vital, as a means of enhancing and supporting business communication. Two years ago, we described Internet telephony in this space and suggested that it offered a lot of promise. The software we've reviewed here hints strongly that this promise may be fulfilled in the near future. Just remember, a little over 3 years ago, not many people were aware of the World Wide Web, nor was it used much for practical application, and look at it now! We fully expect videoconferencing to follow the same path and hope to report soon on the improvements only now on the horizon.

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Global Vision (Formerly Vantage 2000): Recent Advances in Research on Decision Making and Innovation and an Often Overlooked Resource—University Research Centers

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As of this column, the name *Global Vision* will replace the name *Vantage 2000*. The first reason is apparent—the year 2000 is almost upon us and therefore the association of a visionary with the term is nearly gone. The second reason is that since taking the handoff of this column from **Kurt Kraiger**, I have tried to move it more and more to an international forum. Indeed, it is becoming rapidly apparent that applied psychology is not a North American phenomenon. Anyone at the recent International Congress of Applied Psychologists could readily see the fine applied work being conducted in many places around the world including Germany, the Netherlands, Canada, the UK, Israel, Mexico, China, Africa, and Australia. There is much to benefit from by looking at the philosophical and cultural perspectives of psychologists around the world. There is much to be learned by examining the findings from different methodological perspectives and populations. Therefore I crack the champagne bottle today across this helm, and launch the newly titled *Global Vision*.

The aim of *Global Vision* is to provide a forum for discussing international developments 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, notes from conferences, or areas of emerging controversy (for your organization or for theory). Furthermore, I am seeking organizations or academic departments to profile 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 7 3365-6988; e-mail: c.hartel@gsm.uq.edu.au

Recent Advances in I-O and Management Research

At the recent APA conference in San Francisco, I co-chaired (with **Neal Ashkanasy**) a symposium on Australian Industrial and Organizational Psychology and Management Research at the Cutting Edge. **Professor Cynthia Fisher** of Bond University discussed her research program aimed at identifying the kinds of emotions that employees experience in the workplace. This research involves identifying what workplace events lead to emotions. She and John Basch are developing a daily uplifts and hassles measure based on this research. Professor Neal Ashkanasy of University of Queensland discussed his research on attribution theory including cross-cultural comparisons. His work represents the only published work linking Kelly's informational cues with Weiner's causal attributions (Ashkanasy & Gallois, 1994). **Dr. Jan Paterson's** (Univ. of Queensland) presentation covered recent research on organizational justice in Australia and New Zealand. This research included findings that perceptions of fairness may differ based on whether loss or gain is distributed and findings that the equality norm is better suited for group tasks. Next, **Professor Phyllis Tharenou** of Monash University described the results of her longitudinal research program on management advancement. Some of her findings include the need for gender-specific models of management and that management advancement for women is enhanced by career encouragement from women, training and development, and the proportion of women in management. Then, Robert Waldersee of Queensland University of Technology provided examples of the hybrid methodological approaches many Australian researchers are using. He argued that the Australian perspective was unique in that it was open to combining the dominant methodological perspectives of Europe (i.e., qualitative, case study) and North America (i.e., quantitative, experimental). While I have touched only briefly on each of these presenters' materials, I will spend a bit more time discussing the advances in decision-making research I addressed in my presentation. This work includes research I am involved with at the University of Queensland as well as the research program of Leon Mann at the University of Melbourne.

Decision making in cognitively busy decision situations. The SHAPE decision-making and training model was designed for decision situations requiring decisions to be made concurrent with other monitoring tasks (e.g., flying an airplane) and under conditions of time pressure (see Härtel et al., in press, 1997, 1996/1997). The model defines decision making not as the result of decision makers' activities but as the nexus between decision maker(s) and organizational systems. The model therefore includes modifying (training) decision makers and organizational systems to support the desired decision processes. The model both operationalizes decision-making activities common to decision-making theory (a general theory) and adapts to a domain (a specific theory). One of the features of the model is the conduct of a decision-situation analysis in which the cognitive demands of the

decision situation and the interactions between the physical, social, communication environment, and decision maker are identified. Laboratory and field research has supported the proposition that improving decision making requires including both factors internal to the decision maker (the individual or team responsible for the decision) and factors external to the decision maker (factors operating within the given decision context).

Recently myself, Andrew Neal, Graeme Halford, and Günter Härtel were awarded an Australian Research Council grant to study the relationship of air traffic controllers' information storage styles with decision errors and decision-situation characteristics (Härtel, Neal, Halford, Härtel, 1998). This research integrates Halford's relational complexity account of processing load in reasoning with Härtel's SHAPE decision-making model. SHAPE training involves teaching decision makers how to chunk information to aid in the management of cognitive workload. Identifying the chunking strategies has been limited by the state of theory development in this area, that is, until Halford's relational complexity metric. This metric states that any decision process can be expressed as a relation between entities or variables and that the analysis of the complexity of relations that must be processed is the best known method to quantify the amount of information one must consider for a decision and relate it to cognitive capacity. The study is expected to result in refinements to the SHAPE model and improvements in mental workload measurement.

Cross-cultural differences in decision making. Leon Mann and associates (1998) have developed the Melbourne decision-making questionnaire (in press), which measures self-reported decision-making coping patterns. In a cross-cultural comparison, Mann and Associates (in press) found that:

- students from the individualistic cultures of the U.S., Australia, and New Zealand were more confident of their decision-making ability than students from the group-oriented cultures of Japan, Hong Kong, and Taiwan.
- no differences were present in careful decision-making style.
- Asian students scored higher on avoidant styles of decision-making and hypervigilance.
- Japanese students scored lowest on decision self-esteem and highest on procrastination and hypervigilance.

Relationship between project phase, cognitive requirements, and innovativeness. Andrew Pirola-Merlo and Leon Mann (1998) found different project phases in R&D project teams appear to place different cognitive demands on team members. The factors that facilitate innovation are likely to differ in their effects according to project phase. Consequently, project phase needs to be accounted for in innovation research (to avoid confound effects).

Relationship between individual and team innovation. Andrew Pirola-Merlo (1998) found that teams with at least one highly innovative member achieved greater levels of project innovation than other teams but that additional innovative members did not lead to additional increase. He also found that highly innovative teams had more members that were female, minority nationalities, and individuals high in bisociative thinking style (nonhabitual thinking based on linking multiple matrices of thought).

Leadership and team decision processes and performance. Development, and especially, applied project outcomes are affected by the degree of transformational leadership present in teams (Mann, Dunning, Bain, 1998). Leadership learning is associated with effective team decision processes (Hirst & Mann, 1998) and effective team decision processes are conducive to successful performance (Hirst & Mann, 1998). Team decision processes enable leaders to learn as well as mediate the relationship between leader's learning and the team's performance (Hirst & Mann, 1998). Best performing teams are rated highly on transformational leadership, boundary spanning, and feedback provider roles (Dunning, Mann, & Bain, 1998)

R&D team decision making. A climate where "involvement in decision making is motivated and reinforced while occurring in an environment that is perceived as interpersonally nonthreatening" is highly correlated with performance (.56, .55) and quality (.34, .32) over time (5 months). (Dunning, Pirola-Merlo, Hirst, Mann, & Atkins, 1998). Female leaders perform people-focused roles and transformational leadership at a higher standard than male leaders—these roles are associated with decision-making climate (Atkins & Dunning, 1998). Relationship between open evaluation of ideas by team members and customer's ratings of project performance (Hirst & Mann, 1998) was positively correlated with customer's rating of "project meets expectations" (.59) and positively correlated with customer's rating of "competitive products/processes" (.55).

Research Centers as Resources for Practitioners and Researchers

A number of universities around the world have organized their key talent into research centers. These research centers or thinktanks are devoted to innovating in theory and practice in their given specialization. As such, they represent excellent resources for practitioners and researchers alike who seek collaborative opportunities and cutting-edge information. Two research centers are briefly described below to demonstrate the value of seeking out the advice of university research centers.

Safety culture. Professors Marin Ignatov and Bernhard Wilpert of the Research Center System Safety at the Berlin University of Technology are at the leading edge of safety issues. Professor Wilpert "conceives and analyzes safety culture not as a quality assurance standard, but as a rather specific type of organizational culture in high-hazard low-risk socio-technical systems." Work at his center focuses on investigations of safety relevant subject norms. A recent paper entitled "Implicit social norms in nuclear power plants" can be obtained by writing Professor Marin Ignatov at Institut für Psycologie, Berlin Institute of Technology, Dovestr 1-5, 10587 Berlin Germany.

Human error, bullying, emotional labor, stress-related job analysis. Professor Dr. Dieter Zapf heads up the Research Center Arbeits- und Organisationspsychologie am Institut für Psychologie. This research group conducts longitudinal studies in the areas of social stress, human error, emotional labor, human-computer interaction, negative affectivity in stress reactions, and social competence. This research group can provide a stress-related job analysis measure, a measure of emotional job demands, information on the consequences to organizations and individuals of bullying behaviors, information on the causes and analysis of human error, an error taxonomy and theory for management and computer software, data on the types of emotional labor and corresponding consequences for stress and health, and information on predictors and consequences of social competence and incompetence in leaders. If you would like information regarding this research group's work, address your request to: Institut für Psychologie, Arbeits- & Organisationspsychologie, Mertonstrase 17, 60054 Frankfurt am Main, Germany.

Work stress. Dr. Maureen Dollard is Director of the Work and Stress Research Group at the University of South Australia. The research group's agenda includes organizational analyses of work stress, theory building and testing, intervention, and methodology. Recently the group published Maureen's investigation of stress among correctional officers and nurses (Dollard, 1997). This publication was cited by Professor Cary Cooper as an exceptional guide for persons interested in the conceptualization, measurement, and management of occupational stress. If you are interested in conducting research on work stress or workplace stress interventions, this research center can provide excellent information. You may contact Dr. Dollard at e-mail: maureen.dollard@unisa.edu.au or Dr. Maureen Dollard, Director, Work and Stress Research Group, University of South Australia, Nicolson Avenue, Whyalla Norrie, SA 5608 Australia.

Column Mission and Call for Contributions for Upcoming Columns

My goal for this column is to discuss within a global framework the future of practice and research related to work and the workplace. As such, it is imperative that you share your learnings from your international experiences and that those of you outside of North America share the perspectives of your home countries. To this end, I hope that, no matter where you are in the world, you will e-mail, call, write or fax me (see contact information below) with your suggestions, views, requests and contributions (the name of an organization or academic department I can profile in a manner consistent with the goals of this column, newspaper clippings, company program pamphlets, news of research-in-progress, experience with OD and HR strategies/programs and any other information—nothing is too small). Please send any information relevant to the points discussed in this column along with your ideas for future topics to me at: Graduate School of Management,

University of Queensland, Brisbane, Queensland 4072, Australia; phone: +61 7 3365-6747; fax: +61 7 3365-6988; e-mail: C.Hartel@gsm.uq.edu.au

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Job Training Reform Enacted

Sarah Brookhart
Director of Government Relations
American Psychological Society

Calling it the "crowning jewel" of his Administration's lifetime learning agenda, President Clinton has signed into law a sweeping reform of federal job training and related programs.

Job training reform has been an Administration goal since the beginning of the first term and before that was part of the Clinton-Gore campaign platform. Efforts to pass the original legislation, a wide-reaching package called the GI Bill for America's Workers, failed in Congress in 1994 and 1996. This time, a significantly scaled-back version called the "Workforce Investment Act of 1998" passed with strong bipartisan support from Capitol Hill, and both the Administration and Congress are claiming credit for the bill.

Here are some of the highlights of the legislation:

- Dozens of training programs will be consolidated into three block grant programs to states and local governments.
- Workers will be given "individual training accounts" that allow them to choose their own training.
- All local areas will be required to have at least one "one-stop career center" that combines training, job search and placement assistance, career counseling, unemployment insurance, vocational rehabilitation adult education, and other core services related to employment.
- Universal access to core labor market services will be provided, with no eligibility requirement.
- States and local areas will be required to meet specific measures of performance, including job placement rates, earnings, and retention in employment.
- Training providers will be required to be certified in order to receive federal job-training funds.

The bill also provides $1.25 billion over 5 years in "youth opportunity grants" to high-poverty areas, including empowerment zones and enterprise communities, with the goal of "changing the culture of joblessness and high unemployment" by providing employment and training services to all disadvantaged youth in selected urban and rural high-poverty areas for an extended period. This funding would provide approximately 15–20 grants.

"The vast majority of corporate managers say the number one prerequisite for continued prosperity is finding a way to fill all our high-skill jobs," said President Clinton at the signing ceremony for the bill.

"Even with the unemployment rate as low as it is," he said, "there are hundreds of thousands of jobs which are going begging that are high-wage, high-skill jobs, undermining the ability of our free enterprise economy to maximize its benefits to all our people, to reach into all the urban neighbor-

hoods and the rural communities and the places it has not yet reached. Therefore, giving all Americans the tools they need to learn for a lifetime is critical to our ability to continue to grow."

"Today, we celebrate a big step forward in making sure that every adult can keep on learning for a lifetime; where no disadvantaged child, no displaced worker, no welfare parent, no one willing to learn and work is left behind," said the President during the August 7th ceremony.

In Congress, passage of the legislation was led by Senators James Jeffords (R-VT), Mike DeWine (R-OH), Edward Kennedy (D-MA), and Paul Wellstone (D-MN) and by Representatives William Goodling (R-PA), Howard McKeon (R-CA), William Clay (D-MO) and Dale Kildee (D-MI).

"This act will significantly enhance the ability of states and local areas to effectively implement welfare reform and move welfare recipients from welfare to work as well as greatly increase opportunities for training for the high technology jobs that are in demand throughout the country," said Goodling, who is chair of the House Committee on Education and the Workforce.

"This will be an important step forward for the country's economy, workers and businesses," said Wellstone, ranking minority member of the Senate subcommittee that first cleared the legislation. "We need to ensure that our workers have the skills they need to compete in the global economy. This bill simplifies our worker training system, and at the same time puts decision-making power down at the local level. It provides more say and more responsibility for private sector employers who are expected to provide the jobs for trainees."

Future SIOP Annual Conference Locations & Dates

1999	Apr 30-May 2	Atlanta, GA	Marriott Marquis
2000	Apr 14-16	New Orleans, LA	Hyatt
2001	Apr 27-29	San Diego, CA	Sheraton
2002	Apr 12-14	Toronto, ON, Canada	Sheraton
2003	Apr 11-13	Orlando, FL	Hilton
2004	Apr 2-4	Chicago, IL	Sheraton
2005		Los Angeles	Westin Bonaventure

Thompson v. Borg-Warner Case Settled

Maureen P. Toner and David W. Arnold, Esq.
Reid Psychological Systems

Borg-Warner, the nation's largest security firm, recently settled a lawsuit regarding its use of a preemployment test for $2.1 million. In 1994, the American Civil Liberties Union filed a class action suit against Borg-Warner Protection Services, alleging that the defendant's subsidiary, Burns International Security Services, had violated the Americans with Disabilities Act (ADA) and the California Labor Code (CLC), when it declined to hire plaintiffs such as Mel Craig Thompson as a result of a preemployment test, the PASS-III D.A.T.A Survey (PASS-III).

The Court, when asked in a pretrial motion to grant summary judgment for these claims, granted summary judgment to the defendant with regard to the ADA claims. In the opinion of the Court, the test had not violated the ADA for two reasons. First, the test was not considered a preemployment medical examination as defined by the Equal Employment Opportunity Commission (EEOC). Further, the test had also not violated the ADA because it had not inquired about past drug or alcohol addiction. The Court noted that preoffer inquiries about current unlawful drug use, past casual use, and the use of alcohol, short of alcoholism, are permitted under the ADA.

However, the Court denied summary judgment for the claim that the test violated the CLC prohibiting discrimination on the basis of political views or affiliations. In the Court's opinion, the issue of whether questions designed to reveal attitudes towards illegal drug use could be interpreted as political barometers should be decided in court. Questions such as these:

- The government has no right to interfere with a person who chooses to use drugs if it doesn't hurt anyone.
- The police and courts are lenient on drug users.
- The drinking age should be lowered.
- Marijuana should be legalized.

The plaintiffs argued that applicants who tend to exhibit lenient attitudes toward drug use (and other politically charged topics) also tend to hold more liberal political beliefs, and that a question regarding the legalization of marijuana was particularly politically charged in the state of California.

According to the lawyers for the plaintiffs, the settlement would cover the approximately 8,000 applicants who were administered the PASS-III between 1991 and 1995, at which time Burns Security discontinued its use as a preemployment screening tool. Those who were denied employment as a result of the test would receive $1,259.00, while applicants who took the test and were hired would receive $500.00. According to the *San Francisco Chronicle*, Borg-Warner issued a statement: "We denied all liability...and our decision to settle was based on business and economic reasons." The Court still must approve the settlement, which is expected later this summer.

Call for Program Proposals: 1999 APA Convention in Boston

Murray R. Barrick
University of Iowa

It is time to start developing program proposals for the 1999 APA Convention. The convention will be held in Boston from Friday, August 20, to Tuesday, August 24. **Program proposals must be received by December 2, 1998.**

The Board of Convention Affairs has established uniform requirements for all papers/proposals, which are detailed below. We welcome new and different program formats. We hope that having to write less encourages you to submit more. Papers, symposia, tutorials, panel discussions, and conversation hours are traditional welcome formats, but we will also consider any innovative formats you can create.

Specific details about program submissions appeared in the September issue of the *APA Monitor*. The Call for Programs is also available by writing: **Convention Office, American Psychological Association, 750 First Street NE, Washington, D.C. 20002-4242.** Please note that although the APA Call for Programs indicates that presenters at the convention must be APA members or be sponsored by APA members, APA has given SIOP permission to waive these requirements. Thus, **you must be a SIOP member or sponsored by a SIOP member to present at the APA convention as part of SIOP's program, but you do not need to be a member of APA or be sponsored by one.**

Note that APA distinguishes between "presentations" and "programs," with different submission procedures for each:

- "Presentations" are individual papers to be presented either in a paper or poster session. Our presentations will be primarily poster sessions, however we also have the option of combining separately accepted papers into a paper session focusing on a common theme. Presentations (individual papers) will be blind reviewed. The requirements for submission are: five copies of a 500 to 1,000 word summary and five copies of a 100-word abstract. Please do not put your name on the summary or abstract, just the submission title. Submissions should be double-spaced, with one-inch margins using elite type.
- "Programs" refers to sessions with multiple presenters including traditional formats such as symposia, panel discussions, and debates. However, programs with creative, nontraditional formats are encouraged. Programs are not blind reviewed. It is important to know who the participants are in order to evaluate the proposal. Submit five copies of the complete proposal. Proposals for these sessions should include a 300-word general summary and 300-word summaries of

each participant's presentation. As with presentations, submissions must be double-spaced, with one-inch margins, in elite type.

In evaluating submissions to the Convention, we will be use the following criteria:

- Appropriateness of the topic for SIOP
- Technical adequacy (research methods, analyses)
- Contribution to knowledge of the topic
- Interest, informativeness, and innovation
- Coherent, integrated whole even with multiple presentations

If you have questions, ideas, or suggestions for invited speakers, feel free to call or write: **Murray R. Barrick, Department of Management & Organizations, S358 PBAB, College of Business Administration, The University of Iowa, Iowa City, IA 52242-1000. Telephone: (319) 335-0924; Fax: (319) 335-1956; e-mail: mbarrick@uiowa.edu.** Please note all program submissions must be received at this address by **December 2, 1998.**

The Program Committee looks forward to receiving your ideas and submissions. This is a great year to present at APA in Boston!

Call for Fellowship Nominations

Robert L. Dipboye

Each year, the Fellowship Committee requests and evaluates nominations to the status of Fellow those society members who have made unusual and outstanding contributions to psychology. The Fellowship Committee seeks nominations of individuals from all areas of endeavor within our profession. We encourage nominations of candidates who have had a documented impact on the profession in their practice and application of psychology as well as those who have made their contribution through research.

Detailed criteria considered by the Fellowship Committee were published in *TIP*, April 1994, pp. 31-34. General criteria are summarized below.

Criteria

- Society Member for no less than 2 years at the time of election.
- Nominated by either a Member or Fellow of the Society through submission to the SIOP Fellowship Committee of a letter of nomination and a completed APA Uniform Fellow Application Form.
- Three or more letters of recommendation, at least two of which must come from Fellows of SIOP.
- Should the nominee be elected to SIOP Fellowship, he or she is then typically submitted for consideration as a Fellow in APA and/or APS. If the nominee is to also be nominated for APA fellowship, three of the original letters of endorsement must come from Fellows of APA. If the nominee is to be nominated for APS fellowship, at least one of the original letters must come from a Fellow of APS.

Due Date

- November 15, 1998

Request Nomination Materials from and Direct Questions to:

Robert L. Dipboye, Chair, SIOP Fellowship Committee
Department of Psychology MS-25
Rice University
6100 South Main
Houston, TX 77005-1892
Phone: 713-527-4764
Fax: 713-663-0332
E-mail: Dipboye@rice.edu

Proposed SIOP Bylaws Amendments

Bill Macey, Secretary

The Executive Committee has recommended that a number of amendments to the Bylaws be adopted to reflect changes in the governance and operations of the Society. Each of these proposed changes is detailed below. For convenience, both old and new language is indicated. Language to be deleted is indicated by strikethrough characters and new language is underlined.

SIOP Bylaws call for an announcement of proposed changes at least two months prior to the actual voting (See Article IX, "Amendments"). Voting on the proposed changes will take place in the Fall of 1998. Mail ballots will be sent to all Society Members. A majority vote of those voting by mail are required to adopt any amendments.

Amendment 1: ARTICLE VI: MEETINGS

1. A business meeting of the Society ~~shall~~ <u>may</u> take place in conjunction with the Society's annual conference as determined by the Executive Committee.

Rationale: Attendance at business meetings has dwindled to such a degree that it has become impractical to meet the requirements for a quorum to conduct business. Nonetheless, it is necessary to retain the possibility of calling a business meeting should the need arise.

Amendment 2: ARTICLE VII: COMMITTEES

1. The standing committees of the Society shall consist of the following: Fellowship, Membership, Election, Program, Scientific Affairs, Professional Practice, Education and Training, Newsletter, Continuing Education and Workshop, Committee on Committees, Long Range Planning, State Affairs, Awards, Frontiers Series, Practice Series, ~~and~~ Society Conference, <u>and Historian</u>. In addition, ad hoc committees may be established by vote of the Society Members or by the Executive Committee to perform tasks of a brief or temporary nature.

<u>19. The Historian shall be responsible for the maintenance of the Society archives and conducting such activities as are necessary to capture, document and/or preserve the record of Society business transactions, activities, functions and events.</u>

Rationale: The Executive Committee created the ad-hoc the position of Historian two years ago. The Executive Committee voted to continue this position on April 26, 1998. As with other committees, the Historian Committee will be subject to sunset review every 5 years.

Amendment 3: ARTICLE VII: COMMITTEES

The standing committees of the Society shall consist of the following: Fellowship, Membership, Election, Program, Scientific Affairs, Professional Practice, Education and Training, Newsletter, Continuing Education and Workshop, Committee on Committees, Long Range Planning, State Affairs, Awards, Frontiers Series, Practice Series, ~~and~~ Society Conference, ~~and~~ Historian and Foundation. In addition, ad hoc committees may be established by vote of the Society Members or by the Executive Committee to perform tasks of a brief or temporary nature.

20. The Foundation Committee shall be responsible for fund raising activities to support the scientific, professional, and educational activities of SIOP. The membership criteria and terms of office of the chair and members of the committee are specified in the Code of Regulations of the Society for Industrial and Organizational Psychology Foundation.

Rationale: The Foundation was begun as an ad hoc committee in 1996. Given the funds it manages on a continuing basis, it should now become a standing committee.

(The changes establishing the Historian and the Foundation Committees require a re-ordering of paragraph numbers in the Bylaws. Existing Paragraphs VII.19 and 20 will be renumbered as Paragraphs 21 and 22).

Amendment 4: ARTICLE XI: FISCAL YEAR

The fiscal year of the Society shall end on ~~April~~ June 30.

Rationale: February through May are the busiest times of the financial year for the Society. We receive conference and workshop registration fees from January up through the Conference, and incur most of our Conference expenses during the month prior to the Conference and the two weeks immediately following the Conference. Because the Conference is sometimes held in April and sometimes in May, year-to-year financial comparisons are extremely difficult when the fiscal year ends April 30. Shifting the fiscal year end to June 30 will make year-to-year comparisons more straightforward.

Preview of 1999 SIOP Pre-Conference Workshops

Angie McDermott
Dell Computer Corporation

You are cordially invited to attend the SIOP pre-conference workshops in Atlanta on April 29, 1999. We are excited by our lineup of distinguished Workshop Leaders and compelling topics, and hope you will join us. Great presenters, practical information you can use, terrific networking opportunities, and that famous (or is it infamous?) social hour. Where else can you get all this? More detailed information will follow in the next issue of *TIP*. For now, here's the list of workshops and presenters.

1. **Corporate Renewal: How to Overcome Barriers to Alignment** by Michael Beer, Harvard Business School. Coordinator: Karen B. Paul

2. **Recognition: It Ain't About Money! Best Practices From Companies That Have Proven the Way They Treat Their People Will Change Their Business** by Christine Postolos and Linda Simon, Pizza Hut. Coordinator: James Eyring.

3. **Process Consultation, Dialogue, and Organizational Culture** by Ed Schein, Sloan School of Management, MIT. Coordinator: Ed Kahn

4. **Structural Equations Modeling: A Primer** by Miguel A. Quiñones, Rice University. Coordinator: Steve Wunder

5. **Here to Stay: Implementing Selection Programs that Last** by Sally Hartmann, Sears and Don Moretti, Motorola. Coordinator: Rog Taylor

6. **Financial Analysis—The Language and Tools of Value** by Joanne Provo and Paul Bly, PDI. Coordinator: Blake Frank

7. **Business Strategy and Marketing—Creating and Leveraging Competive Advantage** by Donna Neumann and Pete Ramstad, PDI. Coordinator: Blake Frank

8. **Successful Succession Planning** by Jeffrey J. McHenry, Microsoft Corporation, Brian M. Stern, Saville & Holdsworth, Ltd. and Patrick Pinto, Pinto Consulting Group. Coordinator: Alberto Galué

9. **Demystifying Executive and Managerial Coaching** by Marc Sokol and Skip Leonard, PDI. Coordinator: Kalen Pieper

10. **Marrying People and Technology: Weirder Things Have Happened. Real World Stories, Lessons Learned, Assumptions Challenged.** Chuck Bennett, Shell Services International, Alison Eyring, Caltex Petroleum Corporation, and Shari Reynolds, Cool Pages Inc. Coordinator: Karla Stuebing, FSD Data Services Inc.

11. **Recent Development in Employment Litigation** by Keith M. Pyburn, Jr., McCalla, Thompson, Pyburn, Hymowitz & Shapiro, LLP and William W. Ruch, Psychological Services, Inc. Coordinator: Nancy Rotchford

12. **Preparing for Employment Litigation and OFCCP Audits** by Robert K. Spotswood, Bradley, Arant, Rose, and White LPI and Joan Hallworth, Economic Research Services, Coordinator: Susan Walker

13. **Transporting Validity in the Real World** by Nancy T. Tippins, GTE, S. Morton McPhail, Jeanneret & Associates, Inc., Calvin C. Hoffman, Sempra Energy, and Wade M. Gibson, Psychological Services, Inc. Coordinator: Wade Gibson.

14. **Creating and Managing Effective Work/Life Balance Policies and Programs for the 21st Century** by Sara P. Weiner and E. Jeffrey Hill, IBM. Coordinator: Jack Kennedy

15. **Building an I-O Consulting Practice** by Vicki Vandaveer, The Vandaveer Group. Coordinator: Joan Rentsch

16. **Business and HRM Strategy: Aligning Policies and Making it Happen** by Jack Militello, University of St. Thomas, and John Delery, University of Arkansas. Coordinator: Mick Sheppeck

Fourteenth Annual Industrial-Organizational Psychology Doctoral Consortium

Lyse Wells
Rockwell Semiconductor Systems

Michelle Marks
Florida International University

Thursday, April 29, 1999 marks the day of the Fourteenth Annual Industrial-Organizational Psychology Doctoral Consortium to be held at the Marriott Marquis in Atlanta, Georgia, the same site as the SIOP Conference.

The consortium is traditionally known for its impressive lineup of speakers. The speakers will be chosen for their outstanding contributions to the field and will provide their unique perspectives on the challenges faced by I-O psychologists today. Please look in the next issue of *TIP* for the announcement of the speakers for 1999.

Each doctoral program will receive registration materials for the consortium by January, 1999. Enrollment is limited to one student per program up to a maximum of 40 participants. We encourage you to nominate students, as soon as registration materials are received, since we enroll students and give preferences in the order they are received.

The consortium is designed for upper-level students close to the completion of their doctorates. Most participants will be graduate students in I-O psychology or HR/OB who are currently working on their dissertations. Preference will be given to nominees who meet these criteria and have not attended previous consortia.

If you need additional information, please contact Lyse Wells at Lyse Wells, Organizational Development, Rockwell Semiconductor Systems, 4311 Jamboree Road, Newport Beach, California 92660-3095, mail code: H01-349, or e-mail lyse.wells@rss.rockwell.com, or call (949) 221-5359.

SIOP Awards Committee Members for the 1999 Awards

Francis J. Yammarino, SUNY–Binghamton, Chair

Tammy Allen, University of South Florida
Leanne Atwater, Arizona State University-West
Talya Bauer, Portland State University (Chair, SRWallace Dissertation. Subcommittee)
Jeanne Brett, Northwestern University
Daniel Cable, University of North Carolina
Fred Dansereau, SUNY-Buffalo
Paul Hanges, University of Maryland
Mary Ann Hanson, PDRI
John K. Kennedy,Jr., Brecker & Merryman
Steven E. Markham, Virginia Tech
Scott Martin, National Computer Systems (London House/SRA)
Jimmy Mitchell, Institute for Job and Occupational Analysis
Michael Mount, University of Iowa
Michael Mumford, American Institutes for Research
Linda Neider, University of Miami
James Sharf, AON Consulting
Lois Tetrick, University of Houston
Steffanie Wilk, University of Pennsylvania

M. Scott Myers Award for Applied Research in the Workplace Subcommittee Members

Sidney Gael, Personnel League Associates
John K. Kennedy, Jr., Brecker & Merryman
Terry Mitchell, MPORT Management Solutions
Lance Seberhagen, Seberhagen & Associates (Chair, Subcommittee)
Carol Timmreck, Shell Oil Company

William A. Owens Scholarly Achievement Award Subcommittee Members

Lawrence James, University of Tennessee
Shelley Kirkpatrick, American Institutes for Research
John Mathieu, Pennsylvania State University
Paul Muchinsky, University of North Carolina-Greensboro
Michael Mumford, American Institutes for Research (Chair, Subcommittee)
Lyle Schoenfeldt, Appalachian State University
Garnett Stokes, University of Georgia
Steven E. Markham, Virginia Tech

SIOP Executive Committee and Committee Chairs:Spring Meeting 1998, Dallas, TX

First row, l to r: Steve Ashworth, Fran Yammarino, Jeff McHenry, Jeff Schippman, Nancy Tippins
Second row: Ann Marie Ryan, Debbie Major, Cathy Higgs, Jeanette Cleveland, Linda Sawin,
Third row: Kalen Pieper, Elaine Pulakos, Manny London, Georgia Chao, Kevin Murphy, Angelo DeNisi, Irv Goldstein, Mike Burke, Ron Johnson, Lee Hakel
Fourth row: Bernardo Ferdman, Mike Coovert, Allan Church, Phil Craiger, Karen Paul, Tim Judge, Bob Dipboye, Wayne Camara, Bill Macey, Murray Barrick, Fritz Drasgow
Missing from photo: Adrienne Colella, Beth Chung, Katherine Klein, Laura Koppes, Eduardo Salas, Neal Schmitt,

L to R: Bob Dipboye, Irv Goldstein, Nancy Tippins, and Bill Macey (taking minutes on his laptop!).

L to R: Steve Ashworth, Georgia Chao, Wayne Camara, and Ann Marie Ryan.

L to R: Katherine Klein, Jeanette Cleveland, Adrienne Colella, Phil Craiger, and Mike Coovert.

L to R: Allan Church, Angelo DeNisi, Murray Barrick, and Tim Judge

L to R: Bernardo Ferdman, Manny London, Ron Johnson, Fran Yammarino, and Lee Hakel.

L to R: Jeff McHenry, Fritz Drasgow, Elaine Pulakos, and Kevin Murphy.

All photos were taken by Laura Koppes, SIOP Historian

IOTAS

Allan H. Church
W. Warner Burke Associates, Inc.

This edition of *I-O Transfers, Activities, and Social Events* includes another set of award winners, moves, and relocations for various members.

Awards

Congratulations to **David Chan** who recently received the Michigan State University Social Science College Award for his outstanding academic achievements and, in particular, for being the recipient of the American Psychological Association Dissertation Research Award and SIOP's Edwin Ghiselli Research Design Award.

Also recently honored was the Center for Creative Leadership Senior Fellow, **David P. Campbell.** During commencement exercises in May, David was awarded an honorary Doctorate of Humane Letters from the University of Colorado for his significant achievements and substantial contributions to the fields of organizational psychology, vocational assessment, leadership and creativity. He is widely known through his research, best-selling books, and work on various assessment tests including the Strong-Campbell Interest Inventory and the Campbell Leadership Inventory.

The Human Resources Research Organization (HumRRO) recently launched an annual fellowship program to reward, recognize, and support a graduate student for outstanding research efforts and with high potential for significant contributions to the field of I-O Psychology. Due to a tie for the first annual fellowship, two recipients were selected this year: Robert Ployhart who is in the I-O Psychology doctoral program at Michigan State University. His dissertation topic is on integrating personality tests with situational judgment tests for the prediction of customer service performance; and **Jill Ellingson,** who is in the Ph.D. program in the University of Minnesota's Department of Human Resources and Industrial Relations, in the School of Business. Her dissertation examines the influence of social desirability on the construct validity of personality measures used in selection. Each recipient received an award of $10,000.00. For those interested in applying for next year's fellowship, watch for information in *TIP*, the SIOP webpage, and the HumRRO website (www.Humrro.org).

Finally, a note of correction regarding past award winners. **Fred Oswald** e-mailed me recently to inform me (and therefore all of you) that the 1996 Best SIOP Student Poster Listing in the awards section of the July issue of *TIP* (page 90) was authored by "Frederick L. Oswald & **Jeff W. Johnson**," not just by Fred as listed. Thanks for pointing this out, Fred—we certainly wouldn't want to leave anyone out.

People on the move

With the fall comes a new academic year and a whole bunch of new assignments and positions to report. Starting with the corporate side:

Pete Hudson has moved from PepsiCo to SHL Saville & Holdsworth, where he is now Managing Director of SHL's Metro New York Office.

Calvin C. (Cal) Hoffman (Southern California Gas Company, Los Angeles) wrote to let us know that he has accepted a position as Personnel Research & Measurement Manager with Sempra Energy, headquartered in San Diego. Sempra was formed by the merger of the parent companies of Southern California Gas Company and San Diego Gas & Electric. Cal says that now he and his research staff "have a much bigger sandbox to play in!"

Karen B. Paul wrote in that Jayson Shoemaker has joined her and her colleagues, **Kevin J. Nilan** and Doug Molitor, in 3M's HR Measurement Systems. Jayson will be working in the survey research area and he is looking forward to helping the group continue to grow and prosper.

Now, turning to the academic side of the house, Bill Rogers informs us that he has recently accepted a position at Grand Valley State University. David Chan has recently joined the faculty at the National University of Singapore. David can be reached at: Department of Social Work and Psychology, National University of Singapore, 10 Kent Ridge Crescent, Singapore 119260, Republic of Singapore, e-mail: swkcct@nus.edu.sg, Fax: 65-778-1213

Ted Rosen wanted fellow SIOPians (I like that term) to know that during the 1998-99 academic year, he will be a Visiting Professor at the George Washington University School of Business and Public Management in the Organizational Behavior and Development Program. He will be focusing on OB and management courses with the full-time MBA students and group/team dynamics work with Executive MIS program participants.

The University of Minnesota Department of Psychology wrote to announce that **Paul Sackett**, Past President of SIOP, has joined the faculty of its I-O Psychology Graduate Program as Professor of Psychology and principal keyboard artist.

Where are they now?

Finally, on a sort of "Inside the NFL" related note (for those of you who watch the HBO show during the football season, you know what I am talking about), I received an interesting update from **Jim Morrison** (*not* of the

Doors), who chaired the Conversation Hour "I-O Psychologists and Disaster Service" at the 1994 SIOP Conference in Nashville. Jim had this to say:

"Since the conference, I have been privileged to provide mental health interventions at the Oklahoma Bombing, Flight 800, and other American Red Cross national disasters. I-O psychologists who want to experience an authentic adrenaline rush helping disaster victims should consider volunteering for ARC disaster service. This year I have been busy conducting two-day ARC Disaster Mental Health training programs to prepare licensed psychologists and social workers for providing crisis interventions in major disasters. I urge SIOP members who are interested in more information to write to me at: James H. Morrison, 10932 Rosehill Rd., Overland Park, KS 66210." Jim also wanted me to point out that APA has an active Disaster Response Network of psychologists who have taken the required training and act as a resource of volunteers for counseling victims of major disasters.

Imagine, I-O psychologists helping disaster victims. I would guess that such work would make one's recent rejection from *JAP* or all that wasted effort on a consulting contract that never came through seem trivial. It's all perspective. At any rate, until next time, don't forget to send me those accolades, new assignments, interesting trivia bits and professional updates at Allanhc96@aol.com.

OBITUARIES

Dr. Warren S. Blumenfeld

Warren S. Blumenfeld, 64, a former Professor of Management and Psychology at Georgia State University, and renowned author and humorist, died July 1, 1998 in Tucson of cancer.

Dr. Blumenfeld earned his B.A. in Psychology at Indiana University and his M.S. and Ph.D. in Industrial Psychology from Purdue University. He conducted applied research in the public and private sectors as both an internal and external consultant. Prior to coming to Georgia State University in 1969, he conducted applied research in a wide range of settings, having been Manager of Advertising Research (Coca-Cola USA), Applied Research Consultant (self-employed), Research Psychologist (National Merit Scholarship Corporation), Project Director (Personnel Measurement Research Department, U.S. Naval Personnel Research Activity, San Diego), Purdue Opinion Panel Associate Editor (Purdue University), Project Director and Research Coordinator (Test Department, Science Research Associates) and Personnel Psychologist (Armed Forces Examining Station, U.S. Army).

His research has been presented to professional associations nationally and internationally as well as countless articles published in numerous journals and magazines. In 1986, Dr. Blumenfeld's full-time hobby as a connoisseur of oxymorons brought him national recognition when he was featured in *People Magazine*, as "The Dean of the Oxymoron." His two best selling books, *Jumbo Shrimp & Other Almost Perfect Oxymorons*, And *Pretty Ugly: More Oxymorons & Other Illogical Expressions That Make Absolute Sense*, followed in 1989. Dr. Blumenfeld became a frequent radio/TV talk show guest as well as speaker, demonstrating that "scholar humorist" is not necessarily an oxymoron. His third book, *My Grandmother Died Again & Other Almost Believable Excuses*, followed in 1991.

Among his many honors, Dr. Blumenfeld was selected by the College of Business Administration students, faculty, and staff as Alumni Distinguished Professor. He was also twice selected by the doctoral fellows as the Hammond Award Recipient. Dr. Blumenfeld is survived by his wife, Esther; his son, Joshua Blumenfeld and many loving friends.

Submitted by Esther Blumenfeld

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, 800 K Street, NW, Room 5000, Washington, DC 20536. Or call (202) 305-0081, or fax entries to (202) 305-3664.

1998

Oct 5–9: Annual Conference of the Human Factors and Ergonomics Society. Chicago, IL. Contact: The Human Factors and Ergonomics Society, (310) 394-1811.

1999

March 3–7: Annual Conference of the Academy of Human Resource Development. Arlington, VA. Contact: AHRD, (504) 334-1874.

April 10–14: Annual Conference of the American Society for Public Administration. Orlando, FL. Contact: ASPA, (202) 393-7878.

April 19–23: Annual Convention, American Educational Research Association. Montreal, Quebec. Contact: AERA, (202) 223-9485.

April 19–23: Annual Convention, National Council on Measurement in Education. Montreal, Quebec. Contact: NCME, (202) 223-9318.

April 30–May 2: Annual Conference of the Society for Industrial: Organizational Psychology. Atlanta, GA. Contact: SIOP, (419) 353-0032.

May 22–27: Annual Conference of the American Society for Training and Development. Atlanta, GA. Contact: ASTD, (703) 683-8100.

June 1–4: 27th International Congress on the Assessment Center Method. Orlando, FL. Contact: DDI, (412) 257-3952.

June 3–6: Annual Convention of the American Psychological Society. Denver, CO. Contact: APS, (202) 783-2077.

June 4–11: Annual Conference of the International Personnel Management Association Assessment Council. Clearwater, FL. Contact: IPMA, (703) 549-7100.

June 26–27: 3rd Australian Industrial and Organizational Psychology Conference. Brisbane, Queensland, Australia. Contact: Conference Secretariat, 61 7 3846 5858 or kcross@eventcorp.com.au.

June 27–30: Annual Conference of the Society for Human Resource Management. Atlanta, GA. Contact: SHRM, (703) 548-3440.

Aug 8–11: Annual Meeting, Academy of Management. Chicago, IL. Contact: Academy of Management, (914) 923-2607.

Aug 8–12: Annual Convention of the American Statistical Association. Baltimore, MD. Contact: ASA, (703) 684-1221.

Aug 20–24: Annual Convention of the American Psychological Association. Boston, MA. Contact: APA, (202) 336-6020.

CALLS AND ANNOUNCEMENTS

Call For Nominations: 1999 RHR International Award

Division 13 of the American Psychological Association is seeking nominations for the **1999 RHR International Award.** The RHR International Award is given to an APA member whose career achievements reflect outstanding service to organizations, public or private, by helping them respond more effectively to human needs. Primary emphasis is placed on the practice of consultation rather than other accomplishments in the field, such as teaching, research or publications. This award, accompanied by a check for $1,500, is funded annually by the consulting firm of RHR International in honor of a founding member, Perry L. Rohrer, who epitomized the standards of excellence which they and the Division of Consulting Psychology seek to perpetuate. Nomination dossiers should include a letter of nomination, the nominee's current resume or C.V. and appropriate supporting documentation such as letters from colleagues or clients, publications, or other evidence of the significance and impact of the nominee's work. Send Nominations (by December 15, 1998) to: **Paul Lloyd, Ph.D., Chair, Division 13 Awards Committee, Corporate Development Group, 707 Seventeenth Street, Ste 2900, Denver, CO 80202, (314) 651-2437, Plloyd@semovm.semo.edu**

Call For Nominations: 1999 Harry Levinson Award

Division 13 of the American Psychological Association is also seeking nominations for the **1999 Harry Levinson Award.** This award is given to an APA member who has demonstrated exceptional ability to integrate a wide range of psychological theory and concepts and convert that integration into applications by which leaders and managers may create more effective, healthy, and humane organizations. The nominee need not be a member of the APA division of Consulting Psychology. This award, funded by the earnings from a trust fund established by Harry Levinson and administered by the American Psychological Foundation, will offer a check for $1,000. Nomination dossiers should include a letter of nomination, the nominee's current resume or C.V. and appropriate supporting documentation providing evidence of the significance and impact of the nominee's work. Send Nominations (by Dec. 15, 1998) to: **Paul Lloyd, Ph.D., Chair, Div. 13 Awards Committee, Corporate Development Group, 707 Seventeenth Street, Ste 2900, Denver, CO 80202, (314) 651-2437, PLloyd@semovm.semo.edu.**

North Carolina I-O Psychologists (NCIO) Welcomes New Members

The North Carolina Industrial Organizational Psychologists (NCIO) has grown over the past few years to include approximately 70 professional and student members. New members are welcomed at each meeting. Designed to "provide professional development opportunities for current and aspiring Industrial/Organizational Psychologists of North Carolina", NCIO has attracted academic and applied psychologists from around the North Carolina and Virginia with rich programs for learning and networking.

Our next meeting is October 23, at 9:30 a.m., in Greensboro, at the Center for Creative Leadership. The featured speakers will be John Hinrichs, "Using Data to Facilitate Change, or Turning Research into Practice," and Lyle Schoenfeldt, "What Psychologists Can Contribute to Organizations." Time for networking and an organization meeting are also planned. The Spring meeting; "Transcending Space and Time: High Tech/Soft Touch in I-O Psychology," featured a session of Open Space Technology and a panel of I-O professionals with the reputation for a high-tech approach in their practice.

Members are provided with "The Flyer", the newsletter of NCIO; a membership directory and no charge for meeting attendance. The annual membership fee for professional members is $25.

Bob Pond at North Carolina State University is Web Master. Michelle Joyce, IBM, is our current Chair. Valerie Sessa, Center for Creative Leadership, is our Vice Chair. Membership is available by contacting **Membership Director, Carol Spain, Spain & Spain, (704) 544-2771; e-mail: chspain@worldnet.att.net. If you would like more information, we are on the web at: http://www2.ncsu.edu/ncsu/cep/2/NCIO/FIRST.html**

Group Relations Conference

The Center for the Study of Groups and Social Systems, part of the Boston Center of the A.K. Rice Institute, is holding a Group Relations Conference on January 20-24, 1999 at the Mont Marie Conference Center in Holyoke, Massachusetts. The theme of the conference is Authority Leadership and Partnership in Organizational Life. For more information contact: **Marc Kessler, Ph.D., Associate Director for Administration, Department of Psychology, University of Vermont, Burlington, VT 05405-0134, phone: (802) 656-0880, fax: (802) 656-8783, e-mail: MKessler@dewey.uvm.edu or visit their website at: http://www.uvm.edu/~mkessler /csgss .1999conf.html**

Call for Papers: 20th Annual Industrial Organizational/ Organizational Behavior Graduate Student Conference

George Mason University announces the call for papers for the 20th Annual Industrial-Organizational/Organizational Behavior (IOOB) Graduate Student Conference. Submissions will be accepted from graduate students on any topic related to industrial-organizational psychology or organizational behavior. All submissions should take the form of a 200-300 word abstract. Authors should submit three copies of their abstract to: Deanna Banks, MSN 3F5, George Mason University, Fairfax, VA 22030-4444. Submissions should be received no later than January 22, 1999. The conference theme will be "The Changing World Of Work: IOOB for the 21st Century" and will be held in Fairfax, VA, March 19-21, 1999. For further information about the conference contact **Deanna Banks, (703) 993-3706 ext. 3, dbanks@gmu.edu, or visit the IOOB webpage at http://mason.gmu.edu/~ion/iopsa /ioob.html.**

Call For Papers: Group and Organization Management

Group and Organization Management is devoting a special issue to modeling the interface between leadership and team processes in work organizations. More specifically, papers are invited for consideration that contribute to an understanding of performance effectiveness within and/or of organizations, where

1. the units of analysis can be the individual, dyad, team/group, organizational subsystem, and/or the organization as a whole; and
2. the focus of analysis is on the interface of leadership and team processes as the locus for an explanatory mechanism.

Both empirical and conceptual papers are welcome. However, submitted papers must include aspects of both leadership and team processes as central to any treatment. Studies that focus exclusively on either leadership or team processes would not be appropriate. Papers that emphasize dyadic relationships between leaders and followers would be most appropriate if these relationships are embedded within a larger (e.g., team) context. Themes to be considered include (but are not restricted to):

1. The direct, mediating, or moderating influences of leadership processes on the antecedents, consequences or processes of team performance;
2. The direct, mediating, or moderating influences of team processes on the antecedents, consequences or processes of leader performance;
3. Collective performance under adversity;
4. How leaders create the conditions of effective self-management in work teams;
5. Leader/team processes in virtual teams;

6. How leadership and team processes interact to facilitate organizational change;
7. Integrated leadership and team training protocols;
8. The joint effects of leadership and team processes in top management teams.

We also encourage submissions emphasizing themes not listed above, provided that the central focus is on the integration of leadership and team processes and performance effectiveness. For further information, please contact the special issue editors: Stephen Zaccaro, (703) 993-1355, szcaro @gmu.edu; and Richard Klimoski, (703) 993-1356, rklimosk@gmu.edu.

Manuscripts are due December 1, 1998. All submissions should be prepared according to the Publication Manual of the American Psychological Association. Authors should submit 5 copies of their papers to: **Stephen J. Zaccaro, Department of Psychology, MSN 3F5, George Mason University, Fairfax, VA 22030-4444.**

Call for Papers: The Organization Development Journal

The *Organization Development Journal* is seeking original submissions regarding research, theory and practice in organizational change and development. The journal is published quarterly and all manuscripts are subject to peer review. Submissions (four copies) should be approximately 10-12 pages in length, and conform to APA style.

For articles written in the United States, please send submissions to: **Dr. Bill Kahnweiler, RODC, Associate Editor, Peer Review-USA, Program Coordinator Human Resource Development, PAUS Department, School of Policy Studies, Georgia State University, University Plaza, Atlanta, GA 30303 USA, Tel. (404) 651-1915/Fax: (404) 651-1378, e-mail: wkahnweler@gsu.edu**

For articles written outside the United States, send submissions to: **Dr. David Coghlan, Associate Editor for Peer Review—International, University of Dublin, Trinity College, School of Business Studies, Dublin 2, Ireland, Tel: 353-1-608-2323/Fax: 353-1-679-9503, dcoghlan@tcd.ie**

Call for Papers: Consulting Psychology Journal

The Division of Consulting Psychology (13) is seeking manuscripts for its quarterly publication *Consulting Psychology Journal: Practice and Research*. An official APA division journal, CPJ is masked reviewed and publishes articles in the following areas:

1. theoretical and conceptual articles with implications for consulting
2. original research regarding consultation
3. in-depth reviews of research and literature on consulting practice

4. case-studies that demonstrate applications or critical issues
5. articles on consultation practice development
6. articles that address unique issues of consulting psychologists

Potential authors are encouraged to contact the editor for more information. Submissions (in triplicate) for review should be sent directly to **Richard Diedrich Ph.D., Editor, The Hay Group, 116 Huntington Avenue, Boston, Massachusetts, 02116-5712, tel. (617) 425-4540, fax: (617) 425-0073.**

Call for Papers: Cancer Research and I-O Psychology

APA President-Elect Dick Suinn has formally announced his interest in cancer as a major initiative for APA and its Divisions. To this end, he is making a call for short articles from SIOP members that reflect advice, applications, principles and guidelines with respect to cancer research and I-O psychology related areas to be published first in *TIP* and perhaps later in one summary volume. Submission information for *TIP* can be found on the front inside cover of each issue. For more information regarding Dr. Suinn's initiative and interests, contact him directly at **suinn@lamar.colostate.edu.**

HUMAN RESOURCES CONSULTING at PERSONNEL DECISIONS INTERNATIONAL

PDI has a track record of success as a premier management consulting firm with offices around the world. We currently **have three consultant openings for I/O psychologists (Ph.D. preferred) with three to five years of applied business or consulting success.** All opportunities require 30% travel and are located in Minneapolis in three different practice areas:

- **Assessment Solutions** requires an individual with a strong background in measurement, individual differences, and validation to design solutions for selection, promotion, and change management initiatives in large, global companies. Business development and project management are also required.

- **Strategic Performance Modeling** is the part of the business that integrates competencies, job challenges, and responsibilities into comprehensive performance models. This individual will work across PDI to design and plan projects, collect and analyze data, and develop proposals and client reports.

- **Succession Management Services** offers an opportunity to build a new practice area. This individual will shape the practice, build a business plan, and train our international operating office network. HR systems experience is required.

PDI offers a competitive compensation package, relocation assistance, and an opportunity to grow with the best. To apply, please send [or fax] a cover letter and resume to: **VP of Human Resources, Personnel Decisions International, 730 Second Ave., Suite 700, Minneapolis, MN 55402. Fax: 612/573-7800.**

-- Equal Opportunity Employer --

POSITIONS AVAILABLE

I/O PSYCHOLOGY INTERNS. Ford Motor Company is accepting applications for pre-doctoral internships in industrial/organizational psychology. Ford is a worldwide leader in automotive products and financial services with 325,000 employees, including 143,000 employees in U.S. automotive operations.

The internships are full-time and last 12 months. Interns will be working with I/O psychologists and HR professionals on a variety of projects, most of which are international in scope. Projects include selection research, employee surveys and organizational development. All positions are located in Dearborn, Michigan.

Applicants must be enrolled in an I/O doctoral program and have completed a Master's degree or be admitted to doctoral candidacy. Candidates should have experience in selection research, construction of tests/surveys, statistical analysis and organizational/team development interventions. Familiarity with SPSS is preferred but not required. Foreign language skills such as German, Spanish, or French are also preferred but not required. Ford is an Equal Employment Opportunity Employer committed to a culturally diverse workforce.

Those interested in applying should submit a cover letter and resume to: **Michelle Jayne, Ph.D., Ford Motor Company, Personnel Research Services, World Headquarters Room 710, Dearborn, MI 48121-1899. FAX: 313-323-8531; E-mail: mjayne@ford.com.**

I/O INTERNSHIP: Jeanneret & Associates is currently accepting applications for a pre-doctoral internship. The position offers an opportunity 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 nine to twelve 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.

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

ALLSTATE RESEARCH AND PLANNING CENTER. 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 1999. The person selected will work with our staff of psychologists and industrial engineers 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 doctoral 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 research disciplines, including psychology, business, economics, finance, market research, actuarial science, etc. **Review of applications will continue until the position is filled.** For best consideration, contact us prior to February 1, 1999. 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., an international leader in telecommunications, is accepting applications for **pre-doctoral 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: **Eric V. Mitchell, Pacific Bell, 666 Folsom St., Rm. 925, San Francisco, CA 94107, Fax: 415-542-4239**

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**

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

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.

BIDDLE & ASSOCIATES, INC. Consultant (Level 1—Senior). Biddle & Associates, Inc. is a leading EEO consulting firm specializing in EEO/AA consulting, personnel selection, test development and validation, and employment discrimination litigation (with experience in over 150 state and federal employment discrimination cases). Due to recent growth, we are seeking team members to work on current and future court cases and projects.

The preferred candidate will have a graduate degree in I/O psychology or related field with two or more years of experience. Essential skills include research and statistics, personnel selection, and legal issues pertaining to EEO, validation, and personnel selection. Strong computer skills, including spreadsheets, databases, and statistical software also essential.

Competitive compensation with significant bonus opportunities.

Fax resumes to: I/O Consulting Position (916) 929-3307.

BATRUS HOLLWEG PH.D.S, INC. Senior Management Consulting Position. Dallas-based nationally recognized organizational consulting firm, established in 1969, has an immediate opening for an experienced consultant. The main responsibilities include executive assessment, executive coaching, team and organizational consultation and facilitation. Significant client management responsibilities are also required, i.e., establishing and building relationships with existing clients, coordinating and implementing client projects. Minimum requirements are a Masters or Ph.D. in Psychology, 3 years of experience in a consulting firm or in a corporate environment.

Our firm has a dynamic, relationship-oriented, team-based environment that combines exceptional consulting services with strong business skills. We have a thriving and growing organization with a large base of clients in varied industries across the U.S. Som travel is required. Salary commensurate with experience. Outstanding benefits package with bonus and profit sharing participation. **Fax resume to Paula Harrison at 972-931-3309.**

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

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ALLSTATE RESEARCH AND PLANNING CENTER. 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 a new position for a research professional with broad interests who is highly flexible in terms of work assignments. Research assignments may include, e.g., 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 (Ph.D. or M.S./M.A./MBA) and some work experience as an internal or external business consultant. Applications from new graduates and experienced candidates are welcome. Skills in research design, statistics and other quantitative methods, business issues, and oral and written communication are required. 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 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).**

THE UNIVERSITY OF TENNESSEE, KNOXVILLE, Department of Management. The University of Tennessee, Knoxville, Department of Management is seeking an Assistant/Associate Professor of Management for August, 1999.

Description - Full-time, tenurable faculty to further the broad-based departmental activities in the behavioral aspects of Management and the Industrial/Organizational Psychology Program. Funded research to support graduate programs, including substantial involvement with Ph.D. candidates in I/O Psychology, an innovative Executive M.B.A. and involvement with other college and university activities are expected.

Qualifications - An earned doctorate in Industrial/Organizational Psychology or closely allied field with a record of scholarly activity, including externally funded research commensurate with level of appointment.

Application - Vita and three letters of recommendation should be submitted to: **Dr. Robert T. Ladd, Director, I/O Psychology Program, Department of Management, The University of Tennessee, Knoxville, TN 37996-0545.**

UTK is an EEO/AA/Title VI/Title IX/Section 504/ADA/ADEA Employer

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ACT: Training Evaluation Services. ACT is seeking professional for new training and development area. **Senior Program Development Associate** position provides full range of training evaluation services to corporate clients. Involves writing proposals and coordinating research projects; developing research and sampling designs; supervising data collection; analyzing data; writing technical reports; presenting results to clients. Requires doctorate in program evaluation or I/O psychology and 4-5 years training evaluation experience.

Position located in the ACT National Office in Iowa City, Iowa, a thriving university community. Compensation includes an excellent benefits program.

To apply, send cover letter and resume to: **Human Resources Department (SIOP), ACT National Office, 2201 North Dodge Street, Iowa City, Iowa 52243-0168 or e-mail resume to** schreibe@act.org.

For information about employment opportunities with ACT, visit our website (http://www.act.org). ACT is an Equal Opportunity Employer

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GAP INC—GAP, BANANA REPUBLIC, OLD NAVY. With almost 2,000 stores, $5 billion in sales and a stock price that rockets forward, Gap Inc. has been named Business Week's Top 50 Companies and leads the fashion retailing category. We need bright, energetic, and talented people to help us grow. Openings are in the Leadership & Management Development (LMD) Team headquartered near San Francisco.

LMD is building an integrated Human Resource Development system based on a custom competency model. Components include selection/placement, performance management, 360 feedback, leadership succession planning, and HiPotential/Executive development & coaching. We also drive change initiatives using survey/measurement methodologies.

Manager, LMD will drive key performance and development processes. The ideal candidate will have a working knowledge of development processes and some project management experience. A masters in I/O; OB or a related field plus 2–3 years industry experience preferred.

Survey Consultant will develop/execute an integrated survey measurement strategy, provide internal consulting and guide external vendors. The ideal candidate will be skilled in measurement and consulting skills. Ph.D. in I/O, OB or similar plus 3–4 years industry experience in an internal/external consulting role preferred.

Please fax or e-mail your resume with salary requirements to: **Josh Sandifer, Ph.D., Director, Leadership & Management Development, fax: (650) 874-7824, josh_sandifer@gap.com.**

THE SCHOOL OF PSYCHOLOGY AT GEORGIA INSTITUTE OF TECHNOLOGY invites applications for a tenure-track position in the Industrial/Organizational Psychology area at the level of assistant or advanced assistant professor. The ideal candidate will have strong quantitative interests and skills (e.g., multivariate analysis) as well as substantive research interests in one or more areas that complement current I/O faculty interests in differential psychology, human abilities, skill acquisition and training, motivation, employee development, testing, and selection, job analysis and performance, and performance appraisal. Interests at the interface of traditional I/O topics and other areas of psychology (e.g., quantitative, educational, personality, or social-cognitive psychology) are welcome, and collaboration across disciplinary lines is encouraged. Quality of work in the specialty area is more important than the specific domain. The successful candidate will have a strong record of publication and extramural funding, or evidence of the KSAO's to achieve a strong scholarly record. He or she will be expected to establish/continue a productive program of research in his or her area, and to participate in teaching core quantitative courses as well as undergraduate and graduate courses in the specialty area. Salary, start-up funds, and benefits are highly competitive. Interested persons should send a C.V., representative preprints/reprints, 3 letters of recommendation, and a brief statement of interests to: **Chair, I/O Search Committee, School of Psychology, Georgia Institute of Technology, 274 5th St., Atlanta, GA 30332-0170.** Deadline for applications is **October 12, 1998**, though applications will be accepted until the position is filled. Successful candidates must have a Ph.D. degree

when they begin their Fall, 1999 appointment. Georgia Institute of Technology is an affirmative action employer.

THE GEORGE WASHINGTON UNIVERSITY, Department of Psychology is seeking applications for ASSISTANT or ASSOCIATE PROFESSOR in Industrial/Organizational Psychology to join the Program Area in I/O and Applied Social Psychology. Tenure track position open for Fall, 1999. The applicant should have a strong grounding in theory and quantitative research and a commitment to excellence in teaching. Specialty area flexible. Areas of preference include program evaluation, selection, training, performance enhancement, psychometrics, and measurement. Our program endorses a scientist/practitioner model, and candidates' research should focus on organizationally based populations. For best consideration, submit applications by November 15, 1998. Review will continue until the position is filled. Please send a curriculum vita, statement of research and teaching interests, reprints of publications, and three letters of reference to: **I/O Search Committee, Department of Psychology, The George Washington University, 2125 G Street, NW, Washington DC 20052.** *The university is an affirmative action, equal opportunity employer.*

ASSOCIATE/ASSISTANT PROFESSOR OF INDUSTRIAL AND ORGANIZATIONAL (I/O) PSYCHOLOGY. The University of Tulsa invites applications for a tenure-track faculty appointment in I/O psychology beginning Fall, 1999. Scholarly potential is more important than specific area of expertise although we strongly desire an individual who can teach graduate level courses in traditional areas of I/O psychology, including Personnel Psychology and Organizational Development and undergraduate courses in Research Methods, Statistics, and/or Social Psychology. The department has M.A. and Ph.D. programs in Clinical and I/O Psychology. The department places high value on both scholarly excellence and supportive work environment. Review of applications will begin immediately and continue until the position is filled. Interested persons should mail applications (including letters of reference and samples of scholarly work) to **Robert Hogan, Ph.D., Department of Psychology, The University of Tulsa, 600 South College, Tulsa, OK 74104-3189. Direct faxes to (918) 631-2833; telephone or email inquiries to Robert Sinclair, Ph.D., at (918) 631-2835; robert-sinclair@utulsa.edu.** The University of Tulsa is an EEO/AA employer.

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TO APPLY: Send resume to: **Development Dimensions Intl., Code: EATP, 1225 Washington Pike, Bridgeville, PA 15017, Fax: 412-220-2958, e-mail: hr@ddiworld.com.** For more information about our company, visit our website: http://www.ddiworld.com. DDI values diversity and is an equal opportunity employer.

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Technology Integrity Consultant you will be responsible for development, implementation and integrity of psychological techniques delivered by the Assessment Services Group (ASG)—a growing 100-person plus department providing assessment center, test scoring, and related human resource selection and development services. Acting as technical expert to internal and external customers on assessment services and approaches; diagnosing and implementing solutions within assessment and selection technologies; managing and continually improving technical training, development, and certification of assessors and other service providers. Further, this consultant will work with internal partners to implement tailored and customized selection and assessment designs; collaborate with Assessment Technology Group to implement the integration and streamlining of existing technologies and development of new designs/methods. Qualified candidates will have a Ph.D. (or ABD) in I/O psychology; demonstrated research skills and knowledge of psychological measurement; one to three years experience in development and/or delivery of assessment and selection systems; strong interpersonal skills; and strong internal and external client service orientation. Minimum travel required. Location: Pittsburgh.

TO APPLY: Send resume to: **Development Dimensions Intl., Code: EATP, 1225 Washington Pike, Bridgeville, PA 15017, fax: 412-220-2958, e-mail: hr@ddiworld.com.**

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RENSSELAER POLYTECHNIC INSTITUTE, PSYCHOLOGY. Applications are invited for a two-year visiting Research Associate position to begin this fall. The research involves the development of evaluation tools, a longitudinal study of student learning in technology-based classrooms, and the interaction of student individual differences with technology-based educational media. Responsibilities include assisting with design, implementation, and publication of findings; mentoring graduate students; and teaching one relevant course per semester. This position will provide an excellent opportunity to perform behavioral research at an outstanding technological institute. Qualified candidates should have a Ph.D. in psychology, preferably in the area of Industrial and Organizational Psychology or Educational Psychology, and a record of involvement in relevant research. ABD candidates and persons with a Ph.D. in related area will be considered. A competitive salary (plus benefits) are in place for two years, but may be extended when additional funding becomes available. Send a cover letter outlining qualifications, a curriculum vita, names and phone numbers of three references, and a sample of scholarly writing to: **Dr. Matthew V. Champagne, Department of Philosophy, Psychology, and Cognitive Science, Rensselaer Polytechnic Institute, 110 8th Street, Troy, NY 12180-3590. Send inquiries to:** champm2@rpi.edu. Rensselaer Polytechnic Institute is an Equal Opportunity/Affirmative Action Employer.

LIMRA International: Industrial Organizational Psychologist. For over 60 years, LIMRA International has been providing selection testing services to its member companies world wide. We are seeking an individual who will be responsible for directing our existing and expanding international operations. This person will perform creative research in the area of personnel selection/ recruiting and provide new business development, selection product introduction and user training to our member companies. This position requires the following:

- Ph.D. in appropriate area or equivalent work experience
- Ability to define complex problems, collect and analyze data and draw conclusions
- Knowledge of selection procedures in general and life insurance procedures in particular
- Ability to communicate complex ideas in terms end users can understand
- Ability to do needs-based selling
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We are a well established company that can offer a pleasant working environment, a competitive salary, and a full range of benefits. Interested candidates should submit vitae, copies of research papers, list of references, and salary requirements to: **Human Resources, LIMRA International, 300 Day Hill Rd., Windsor, CT 06095-4761. Fax: 860-285-7704 E-mail: hr@limra.com. EOE. M/F/V/D. (No phone calls please.) Website http://www.limra.com**

BMC INDUSTRIES, INC: Organizational Development Psychologist. BMC Industries, a NYSE listed multi-business manufacturing company, is seeking an Industrial / Organizational Psychologist to facilitate effective selection and development of our leadership cadre.

Successful Candidate Profile:

- Applies organizational psychology to meet business challenges and needs. Connects the understanding of individuals with adding value to the business.
- Has a minimum of five years of experience providing organizational development consulting services to businesses.
- Preference will be given to PhD's, although candidates with a Master's degree plus significant organizational psychology experience will be considered.

Specific Responsibilities:

1. Leadership Development
   - Assess managers using interviews, work simulations, tests, and 360 degree feedback surveys. Use the results of this assessment battery to develop individual improvement plans for the manager.

- Consistent with BMC's belief that experience is the best teacher, work with top BMC managers to identify unique developmental experiences within BMC's various business units and functional departments. Match these experiences to individual developmental needs through planning and coordination of a rotational development program.
- Augment the experiential learning program by developing a catalog of external training resources focused on specific personal development issues.
- Assist top management in promotion decisions and organization design changes.
- Assist top management in the identification of high potentials for accelerated development.

2. Selection
   - Assess executive, managerial, sales, and senior technical candidates using a battery of interviews, tests and work simulations.
   - Continually seek best practices in selection assessment to support the selection process at all levels.
3. Organizational Effectiveness
   - Provide training services to the divisions in such areas as team building, interpersonal impact for new managers, giving & receiving performance feedback, and conflict resolution.

Please respond to: **Director, Organization Development, BMC Industries, Inc., One Meridian Crossings, Suite 850, Minneapolis, MN 55423**

FACULTY POSITION IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY AT VIRGINIA TECH. The Department of Psychology at Virginia Polytechnic Institute and State University anticipates making a tenure-track appointment at the assistant professor level beginning August, 1999. A Ph.D. with specialization in industrial/organizational psychology is desired. Quality of research and the ability to develop a productive research program are more important than research area. The Department of Psychology is committed to scholarship and research, as well as teaching excellence and the successful candidate will reflect these commitments. It has 25 full-time faculty and offers Ph.D. programs in Industrial/Organizational Psychology, Clinical Psychology (APA-approved), and Psychological Sciences. Applicants should submit a letter of application, academic vita, selected reprints/preprints, and three letters of reference to: Chair, I/O Search Committee, Department of Psychology, Virginia Tech, Blacksburg, VA 24061-0436. Review of applications will begin November 1, 1998. Virginia Tech has a strong commitment to the principle of diversity and, in that spirit, seeks a broad spectrum of candidates including women, minorities, and people with disabilities. Individuals with disabilities desiring accommodations in the

application process should notify **Susan Anderson, Department of Psychology, at (540) 231-6581.**

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The Industrial-Organizational Psychologist (TIP) is the official newsletter of the Society for Industrial and Organizational Psychology, Inc., Division 14 of the American Psychological Association, and an organizational affiliate of the American Psychological Society. **TIP** is distributed four times a year to more than 3,000 Society members; the **Society's Annual Convention Program** is distributed in the spring to the same group. Members receiving both publications include academicians and professional-practitioners in the field. In addition, **TIP** is distributed to foreign affiliates, graduate students, leaders of APA and APS, and individual and institutional subscribers. Current circulation is 5,500 copies per issue.

Advertising may be purchased in **TIP** and **the Annual Convention Program** in units as large as two pages and as small as one-half page. **"Position Available"** ads can also be obtained in **TIP** at a charge of $80.00 for less than 200 words, and $95.00 for less than 300 words. These ads may be placed on our Web page at no additional charge. Please submit position available ads by e-mail or disk. For information or placement of ads, contact: **SIOP Administrative Office, 745 Haskins, Rd., Suite D, P.O. Box 87, Bowling Green, OH 43402-0087, Lhakel@SIOP.bgsu.edu, (419) 353-0032.**

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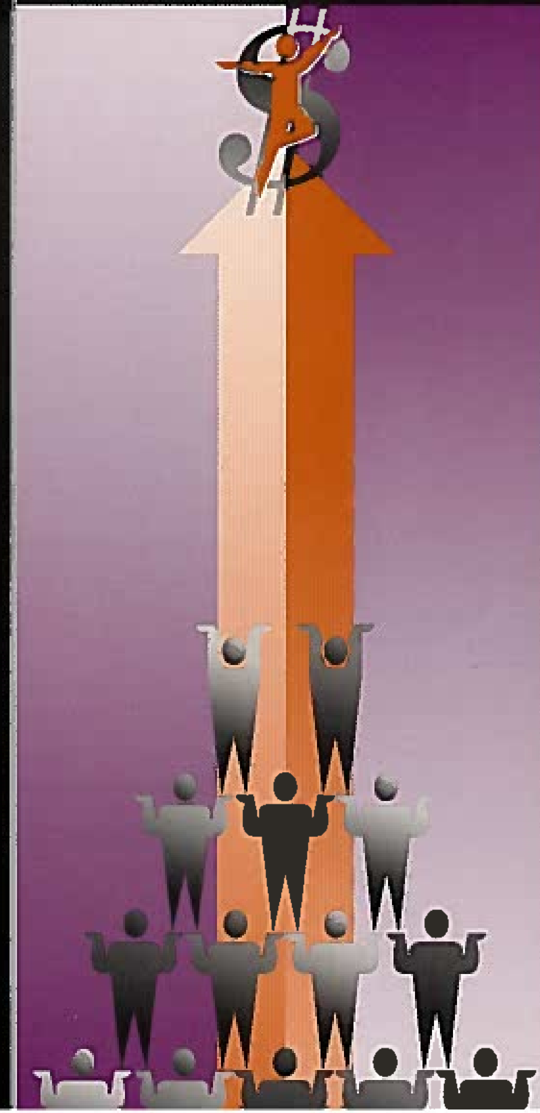

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