TIP Volume 37/Number 3 January, 2000

The Industrial-Organizational Psychologist

TIP

THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST

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The Industrial-Organizational Psychologist. TIP is the official publication 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. Circulation is approximately 5,500, which includes the membership of the Society (professional and student), program chairs and co-ordinators, public and corporate libraries, and individual subscribers.

Opinions expressed are those of the writers and do not necessarily reflect the official position of the Society for Industrial and Organizational Psychology, the American Psychological Association, or the American Psychological Society, unless so stated.

Manuscripts and News Items: Two copies (one copy on disk) of articles or news items should be submitted to the editor. Submissions well in advance of the deadline are appreciated and necessary for unsolicited manuscripts.

Deadlines for each issue are:
July issue—May 1 deadline
October issue—Aug. 1 deadline
January issue—Nov. 1 deadline
April issue—Feb. 1 deadline

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The Industrial-Organizational Psychologist, TIP (ISSN 0739–1110, USPS#014–838), is published quarterly by the Society for Industrial and Organizational Psychology, Inc. 745 Haskins Rd, Suite D, P.O. Box 87, Bowling Green OH 43402–0087.
Subscription rates: Subscription cost for SIOP members $10.00, included in annual dues. $20.00 for individuals, $30.00 for institutions. Periodicals Postage paid at Bowling Green OH and at additional mailing offices. POSTMASTER, send address changes to: The Industrial-Organizational Psychologist TIP, SIOP Administrative Office, P.O. Box 87, Bowling Green, OH 43402–0087. Undelivered copies resulting from address changes will not be replaced; subscribers should notify SIOP of their new address.

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TIP The Industrial-Organizational Psychologist

Vol. 37/No. 3 January, 2000

FEATURED ARTICLES

EDITORIAL DEPARTMENTS

A MESSAGE FROM YOUR PRESIDENT

Angelo DeNisi

One of the best things about SIOP is that there are so many competent, dedicated people doing so many important jobs. For example, the present *TIP* Editor, **Allan Church** recently sent me an e-mail message asking how my President's column was progressing. Now, you need to understand that Allan knew (and I know he knew) that there was no column, and that I wouldn't even think about it unless he reminded me. But Allan, being a diplomat, simply asked how far I was progressing instead of saying what he really meant which is: "Get moving on this column, dummy!" So, being good at following directions, here I am again.

Things have actually been relatively quiet, which is a good thing. There are a few issues that have surfaced, however, which you may want to know about. For example, I don't know if you read the October issue of the *APA Monitor*, but if you did, you might have noticed an article, reporting on a session at this year's APA Conference, which dealt with psychologists helping companies improve the bottom line. You might assume that such an article might describe the efforts of some of our members who (hopefully) contribute to companies' bottom lines all the time. Unfortunately, this is *not* what the article was about. Instead, the session being described was conducted by a group of clinicians who were discussing how clinical psychologists can contribute to organizations by conducting counseling sessions for troubled employees, by doing some personal assessments and by doing more interesting things such as establishing and administering 360-degree feedback systems. There was no discussion of what else clinicians should learn before doing this, by the way, simply that this was a new way to improve their practices. A number of present officers and past presidents of SIOP sent a letter to the Editor expressing our displeasure with the implications of this article.

In a related vein, I think I reported that I would be attending a meeting of the Tennessee Psychological Association to discuss some issues dealing with clinical psychologists who wanted to expand their practices into organizational settings. I shared the session with Eric Theiner (APA Council rep for Tennessee, an active participant in the State Board of Examiners, and someone licensed as both a clinical and an I-O psychologist), Melissa Linser (a practitioner in Tennessee who is trained as an I-O psychologist), and **Bob Bloom** (who organized the session and who is also licensed as both a clinical and an I-O psychologist). We each spoke a bit but mostly we answered questions from the audience, which consisted primarily of clinical psychologists. I'll spare you the details, but a few interesting issues became clear to me.

Clinical psychologists are hurting as a result of managed health care, and they are looking for ways to expand their practices. Furthermore, they *do* believe that organizations represent a potential new setting for those practices.

Not all clinical psychologists are interested in the same ways of expanding their practices, and we need to be sensitive to these differences, because they represent different types of challenges to our members. I will try to explain what I mean.

For example, some of the people present at our session simply want to get work with EAP programs, or work as personal counselors to troubled employees. They feel they have something to offer in areas such as the reduction of violence in the workplace, and the incidents of sexual harassment. Furthermore, they believe they are now qualified to do these things and that there are no real barriers to them expanding their practice in these areas (other than gaining entry). I don't believe that we can or should stand in the way of anyone practicing in areas for which they are trained, and these kinds of interventions would seem to be ones for which clinical psychologists are trained and qualified to administer.

But, some other people would like to expand the nature of their practice to include other topics that are clearly I-O psychology. They believe that they should *not* practice in areas for which they are not qualified, and they want to know how they can get the training they need to become qualified to do work in areas such as appraisal and development. This is an issue I believe we should think more about and on which we should take a position. If we could outline what *we* believe someone needs to know, we might be able to convince state boards as well. These people want to do the right thing, and we should help them if we can.

However, it was also clear that some clinical psychologists want to be able to say they *are* I-O psychologists. They want to be licensed as such, or at least advertise their services as such. Apparently, at one time in Tennessee one could be licensed as an I-O psychologist and a clinical psychologist, and the people who were, had to demonstrate qualifications in both areas. But what about people who are licensed in one area of psychology only? Well, state boards have rules about that kind of thing, and they are actually pretty stringent. In any event, we cannot do much to influence the requirements unless we are asked. But many people try to gain legitimacy as I-O psychologists by applying for membership in SIOP. At this point we can (and often do)

intervene, as we have a statement about what it means to be an I-O psychologist and this is what the Membership Committee uses to make decisions.

Now, to make things more interesting, you should also know that the Board of Professional Affairs (BPA) at APA is interested in these same issues. They have formed a Task Force on "Envisioning, Identifying, and Accessing New Professional Roles." The BPA is supposed to represent the interest of all practitioners in psychology, but traditionally, they are not very interested in the concerns of I-O types. In fact, the stated goals of BPA are to help clinicians transition to other arenas of practice that explicitly include industry. In fact, the Division of Consulting Psychology (Division 13) wants to establish guidelines for allowing someone to be "certified" to do "coaching" in all settings (again, think about what those guidelines would be likely to say).

Be assured that your APA Council reps and the Executive Committee are keeping a close eye on all this, but you must be aware of these issues as well. We need to responsible professionals, which means we can't just keep people out because they represent competition, but we must also make sure that APA stands by its statements about DEMONSTRATED competencies when clinicians want to expand where they work.

It was also interesting to note that Eric Theiner said several times during our session in Tennessee, that state boards were not interested in I-O types and that they *didn't need to be licensed to practice*. Now, I think he was referring to Tennessee when he said this, but I would like to hear from some of you out there about your experiences in this regard. Is this an issue for you?

On other fronts, last November we had a meeting of several members of the Executive Committee with some members of the SIOP Committee on Ethnic Minority Affairs. This committee (CEMA) has the goal of increasing the participation of ethnic minority members of SIOP in SIOP activities, and we spent time talking about how that might be accomplished and what the Executive Committee could do to support the goals of CEMA. You've probably noticed the new feature in *TIP* regarding CEMA activities, and you should see some other manifestations of this meeting in the coming months as well. I believe that the time has come to see a more diverse group of people in the SIOP leadership, and we're working towards that goal.

One final piece of information regards the SIOP Foundation. I know you're aware of most of the activities of the Foundation, but I wanted to focus your attention on a few key points. The first time there was even a discussion of a SIOP Foundation was about 4 years ago, and we are now ready to discuss how to spend some of the money that has been generated. That is, in 4 years, we have created a Foundation and have raised enough money that we can begin to spend it. There will be more details about how it might be spent after the next Executive Committee meeting, but I am amazed and impressed by the level of activity and the degree of progress the Foundation Committee has made. All the committee members have worked VERY hard for us, but I especially want to thank **Irv Goldstein** and Lee Hakel for all the time they have put into this (given the people involved, I guess I shouldn't be amazed at all!).

Well, that's all for now. Have a great holiday—whatever holiday is approaching when you actually read this!

From the Editor: Horton Hears a Who

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

Welcome to the January 2000 issue of *TIP*. Clearly, this issue has got to be one of the most anticipated SIOP publications of the millenium! After all, it's the first issue of a new year, of a new decade, of a new century, of a new... and so forth.

Ok, I admit, perhaps it's not as exciting, as say, those anxiously awaited decision letters that go out at around the same time for the annual conference. But it's close, right? Of course, one's disposition regarding those letters may differ depending on the outcome, while I am confident that everyone will enjoy this issue of *TIP*, regardless of the favored location in which it is read. Well, perhaps confident is too strong a descriptor—how about optimistic? In any case, whatever your reactions are to this issue or the contents therein, by all means, drop me an email at allanhc@aol.com and let me know. I look forward to hearing from you!

Who Are You?

As those of you who read my musings in the last issue may remember, I, like many others in our capitalistic buy.com society, receive too much junk mail. While clearly other SIOP members have the same problem (see this issue's Missives for more on the mysterious notes from "J" and a proposed solution), I am in the unique position of being able to comment publicly about it. This time, I would like to focus on another ubiquitous direct mail phenomenon—those *Who's Who* selection letters.

I am sure that many of you are familiar with the scenario. One day an official looking letter arrives in the mail congratulating you for being selected from the millions of professionals "in your field" as a potentially qualified candidate for inclusion in an upcoming edition of the *XXX Who's Who*. After a thorough review process from numerous sources including associations, trade publications, newspapers, magazines, books, reference publications, and referrals, they go on to inform you that selection into this list is indeed an honor—"a heritage shared by thousands of unique professions for over 100 years," one claims. With further positive ego strokes like "as a highly respected professional in your field" or "your achievements merit this important recognition" the letter seems almost too good to be true. Further, all you need do is complete the enclosed biographical data form and you're in like Flint—with no cost to you. After all, it's an honor just to be listed. Since when does positive recognition and reinforcement come this easily, particularly in the field of organizational consulting (speaking from my own practitioner bias here)?

Well, it doesn't actually. Although I am not yet entirely convinced that these are all a big scam designed to prey on the insecurities of an over-populated workforce in the (any) field, after I received my fifth invitation letter from four different *Who's Whos* (one came from the same organization after I had already joined). Each one claims to be the "thus and such" of its kind. Clearly, not all is well in Who's Whoville.

In case you were wondering the next time you see one of these, here's what really happens if you go along by completing the data form and entering their system (from someone who has learned from experience). Within a few weeks or even days, a series of *Who's Who* representatives, all with no prior knowledge of each other having called, will begin to contact you. The call is ostensibly to inform you of their decision about your listing and to confirm your personal information. In reality, however, the call is a sales pitch. That's right, while the offer of "no money down" is still valid, somebody needs to pay for this juggernaut and it would appear that this comes in the form of purchasing a wall plaque and massive hard bound book that lists the same information you sent to them in exceedingly small type. They'll even give you advice on where to display their always-described-as "handsome" wall plaque. "It would look great in your den, the living room over the mantle, or how about in your office at work to impress your colleagues" one Who-zealot recently intoned to me on the phone. And did you know these come in fine grain wood, shiny black lacquer, and even stately green marble? Of course, you are always free to say no thanks, just the listing is fine with me. Such a response, however, simply sets off an internal tape in his/her head that plays a well known Arnold Schwarzenegger line from the movie, *The Terminator*.

As if that's not enough, even if you do buy (literally) into this, it's not over yet. Sometime later, perhaps a few months, or even a year or two you'll be queried and harried about your interest in the special deal they are running in the latest membership edition (e.g., the Golden 2000), or becoming a lifetime member, or having your credentials promoted to an even better section of the book (e.g., the VIP or Industry Leader listing). Each of these options offers with it a new and improved wall plaque (to go along with the other one you may or may not have), and of course an additional set of Whodues. What's more, enter into one system and you are now on the *Who's Who* joiner list that is obviously circulated across the different organizations.

Yes, as you can tell, I have been there and done that. I am Who's Whobee, I admit it. It's even listed somewhere on my complete vita. Here's my excuse: the first one actually caught me off guard several years ago, and this particular organization even had to conduct a 20-minute phone interview, which made it seem more legitimate at the time anyway. Since then, however, I have learned to just say no. There is an old saying (so says my favorite engineer Mr. Scott) that I always try to remember in life: "Fool me once, shame on you, fool me twice, shame on me." Nonetheless, it is sort of fun to see the different mailings and their various claims to fame.

The reason I have brought this whole issue up in the first place (just when you thought there was no point to this story) is that I find it disconcerting that there are so many of these groups out there peddling their lists of supposed top-notch professionals that in all likelihood are not very discriminating at all (talk about a selection method with low validity). Similar to some of the arguments being made by various respondents (see this issue of "*TIP* Missives") to **Bill Verdi's** provocative piece last issue on MBAs in I-O and **Ron Shepps's** comments on the need to integrate I-O and organization development (OD) more, the issue here is one of boundaries. The central question is this: Does having more and more boundaries around our collective areas of expertise ultimately serve to protect us or isolate us? Or, does it matter that I am listed in the same book of leaders in business with someone with an entirely different set of credentials? Although I would imagine that relatively few prospective employers or clients for that matter would care one way or the other about a *Who's Who* listing when comparing individuals for a new job or consulting engagement, maybe I'm wrong. It does seem possible, for example, that a plethora of such lists could contribute to the erosion of our credibility as I-O professionals by helping to blur the lines over time (OD already has its own credibility problems that are far more complex, but that is the subject of a future column, not to mention a recent book chapter that I just finished). Don't get me wrong, I am sure that some of these groups are indeed worth belonging to (though I wish I knew which ones—does anyone have any suggestions?) and would connote some degree of value, I am just surprised and concerned about the sheer number that seem to exist.

Moreover, while SIOP really should be seen as the *Who's Who* of applied practice and research in the workplace, neither the organization's name nor the I-O label is embedded deep enough into the average corporate mindset (well alone the public's perception) to carry with it the connotations that we would all like. Oddly enough, in fact, the people that I have come into contact with over the years are likely to be more familiar with OD than I-O, even if their understanding of the former is not always so positive.

The other reason the proliferation of Wholists concerns me is that it says something about the inherent insecurities of human nature and, some might argue, even preys on them. Obviously, enough of the people selected for these things are so enamoured with the idea of seeing their own names in print or hanging on a wall that they part easily with several hundreds of dollars. (Hey, they got me and at least two other people I know well and who shall remain nameless.) While I can certainly see the need for positive reinforcement, particularly in this field, and there is nothing wrong with being involved in these things per se (I tend to exhibit "joiner tendencies" for example, when it comes to associations), I do wonder if these groups are really providing any benefits of membership beyond this element. After all, if these organizations really are just a means for giving oneself some positive regard, I can help you get plaques made for a lot cheaper than they are, sell 'em, and I'll even list you in the newly revised *Church's Who's Who* of IISR (i.e., Insecure Individuals Seeking Recognition). If someone out there has experienced a positive (or negative) result, outcome, experience, or whatever of being a member of one of these *Who's Whos,* please drop me an e-mail.

In sum, while I don't know the impact of all of these *Who's Who* lists, the implied "need for credibility" inherent in their obvious widespread appeal does make me wonder about the nature of our society and what it is doing to the human condition. Perhaps Bellah et al. (1985) were right. What do others think? And, as a final aside and on a totally micro note, in reviewing such flyers herself, my wife has wondered whether it shouldn't really be *Who's Whom* instead?

Here, There, Everywhere

Once more into the breach, my friends. This issue has a number of interesting features, columns and news items for your reading pleasure. Listed below is a quick overview of some of the highlights.

Featured Articles

Angelo DeNisi opens the issue once again with his Presidential column. This time he focuses on some important issues regarding the possible future presence of clinical psychologists in organizations in general, and in the field of I-O in particular. Boundary issues abound. As an aside, as *TIP* Editor I've been called many things before, but diplomat is probably one of the more positive ones.

Next, **Art Gutman**, from the Florida Institute of Technology, provides us with a nice integrative article that summarizes the decisions and issues involved in a number of recent court cases. Look for Art to provide more pieces like this in the future.

Have you ever wondered how one might go about actually evaluating the value of a graduate program (aside from noting the employment history or publication record of its graduates)? Well, if you have, the article by **Stefani Yorges** should prove very interesting, if not somewhat daunting from an implementation perspective. Such efforts, however, are more evidence that we may be entering an age where the "student is always right" is close at hand.

As was the case last issue, Nasha London-Vargas provides our final feature. This time, she focuses on the topic of empowerment and provides some very specific and helpful examples of possible ways to increase participation and independence.

Editorial Departments

Mike Harris leads the charge this issue with a "Practice Network" column focused on the role of I-O in performance measurement and pay sys-

tems. One suggestion that Mike didn't mention but that might work is if we, like Congress, tried to figure out a way to collectively vote all our own salaries higher.

Kim Hoffman and **Suzanne Vu** take us on a TrIP Through Time in this installment of "Tip-Topics" as they review the trials and tribulations of the second year of graduate school. I have to admit that reading this segment has the same cognitive effect on me as when I hear about the two term papers my younger sister Julie had to complete for high school last weekend—I am very happy to be done with my formal education.

Next, **Janine Waclawski's** "The Real World" visits the high-tech land of e-business and the Internet. Following her factoids segment, she explores the use of technology in data-based applications (e.g., surveys and feedback) in some relatively well-known organizations such as IBM, Dell, SAP, Intel and Sun Microsystems, courtesy of some of the members of the Information Technology Survey Group (ITSG). As an aside, did you know that IBM coined the term e-business? (Thanks to **Joe Colihan** for this tidbit).

Dirk Steiner continues to bring us insighful commentary on the state of I-O from around the world. The "International Forum" for this issue presents a report from Chris Smewing on occupational psychology in the United Kingdom. Interestingly enough, many of the issues raised by Chris regarding the process for chartering, linkages and overlap with other professional areas such as HRM and OD, and even the label occupational psychologist itself, are very similar to those described by others above and in other places in this issue (e.g., "*TIP* Missives," Angelo's column). It would seem as if the "state of one's profession" is on the mind of everyone these days.

This edition of **Steven Rogelberg's** "Informed Decisions" column focuses on a topic that should be of interest to many SIOPers—the process of writing and publishing applied research. More specifically, *Personnel Psychology's* Associate Editor **Jim Smither** and a number of well-known members of the Editorial Board provide their thoughts and opinions on what it takes to make the grade in the realm of applied papers. Their comments range from general guidelines for collaborating and writing to some of the key attributes that they look for (and evaluate) as reviewers.

"Traveling in Cyberspace" returns this issue with Part 2 of the role of psychology in software design. In this installment, **Phil Craiger** focuses on the topic of usability evaluation and several of the methods for assessing this construct. As usual, he provides a couple of useful examples to help some of us more visual types out.

Last, but not least, is the 2nd installment of our new "Early Careers" column by **Lori Foster** and **Dawn Riddle**. Among other things, they provide a very interesting and at times even entertaining interview with **Eduardo Salas**. Look for other interviews in their column in the future.

News and Reports

Of course, some people just read *TIP* for the news (it is officially a newsletter after all) and this issue is full of it. We have an overview of the 15th Annual I-O Doctoral Student Consortium from **Michelle Marks** and **Martha Hennen** which looks like a great lineup; the latest installment of "Building Bridges" from **Denise Bane** which focuses on methods for keeping in touch; a report from SIOP Secretary **Janet Barnes-Farrell**; an important note from our president about membership dues; an APA Council report from **Wayne Camara**; some details on the revision to the *Standards for Educational and Psychological Testing* from **Dianne Brown Maranto**; an update from **Irv Goldstein** on the SIOP Foundation and some additional information on its status and development from Lee Hakel; and more information on several different court cases from our legal reporters (my term, not theirs) **Heather Roberts Fox** and Lanka Karunaratne, as well as Emily Demonte and David W. Arnold, Esq; and of course, the complete registration details and material regarding the annual SIOP conference in New Orleans this April. Related, Murray Barrick, our SIOP Conference Program Chair for 2000 sent in the following mini-report: "The Program Committee would like to draw your attention to the fact that the Confernce runs through Sunday, 1:00 p.m., and we hope you will encourage everyone to stay for the entire Conference."

As always, this issue also has **David Pollack's** useful list of upcoming conference dates and locations for next year, along with the usual "IOTAS," announcements and job postings. There are also some very interesting and entertaining missives this time around, including an entire segment in response to the MBAs in I-O discussion raised in the October *TIP*.

Well, it looks like this is the end. Please email me at Allanhc@aol.com with your comments or reactions about this issue of *TIP*, the field of I-O in general, or any ideas or comments you might want to share. I look forward to hearing from you.

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TIP MISSIVES

Clash of the Titans: Reader Responses to MBAs in I-O Psychology

Presented below are the responses I received to my article: "MBAs in I-O psychology: Barbarians at the gate or allies against organizational inertia" published in the October 1999 issue of *TIP*. Some comments are slightly edited while others are presented whole. It was interesting to note that many who responded felt I was hostile to MBAs. This was not intended. Many felt that there is enough work for both MBAs and PhDs to work effectively.

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I am an industrial psychologist in South Africa and work in a manufacturing environment, believe it or not, as a factory manager. I will be finishing a 4-year MBA program through the University of South Africa (it's actually called a Master's in Business Leadership), next year (in 2000). I was a management consultant, before taking up my current position subsequent to a successful project at this company.

I believe that I-O psychologists are too hung up in HR-related issues/interventions and are thus missing out on the REAL contributions they could make in the fields of BPR, TQM, TOC and other related change interventions that MBAs normally drive. I-O psychologists, if they were more au fait with the workings of business and strategy, could be far more effective in designing and implementing appropriate change interventions, than MBAs. I-O psychologists should not be looking at MBAs as intruders in their field of expertise, but should skill themselves better, outside of HR, to become a threat to MBAs in their own field. We, as I-O psychologists, are too narrow minded in the application of our knowledge and expertise. We should become the innovators of change management (because it all happens through people) and be a lot more assertive in our marketing efforts. The key, however, is to have proper business skills so that we not only better understand the playing field, but also recognize the opportunities out there.

I once read a slogan "the best professionals make themselves highly skilled with the most powerful tools." This is where our future lies! We should have continuous education, yes, but not in clinical psychology, rather in business psychology.

Quo Vadis
Gideon de Kock
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As one who has had an MBA for 15+ years and is now in the process of working on a doctoral dissertation in organizational behavior I did have some thoughts on your article.

First, from your first paragraph, you seem to define the practitioner's realm of I-O psychology pretty broadly (i.e., HRM, SHRM, management consulting, change management, etc.). Especially with respect to change management and management consulting, other academic disciplines, including those from business schools, also would consider those areas to be rightly theirs.... If MBAs are entering the field and succeeding, they must be bringing something to the table that I-O practitioners aren't. Only rarely do I ever remember an I-O student, or someone from another area of psychology, coming over to the business school to take a HR/IR course or another business course.

Second, I have to take mild issue with your comment that MBAs are trained to be specialists in business issues. The MBA degree is a generalist degree, although one may select one or more functional areas to focus in. And among those areas at the university... are human resources management, organizational behavior, and strategic management. I would be interested to know how many I-O practitioners have had at least one course in strategic management, marketing, or finance. You end the third paragraph by asking if MBA graduates are skilled enough to perform I-O related work. Perhaps an equally interesting question: Are I-O graduates skilled enough to perform business-related work?

As a teaching assistant for MBA courses, I see students come into the core OB course thinking this is just "touchy feely" stuff, but many of them, especially those who have worked for a few years, leave with some respect for behavioral science, and subsequently sign up for elective courses.

I agree completely with two of your observations. First that some sort of convergence between management and social science departments is occurring. Second, your comment that no solitary school of thought or training can adequately address so many current business issues. Increasingly complex business problems will require integrated solutions drawing from different disciplinary approaches. I think that I-O (and other social science) practitioners and academics would be best served

by building bridges toward MBAs. They increasingly do appreciate what we can bring to the table. In the long run, cooperation will be a better strategy than competition.

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I spent 15 years in government before taking a position with a Fortune 250 company 3 years ago. I have worked with MBAs and MPAs in both settings. My experiences have been that MBA folks have been trained to look at things from an entrepreneurial viewpoint. They are not concerned with the long-term stability of their efforts, have little understanding or concern for analysis, other than the bottom line, and think the be-all and end-all is the MBTI.

To practice in this I-O area I found myself in classes with MBA candidates, but did not find MBA folks in my research, testing and assessment, motivational theory or philosophy classes, which is where our basic outlook on life is formed. While they can certainly be allies, I believe that APA, APS, SIOP and other groups should begin fighting to assure quality in what we do—for instance, requiring licensure for engaging in psychological testing, and being sure that MBAs, MAs, MPAs and so forth , have the necessary training and state of mind to use these instruments in a positive and constructive manner.

Daniel Masden
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I couldn't resist responding to your article. I got my MBA first, loved the HR side of it... then got my MS in I-O next. I've been working in the technical training field ever since. It's definitely been an asset to be able to understand the mumbo-jumbo jargon speak that is so easily bandied about by the finance and accounting types... I think there is a middle ground where both fields can learn from each other. We, in the I-O profession, need to be smart enough to understand the language they speak so we can separate the chaff from the wheat.

Terry Ritchie
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I am a SIOP member with a PhD in clinical psychology and formerly an Air Force psychologist. My first thought is that I-O psychology is experiencing something akin to what clinical psychology began to encounter years ago (and which has become a major threat in recent years): the entry of a diverse assortment of professional, paraprofessionals and quasiprofessionals into the field... In terms of the I-O field, I believe that a similar trend has been occurring, perhaps on a smaller scale. Fortunately for I-O, the nature of some aspects of the field will limit this. The nature of psychometrics, advanced multivariate statistics, and other technical areas is not as conducive to a proliferation of MBAs and others trying to work in these areas. Few probably want to! However, the "softer" areas of I-O will, I believe be just as vulnerable to "invasion" as the clinical field has been....

I have noticed a similar defensive reaction among some I-O psychologists regarding "keeping people out" of I-O. I believe that this will be futile, and possibly counterproductive. With respect to MBAs specifically, I don't know the extent of the perceived problem. It seems to me that not only do most MBAs get little training in research, statistics, the scientific method, and so on (as you point out), I doubt that very many are even interested in working in jobs that require advanced skills in these areas.... There will be a few who find their way into I-O related areas, perhaps mostly in the Human Resources area or in OD consulting. But if they cannot add value to their organization in these capacities, they will not be there for long. If they can add value, then more power to them.

I have heard from SIOP members that there is a perception that the "invasion" also includes clinical psychologists, social psychologists and various others who were not specifically trained in I-O. My feeling about this is, again, it is inevitable. Guilds are out: skills (and perception of skills by those who control the funds) are all that matter now.

Dr. Eric G. Carbone
ecarbone@terry.uga.edu

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I am a reformed MBA. Oh, I started out as a "pure" PhD, but soon discovered there was a lot about working and managing (and being promoted) in organizations that I-O hadn't prepared me for.... The combination has been absolutely unbeatable for enhancing my credibility within business, my management performance and my ability to make changes in organizations that would be beyond the authority of a "staff" social scientist... Expanding what one knows, and hopefully one's effectiveness, can be a real advantage in this environment. My own observation is that effective practitioners and consultants understand the business culture and use it to help reach their own personal and professional objectives. MBAs are a fact of life (although the golden age of the MBA is clearly past). As professional psychologists we must use their skills as a resource in our efforts to craft organizations that are both more productive and more satisfying to work in.

Rick Baird
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In response to your article on "MBAs: Barbarians...," I found that several of your points accurately depict the training that MBAs receive (a focus on accounting, economics, finance, etc.). However, as in any field, there are various contributions these different training approaches provide to organizations. It would be advantageous if the two disciplines could work together to provide even more efficiency and utility to organizations....

Your article automatically assumes that MBAs lack a diverse training in other areas such as I-O or the scientific study of human beings. Consequently, is it appropriate to generalize that anyone who has an MBA will automatically implement solutions based upon some financial theory or bottom line? To provide the best value and efficiency to companies, everyone should be well versed in a wide range of solutions which can aid companies in meeting their objectives and goals. Therefore is the question really I-O versus MBA? Maybe both programs should evaluate the breadth and depth of their training. Any discipline can become too narrow in its focus. Nevertheless, my experience is that more and more people are becoming more educated in both areas to provide the best and most effective services to companies. Consequently, maybe the question should be "MBAs and I-O Psychologists: How we can work together to create more efficient and effective organizations?"

Sherry Vidal Brown
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Lanning v. Septa: Where Do We Go Now?

Dear Allan/*TIP* Editor:

I am shocked and concerned to read in the October issue of *TIP* (p. 138) that the Third Circuit Court of Appeals has ruled that employers must set screening test cut-off scores at minimum levels necessary for successful job performance. I assume most SIOP members are also concerned.

Such a decision renders all screening procedures irrelevant, as some current employees, who are "successful" by virtue of their currently employed status, will have very low scores on virtually any pre-employment screening process, test, or procedure of any value (ability to spread people across a job-relevant psychological dimension). A reasonable decision by the court would have been requiring cut-off scores on tests or other screening procedures with adverse impact to be set a level not to exceed the 30th percentile for scores by current employees.

The Court's opinion that a correlation of .107 is "far too low to be meaningful" is also a concern, for one can give examples where such "low" correlations are statistically significant and provide information supporting the validity of a screening instrument. Furthermore, in my experience, one can see very meaningful effects of psychological pre-employment tests used for screening applicants, such as dramatic reduction in heavy truck accidents, even in the absence of any yet-discovered statistically significant correlations between available individual worker performance data and test scores.

As editor, can you suggest ways that SIOP as a professional organization can effectively respond to this Court decision, such as by a letter or paper addressed to the Court and/or to EEOC in Washington?

I was comforted briefly by an attorney friend who pointed out that a Third District Court decision does not have power in my district (the ninth). But I think this/these decisions/opinions could set a very damaging precedent if left uncorrected.

Sincerely,
William McConochie, PhD
TestMaster, Inc.
tstmastr@rio.com

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To Every Season, Learn, Learn, Learn

Michael:

I just read your "Practice Network" column in *TIP* on the web. While the focus was on lifelong learning, you again point out the different camps of I-O psychology. Early in my career I jumped into I-O-HRM (as I believe you call it). I have been an avid reader all my life, BUT what I read is what is referred to as the "popular press." I read books like *The Fifth Discipline*, *The Living Organization*, *Learning Organizations*, and so forth. When I first started attending SIOP conferences, most of the participants were academics and I quit attending. Now, many years later, I have started attending SIOP conferences again. It is still more academic.

We will have to be lifelong learners, whether we are I-O psychologists or blue collar workers, if we want to continue to grow and make contributions. I, for one, have started to look at how we can help people become more effective learners. I am very interested in learning more about this area and would love to talk with others who share the same interest. Obviously, I liked your article and it sparked interest on my part. Thanks.

Oliver H. London
Director of Training and Learning
Congressional Management Foundation
Oliver@c-m-f.org

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Y2K-ing the Day Away

Dear Dr. Waclawski,

I just want to let you know that your column on Y2K is highly enjoyable. For all of your time putting together an article that's not exactly academic/business in nature and making it so interesting to read, you deserve a note of congratulation. My wife has worked on a Y2K project for a major corporation last year. So I know Y2K is a serious business issue. However, the angle of your article approaches this issue in such a way that grounds the whole article in our daily experience and makes your readers aware of so many absurdities and irrationalities in our daily life when examined through the context of the Y2K hype. The inclusion of two survey respondents' comments are a nice touch as well.

I may as well add that your article creates such favorable impression among your readers because your voice is vividly personal. Although I have never met you, it seems one can have a gleam of your interesting personality through the article. Perhaps this contributes the readability of your article. Well done and congratulations.

Wex C. Li
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wex.li@wonderlic.com

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OD: The Undiscovered Country

Dear Ron:

Please send me a copy of the OD case study you mentioned in your letter to **Karen May** in the last issue of *TIP* Missives. Also, I would like to add my 2-cents worth to your comments about the field of OD.

I have been working in the OD profession for almost 20 years with a master's degree in community and clinical psychology. Much of my work is in organizational change interventions and strategic planning. When I was trained at Temple University, back then, we got an excellent training in the systems approach. In 1995, I decided to go back to get my doctorate in I-O and clinical psychology (a special dual program) at CSPP (California School of Professional Psychology–San Diego). In our I-O program, a strong emphasis is given to selection, psychometrics, measurement and personnel psychology (though the OD approach also exists). The clinical aspect continues to be of great importance as well as many workplace dysfunctions, which can often be understood with a clinical eye. The counseling skills are also extremely useful for the workplace without having to get into psychodynamic dialogue (which I personally feel does NOT belong in the workplace). Though people thought I was crazy, I personally have found the education that I am receiving in all three areas to be extremely useful. Since I continue to work while I am going to school, I am constantly putting into practice information that I wasn't trained in before. I especially think that having a foundation in the industrial as well as the organizational side of psychology is mandatory for giving the best to an organizational client. I was about the only one in the dual program when I first entered in 1995. Now there are more and more students entering each year and choosing to go this route.

My point is that while we are bound to have an expertise in specific areas, I think that the best organizational "clinician" needs to have a well rounded understanding of both the soft and hard aspects of I-O psychology. Again, I enjoyed your comments! Only 2 more years to go before I get that doctorate (I hope!).

Sincerely,
Joan Pastor
Joan Pastor and Associates, International
JPTPSYCHE@aol.com

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Dear Dr. Shepps,

If I understand what you wrote, you are saying that what is being taught in today's I-O programs might not be properly preparing future generations of I-O practitioners. This is dangerous because it may make them less marketable as organizations seek consultation and assistance elsewhere. I am finishing up my doctoral requirements for the PsyD in organizational psychology from Rutgers University. As you can see from the title, it is clearly on the "O" side of the I-O scale. Looking back on my graduate education, I feel that I have made the better choice than if I had chosen an I-O program. They (the graduate I-O programs that I am familiar with) were too focused on the "I" side. My course work here included experiential group dynamics, organizational diagnosis, and other classes that helped me develop a skill set and a way of carrying myself that I believe is critical for this type of work. To make myself more marketable, I conducted a quantitatively empirical dissertation to make me more familiar with the traditional research role. I believe that this combination will make me more marketable and more capable of understanding my clients' needs. I agree with you that more of our colleagues need to cultivate these "O" side skills.

Best regards,
Stephen Pick
stephenpick72@hotmail.com

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You Can Call Me "J"

Hi Allan,

Glad to see that I'm not the only one getting mysteriously "friendly" notes from a "J." I've been receiving about two a year for 2 years now. They were all postmarked from California—Santa Clara, or Santa Ana, I can't recall exactly. Thanks.

Richard Kopelman
REKopelman@aol.com

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I just read your *TIP* article on the latest in new-wave marketing techniques. I, too, have been contacted by the ubiquitous "J." I've received several missives from this "person" (who I'm sure cares deeply about my personal welfare and development) but the last one went too far. It was a course on time management and the headline was something to the effect of "Learn How to Get a Life!" Now, I'll admit that I spend a lot of it in the office or on planes, but in my opinion I most definitely do have a life. I thought it highly insensitive that my friend "J" might insinuate otherwise. Imagine making such a slight and not even giving me a home phone number so I could call and cry on his/her shoulder!

Here's a suggestion: How about if we all return these sleazy ads with a hand-written post-it note that says "Dear J: Would love to come to the seminar and see you again. Hope you can make time to have me over for dinner. By the way, I'm a bit short on cash so hope you have room for the wife and I. Bunny Hugs and Kisses, K." Just a thought!

Sue Halsell
SHalsell@Equilon.com

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Dear Allan,

I had to respond to your comments about receiving an article that seemed like it was from someone you know. This type of mailing has plagued my company for years now. I don't know how they got our client list, but about 4 years ago, a similar mailing was sent out to three clients of mine that I had just finished working with that year, and the articles the marketers picked (some of which were perceived as insulting by the client) even matched the type of work I had done with them. Unfortunately, with my name being "Joan Pastor" and many favorite clients calling me "JP," I can't tell you the headaches this has caused over the years! Even the Chief of Police I worked with received one, and there is apparently nothing they can do about it.

Last comment: it seems to come in waves. None of my clients had received an article for a few years and just recently a new vendor of mine contacted me with one! A coincidence? I don't know (Sigh!). I would give ANY THING to find these people and ring their necks. All I know is that the post mark is Santa Ana, California. If anyone in SIOP knows anything more about this, please let us know. Thanks!

Joan Pastor
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Recent Supreme Court ADA Rulings: Mixed Messages From the Court

Arthur Gutman
Florida Institute of Technology

Before claiming discrimination under Title I of the Americans with Disabilities Act of 1990 (or the ADA), plaintiffs must first prove (1) ***disability*** within the meaning of the statute, and (2) ***qualification*** to perform essential job functions (or duties). These two factors are illustrated in *McKay v. Toyota (1997)*, where, McKay's prima facie burden of proof was defined as follows:[1]

> (1) that she is a *disabled person* within the meaning of the Act; (2) that she is *qualified* to perform the essential functions of her job with or without reasonable accommodation; and (3) that she suffered an adverse employment decision because of her disability.

For reasons to be discussed below, McKay was never permitted to state Factor 3 (the "adverse employment decision") because she failed to prove Factor 1 (that she was "a disabled person within the meaning of the Act").

Table 1 depicts four late-term 1999 Supreme Court ADA rulings. *Albertsons v. Kirkingburg*, *Murphy v. United Parcel Service*, and *Sutton v. United Air Lines*

Table 1: 1999 Supreme Court Title I ADA Rulings

Albertsons v. Kirkingburg	An amblyopic truck driver is not disabled because he can self-mitigate his impairment using monocular cues
Murphy v. United Parcel Service	A hypertensive mechanic is not disabled because blood pressure is maintained at normal levels with medication
Sutton v. United Air Lines	Two myopic airline pilots are not disabled because they can see normally with corrective lenses
Cleveland v. Policy Management	A claim of total disability for social security benefits does not automatically estop a Title I ADA claim

[1] This burden of proof is standard for both the ADA and the Rehabilitation Act of 1973.

address the role of mitigating factors in proving disability (Factor 1) and *Cleveland v. Policy Management* addresses the relationship between social security disability (or SSDI) benefit claims and ADA claims of qualification (Factor 2). Judging from some initial reactions,[2] *Kirkingburg*, *Murphy*, and *Sutton* are major defeats for ADA plaintiffs and *Cleveland* is a major victory. This paper examines reasons why both conclusions are, if not wrong, at least limited in their generalizability.

Overview of Factor 1: Proving Disability

The ADA uses a three-part definition of disability. Accordingly, the term ***disability*** means, with respect to the individual:

> (a) a physical or mental impairment that substantially limits or more of the major life activities of such individual; (b) a record of such impairment; or (c) being regarded as having such an impairment.

For present purposes, the focus is on Part (a) and Part (c). Part (a) requires (1) a ***current*** physical or mental impairment that (2) ***substantially limits*** a major life activity. The limitation (or severity) test is stiff, as comparisons must be made to "average" people, and the impairment must be relatively permanent. For example, moderate difficulty in walking (*Penny v. UPS, 1997*) and the inability to lift 25 pounds (*Williams v. Channel Master, 1996*) have failed the average-person test, and the effects of major surgery (*McDonald v. Pennsylvania, 1998*) and even heart attacks (*Katz v. City Metal, 1996*) have failed the permanence test.

As important, if there are no apparent restrictions, courts generally follow EEOC guidelines and assess ***working*** as the major life activity. However, to pass the severity test in this domain, the restriction must apply to a ***broad*** range of jobs. For example, in *McKay v. Toyota (1997)*, McKay's carpal tunnel syndrome prevented her from performing secretarial work, but McKay failed the severity test because her educational background qualified her for a broader range of higher level jobs. As we will witness below, caveats associated with working as a major life activity are implicated in both the *Murphy* and *Sutton* rulings.

The Part (c) definition of disability is illustrated by *Hollihan v. Lucky Stores (1996)*. Hollihan, a store manager, was fired for repeated outbursts at work.

[2] The reader interested in a sampling of complaints by disability advocates to the *Kirkingburg*, *Murphy* and *Sutton* rulings are directed to www.disabilitynews.com/ Editorials.htm.

The Part (a) claim (that he was mentally impaired) failed the severity test. Nevertheless, because he was forced to seek counseling for his outbursts, the 9th Circuit ruled that the employer (Lucky) may have "regarded Hollihan as disabled."

In a more relevant case for present purposes (*Doane v. Omaha, 1997*), Doane, a police officer, developed glaucoma in one eye (i.e., amblyopia) and was fired based on a police department regulation, even though he effectively performed his job duties relying on monocular cues. Doane won on Part (a) for reasons later rejected by the Supreme Court in the *Kirkingburg* case. However, Doane also won on Part (c) for reasons which, as we will witness below, would likely survive the *Kirkingburg* ruling.[3]

Overview of Factor 2: Proving Disability

Factor 2 addresses the nexus between disabilities and essential duties. The ADA requires performance of essential duties, with or without accommodations. In general, employers are not required to eliminate or alter essential duties. As a result, courts have habitually required plaintiffs to make at least a "facial showing" that essential duties can be performed with or without accommodations (e.g., *White v. York, 1995*).[4] It follows that if essential duties cannot be performed, even with accommodations, the plaintiff faces what the 5th Circuit in *Prewitt v. Postal (1981)* termed an "*insurmountable barrier.*"

For example, in *Southeastern v. Davis (1979)*, Davis, who was nearly deaf, requested changes in the core curriculum of a college nursing program. The Supreme Court ruled that the college was not obligated to alter its requirements. Similar rulings were subsequently rendered in workplace claims in both pre-ADA cases (e.g., *Treadwell v. Alexander, 1983; Simon v. St. Louis, 1984; & Gilbert v. Frank, 1991*) and post-ADA cases (e.g., *Milton v. Scrivner, 1995; Allison v. Corrections, 1996; & Miller v. Illinois, 1996*). As we will witness below, the *Cleveland* ruling addresses whether SSDI benefit claims constitute an admission for ADA purposes that the disability barriers to performing essential job duties are insurmountable.

[3] The 8th Circuit, in upholding an award of nearly $100,000, ruled that the Part A victory was unnecessary, since the basis for Doane's termination (the departmental regulation) was evidence that the police department falsely regarded Doane as being disabled.

[4] The requirement to "facially show" (or articulate) how essential duties are performed first appeared in *Prewitt v. Postal (1981)* and is now routine in both ADA and Rehabilitation Act cases.

The Supreme Court ADA Rulings

Although each of the marquee rulings was decisive (either 9-0 or 7-2), these numbers are deceptive. *Cleveland*, which reads like a victory for ADA plaintiffs who claim SSDI benefits, also contains an ominous warning. The other three rulings, which read like defeats for ADA plaintiffs with self-mitigating impairments (*Kirkingburg*) or externally mitigated impairments (*Murphy*) and (*Sutton*), contain critical clues that read like "how to do it" instructions for crafting stronger ADA claims.

Cleveland v. Policy Management

Cleveland satisfied the Part A definition of disability (a stroke that severely restricted her concentration, memory & language). At issue, however, was the tension between her SSDI and ADA claims. In other like cases, district courts routinely ordered summary judgment for employers (ruling that SSDI claims ***automatically*** estop ADA claims as a matter of law) and circuit courts were divided on whether to affirm (*McNemar v. Disney Store, 1966*; *Simon v. Safelite Glass, 1997; Weigel v. Target, 1997*), or reverse these rulings (*Swanks v. Washington Transit, 1997; Talevera v. Palm Beach Co., 1997*). There was also confusion in the rulings favoring employers regarding the bases on which those summary judgments were affirmed.[5]

Cleveland fit this mold. The trial judge favored automatic estoppel and the 5th Circuit ruled as follows:

> It is at least theoretically conceivable that under some limited and highly unusual set of circumstances, the two claims would not necessarily be mutually exclusive, as the SSA's determination of an applicant's entitlement to social security disability benefits would not be synonymous with a determination that a plaintiff is or is not a "qualified individual with a disability" under the ADA.

The Supreme Court rejected the need for "highly unusual" circumstances. The Court also ruled that ADA claims are ***not*** automatically estopped, since SSDI claims do not consider whether essential job duties can be performed ***with*** reasonable accommodations.

Much was at stake for Cleveland. She suffered a stroke; filed for SSDI benefits 2 weeks later; then returned to work; was denied SSDI benefits because she returned to work; and was later fired. Recall that in related cases (e.g., *Katz v. City Metal, 1996; McDonald v. Pennsylvania, 1998*), ADA claims were disallowed because the impairments were deemed temporary. Consequently, if recovery from an illness or injury is possible, automatic estoppel based on SSDI claims could force potential ADA plaintiffs to forego SSDI benefits at a time when the ultimate prognosis is unclear.

[5] For example, in *McNemar v. Disney*, it was unclear whether the 3rd Circuit favored automatic estoppel, or whether the lower court ruling was affirmed because of narrower fact-specific issues.

However, the Supreme Court's ruling removes only part of that conflict. It prevents trial judges from ordering summary judgment without examining the facts of both the SSDI and ADA claims, but it does ***not*** divorce the two claims. More specifically, in his ruling, Justice Souter stated:

> To defeat summary judgment ... [an] ... explanation must be sufficient to warrant a reasonable juror's concluding that ... [in] ... the earlier statement, the plaintiff could nonetheless "perform the essential functions" of her job with or without "reasonable accommodation."

In short, the very trial judges who routinely opted for automatic estoppel can still prevent jury trials ***after*** they compare the two claims.

Albertsons v. Kirkingburg

In part, *Kirkingburg* is *Doane v. Omaha (1997)* revisited. Like Doane, Kirkingburg, an amblyopic, effectively performed his job (truck driving) relying on his monocular vision. However, unlike Doane, who was excluded because of a police department regulation, Kirkingburg was excluded because of a ***federal*** (Department of Transportation, or DOT) regulation. Kirkingburg was initially misdiagnosed, and was fired after a correct diagnosis by a second doctor. The second doctor suggested that Kirkingburg seek a freshly minted DOT waiver for individuals with good driving records. Kirkingburg obtained the DOT waiver, but Albertsons did not rehire him.

The only question in district court was whether the DOT waiver was valid. The district court ruled it was not (because it was "experimental"). On appeal, Albertsons argued for the first time that Kirkingburg was not disabled, since his "impeccable" driving record proved that he had adjusted to (or ***self-mitigated***) his amblyopia (and thus, was not severely restricted in his vision). A divided 9th Circuit, citing *Doane*, ruled that Kirkingburg was disabled, since there is a "significant difference" in how people with binocular and monocular vision view the world. However, the Supreme Court ruled that "significant difference" does not equate to "significant restriction," meaning the 9th Circuit misfired on the "average person" test for evaluating the severity of an impairment. The Supreme Court also struck down the DOT waiver program.

Although bad news for Kirkingburg, this ruling does ***not*** imply that individuals are unprotected by the ADA if they can self-mitigate and perform their work. This would render the ADA applicable only if accommodations are needed, a clear contradiction to plain ADA statutory language. Rather, the implication is that plaintiffs must prove their "substantial limitations" on a case-by-case basis. Accordingly, in what was essentially a 7-0 ruling with two abstentions,[6] Justice Souter stated the following:

> This is not to suggest that monocular individuals have an onerous burden in trying to show that they are disabled. On the contrary, our brief examination of some of the medical literature leaves us sharing the Government's judgment that people with monocular vision "ordinarily" will meet the Act's definition of disability....We simply hold that the Act requires monocular individuals, like others claiming the Act's protection, to prove a disability by offering evidence that the extent of the limitation in terms of their own experience, as in loss of depth perception and visual field, is substantial.

In short, Kirkingburg made an unforced error. Instead of focusing on how ***his*** impairment affected ***himself***, he wrongly assumed that amblyopia is a disability as a matter of law.

Murphy v. United Parcel Service

The marquee issue in *Murphy* and *Sutton* was ***external*** mitigation. An EEOC guideline (that severity should be assessed ***without*** mitigation) was supported by some courts (e.g., *Arnold v. UPS, 1998; Matczak v. Frankford, 1997*), but not others (*Bartlett v. NY State, 1998; Baert v. Euclid, 1998*). The 10th Circuit rejected the EEOC guideline for both medication (*Murphy*) and eye lenses (*Sutton*), and the Supreme Court affirmed. However, there is much more to both cases.

Murphy's job (mechanic) required road testing of the trucks he repaired, but he was excluded from doing so based on a DOT regulation on high blood pressure. Like Kirkingburg, Murphy was initially misdiagnosed and later fired when his impairment was discovered. Critically, Murphy's medication enabled him to maintain normal blood pressure levels (and to perform all other activities except heavy lifting). Therefore, by invalidating the aforementioned EEOC guideline on external mitigation, the Supreme Court left Murphy with no basis for his Part A claim.

Murphy also lost his Part C claim, the ruling here being that his termination was based of failure to obtain DOT certification, not on "stereotypical views" relating to hypertension. Therefore, the same regulation that excluded Murphy on Part A also insulated UPS on Part C. Another limiting factor was that Murphy

[6] All nine justices agreed that the DOT waiver program was invalid, but Breyer and Stevens, who dissented in the *Murphy* and *Sutton* rulings on the issue of external mitigation, neither concurred with nor dissented to that portion of the *Kirkingburg* ruling that addressed self-mitigation.

was eligible for other mechanic jobs in which road testing was not an essential duty, thus dealing a fatal blow to any potential argument (Part A or Part C) relating to working as a major life activity.

On face, this seems like a clear-cut loss with wide-ranging implications. But there was more. According to Justice O'Connor:

> Because the question whether petitioner is disabled when taking medication is not before us, we have no occasion here to consider whether petitioner is "disabled" due to limitations that persist despite his medication or the negative side effects of his medication.

In other words, Murphy could have claimed he was substantially limited ***in spite of*** the medication. Instead, he assumed that the EEOC guideline was correct and, therefore, like Kirkingburg, falsely assumed that his impairment was a disability as a matter of law.

Interestingly, the magnitude of Murphy's error was explained in the *Sutton* case. More specifically, in explaining why the EEOC interpretation of external mitigation was invalid, Justice O'Connor stated the following:

> The guidelines approach could also lead to the anomalous result that in determining whether an individual is disabled, courts and employers could not consider any negative side effects suffered by an individual resulting from the use of mitigating measures, even when those side effects are severe.

O'Connor then cited scientific evidence indicating why individuals with diabetes, psychosis, Parkinson's disease, and epilepsy would likely be disabled ***in spite of*** their medications. Of course, this evidence was cited to rationalize why the EEOC interpretation of mitigating factors runs counter to a ***case-by-case*** assessment of disability.

As interesting, O'Connor also suggested in the *Sutton* ruling, that for the Part C definition of disability, "one whose high blood pressure is 'cured' by medication may be regarded as disabled." Of course, this suggestion did not help Murphy, since UPS was insulated for Part C by the DOT regulation. However, as suggested earlier, there are other relevant Part C claims (e.g., *Doane v. Omaha, 1997*) in which employers were not insulated by federal agency regulations.

Sutton v. United Air Lines

Finally, the *Sutton* plaintiffs were twin sisters with severe myopia correctable to *20-20* with lenses (in both eyes). They had already flown small commuter planes, but wanted to fly the bigger commercial jets. Unlike Kirkingburg or Murphy, the twins met federal regulations (by the Federal Aviaity, or FAA), but were excluded by a UAL regulation that exceeded FAA standards.[7] The Part A claim was rejected for the same reason as in *Murphy*. However, the twins misfired on their Part C claim. This is illustrated in the following quote from Justice O'Connor's ruling:

> There is no dispute that petitioners are physically impaired. Petitioners do not make the obvious argument that they are regarded due to their impairments as substantially limited in the major life activity of seeing. They contend only that respondent mistakenly believes their physical impairments substantially limit them on the major life activity of working.

In other words, the twins made a claim (substantial limitation in ***working***) that was destined to fail, since their work history (flying smaller planes) was proof that they were not broadly excluded from their profession.

There was yet another irony. Specifically, Justice O'Connor doubted the validity of ***any*** disability claim (Part A or Part C) based on ***working***. Accordingly:

> Because parties accept that the term "major life activities" includes working, we do not determine the validity of the cited regulations. We note, however, that there may be some conceptual difficulty in defining "major life activities" to include work, for it seems "to argue in a circle to say that if one is excluded...that the exclusion constitutes an impairment, when the question you're asking is, whether the exclusion itself is by reason of handicap."

In short, there were two good reasons to cite ***vision*** as the restricted life activity, and had the twins done so in their Part C claim, they might have, for reasons to be discussed shortly, forced UAL into a ***direct threat*** defense.

Conclusions: Mixed Messages From The Court

In an earlier era, the Supreme Court issued a seemingly hard message in *Southeastern v. Davis (1979)*. Justice Powell, speaking for a unanimous Court, ruled that an "otherwise qualified person" in the Rehabilitation Act must "meet all of a program's requirements ***in spite of*** his handicap." Qualified experts interpreted Powell as saying that reasonable accommodations were not required (e.g., Player, 1981). However, there were softer messages by Powell in this ruling, a fact later echoed by the Supreme Court in *Alexander v. Choate (1985)*

[7] The FAA requirement is vision correctable to 20-20 in each eye, which the twins did meet. The UAL requirement was for uncorrected vision of 20-100 in each eye, which the twins did not meet.

and *School Board v. Arline (1987)*.[8] The most recent rulings, particularly in *Kirkingburg*, *Murphy*, and *Sutton*, are also suggestive of such mixed messages. Table 2 depicts six messages to consider.

Table 2: Messages From The Supreme Court

1. SSDI claims imply critical caveats for both employers and employees
2. No EEOC guideline or regulation is bullet proof
3. No other federal agency guideline or regulation is bullet proof
4. Substantial limitations must be proven on a case-by-case for any impairment
5. Working is not a viable major life activity
6. Employers should expect to defend company-specific exclusionary rules

Message 1 attaches to *Cleveland v. Policy Management*. Employers should not read SSDI claims as admissions that essential job duties cannot be performed even with accommodations. At the same time, dual SSDI and ADA claimants should avoid SSDI statements implying such insurmountable barriers, as district court judges retained the discretion to use such statements to preempt a jury trial in the *Cleveland* ruling.

Message 2 attaches to *Murphy v. UPS* and *Sutton v. UAL*. Both plaintiffs assumed that their disabilities would be evaluated in their unmitigated states based on an EEOC guideline that was ultimately struck down.

Message 3 attaches to *Albertsons v. Kirkingburg*, where Kirkingburg relied on a DOT waiver that was also struck down. Indeed, Murphy could have challenged the DOT regulation to which the waiver applied (but instead, was encouraged by a doctor to apply for the waiver). For example, a DOT regulation excluding bus drivers with hearing aids was struck down in *Strathie v. DOT (1983)*. Had Kirkingburg made such a challenge, his "impeccable" driving record would have worked to his advantage.[9] Instead, his abilities to self-mitigate worked to his disadvantage.

Message 4 attaches to all for rulings, but it impacted Kirkingburg and Murphy more so than the other plaintiffs. Based on Souter's ruling, Kirkingburg could have passed the severity test in spite of self-mitigation, and based on O'Connor's ruling (in *Sutton*), Murphy could have done likewise in spite of external mitigation. Clearly, no impairment should be viewed as a disability as a matter of law.

[8] The "hard" and "soft" messages in the Davis case are discussed in detail by Gutman (in press).

[9] This case could have been Strathie revisited. Strathie proved that hearing aids are no more dangerous for bus drivers than eye glasses (which are permitted by DOT rules). Kirkingburg could have forced the DOT to prove why reliance on monocular vision poses a direct threat to safety.

Message 5 attaches to *Sutton v. UAL*, and closely relates to Message 2. Lower courts routinely evaluate working as a major life activity based on EEOC guidance. However, the author is aware of no plaintiff victory in this domain.[1]. O'Connor strongly suggested (in *Sutton*) that the EEOC guidance on this issue in invalid, but did not rule so directly because the defendant did not challenge working as a valid major life activity.

Message 6 attaches to *Sutton v. UAL*, and to other company-specific exclusionary rules. The twins could not challenge the UAL because they blundered (by citing working, not vision, as the major life activity). In comparison, in *Sarsycki v. UPS (1994)*, Sarsycki defeated a UPS rule that exceeded DOT standards (for diabetics), and in *Doane v. Omaha (1997)*, there was no federal regulation to rely on. In the author's opinion, had the plaintiffs in Sutton not blundered, UAL would have been forced into a statutory ***direct threat*** defense (which UPS lost in the Sarsycki case). This is not to imply that UAL would have lost in the Sutton case, but rather, that any employer should be prepared to prove direct threat for company-specific exclusionary rules.

In conclusion, there are a myriad of "hard" and "soft" messages for both plaintiffs and defendants that are likely to be explored in more detail in future cases.

[10] There are numerous cases illustrating the difficulties in using working as a major life activity. The interested reader is directed to Modjeska (1993), Gutman (1994), Perritt (1994), Hartman, Homer & Reff (1998) & Gutman (in press) for more specific case descriptions.

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Outcomes Assessment for I-O Psychology Graduate Programs

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Many of you have probably heard of the term outcomes assessment by now. Recent legislative mandates now require most academic institutions to provide evidence of their effectiveness and their value to students. Faculty are expected to justify high tuition with proof of the knowledge and skills that students have gained. In some cases, it can determine future funding provided to that institution. In other cases, it is used simply to provide feedback as the university strives to improve its educational programs.

While many universities now have undergraduate general education assessment programs in place, little attention has been paid to outcomes assessment at the graduate level. Despite its importance, graduate education remains relatively unexamined and less defined in terms of goals and outcomes than undergraduate education programs. Having recently created an outcomes assessment plan for the I-O master's program at West Chester University, I hope to provide some suggestions to those of you that may be required to create similar plans in the near future.

Graduate Level Assessment

Graduate level assessment will differ from undergraduate assessment plans in several respects. The essence of graduate training lies in the breadth of research and critical thinking skills that are developed in the course of the graduate degree program. Strong graduate programs can be critical to the national welfare because they may lead to significant advances in basic and applied research as well as provide the technical and professional skills necessary for advancing quality of life (Commission on Higher Education, CHE, 1996).

Two main types of graduate programs exist and are distinguished by their primary objectives. Research-oriented programs tend to focus on preparing graduate students for scholarly or research activities that are directed toward the acquisition of new knowledge. The objective of practice-oriented programs is to prepare graduate students for professional practice where they will apply existing knowledge.

I-O Graduate Program Objectives

The first step in creating an assessment plan for your I-O graduate program is to identify several primary objectives. Similar to procedures employed in job analysis, you will identify what knowledge, skills, and abilities are essential for achieving success in your program. You will also want to consider the expected impact of your educational program on students. You will be clarifying what goals you have for students that complete your program. Identifying your program as research-oriented, practice-oriented, or a combination of both will be essential at this point. Specific goals and objectives may be identified in a mission statement, if you already have one developed for your program.

You will also be expected to demonstrate specifically how your educational program meets those objectives. One way to do this is to identify which courses (or aspects of those courses) contribute to your goals and objectives. You may also look at other program requirements (e.g., thesis completion, internship completion) and how they meet your educational goals for students. At this point, direct links between your educational program and student learning must be established. If weaknesses in your program are later identified through assessment measures, these links will provide a guide for where improvements are required.

In our assessment plan at WCU, we identified three primary objectives for our master's program in I-O psychology. First, students who graduate from our program should have *basic knowledge of I-O psychological theory and research*. Second, we expect that students will gain *research and statistical skills* that will enable them to think critically and independently about research, analyze research data, and communicate results and conclusions through the use of statistics. Third, students should obtain *professional skills* that will allow them to practice and apply I-O theory and principles in field settings. You may wish to identify alternative or additional objectives for your individual I-O graduate program.

These three competencies became the core of our assessment plan. In each of these three categories, more specific objectives were then identified (See Figure 1).

In gaining a basic foundation in I-O theory and research, we expect students to be able to: (1) assimilate new psychological knowledge, (2) recognize ethical considerations, and (3) understand key theories and principles in I-O psychology.

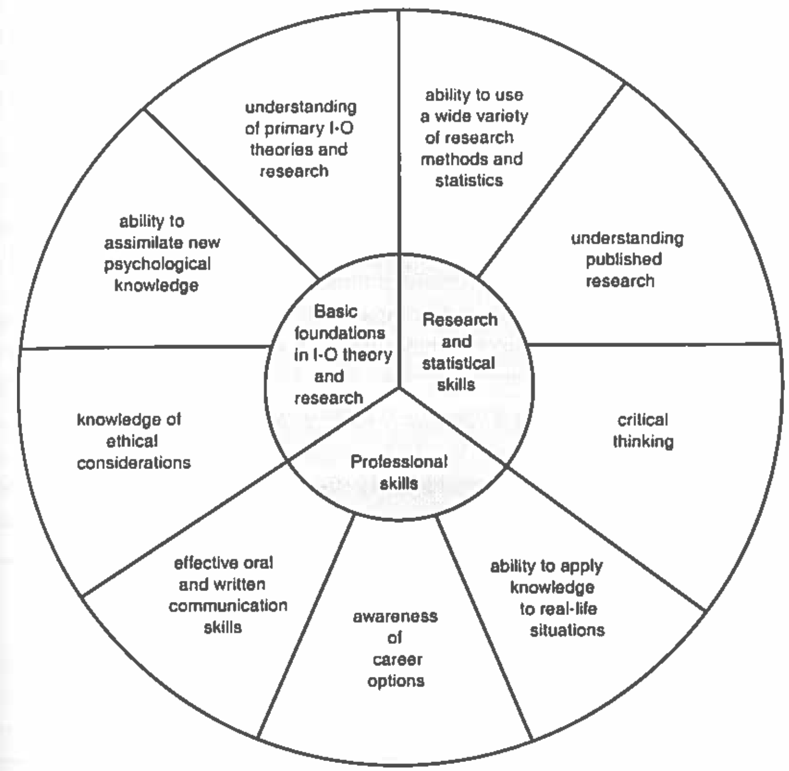
By gaining research and statistical skills, we expect students to be able to: (1) understand published research, (2) use a wide variety of research methods and statistics, and (3) exhibit critical thinking.

By obtaining professional skills, we expect students to demonstrate: (1) an awareness of career options, (2) an ability to apply their basic knowledge to real-world situations, and (3) effective oral and written communication skills.

Assessment Options

Once you have identified your specific objectives and goals for students who complete your I-O program, the next step is to determine how those objectives will be assessed. At this point, you will have a number of options to consider.

Figure 1. Sample Competency Model for I-O Psychology Graduate Programs



First, you must choose whether your plan will include measures of "growth" or "achievement," or a combination of both. The distinction between the two is largely of function of the timing of the observation. Growth and development indicators require periodic observation while the student is progressing through the program. These can provide some opportunity for corrective feedback. Some examples of growth indicators might include internship supervisor evaluations, thesis or dissertation preparation, individual course grades, and research mentor evaluations. On the other hand, achievement indicators are appropriate for summarizing all of the experiences that reflect mastery of the required knowledge, skills, and abilities (CHE, 1996). Examples of achievement indicators might include comprehensive examination scores, successful thesis or dissertation defense, secure employment, and cumulative grade point average.

Second, your plan may also include a combination of direct and indirect measures of student achievement. Direct indicators may be derived from evaluation practices already embedded in your program. These might include completion of a research thesis or comprehensive examination performance, both of which are common to many I-O graduate programs. Less direct indicators may be derived from evaluation of components of the educational environment which are believed to contribute to successful completion of the graduate degree (CHE, 1996). Such measures might include peer interactions, seminar attendance, library use, membership in professional organizations, or clarity of career goals.

A similar consideration is the distinction between objective and subjective measures of achievement. Objective indicators will be derived from more formal testing and evaluation practices in your program, where student performance is largely a function of their own preparation and ability. In this case, quantifiable outcomes are easily obtained (e.g., exam scores, number of presentations at conferences) and comparison with local or national norms may be possible. More subjective measures will rely on the opinion of others in the educational environment. Because these types of indicators are subject to bias and inaccuracy, they should be regarded with caution.

Table 1. Examples of Assessment Measures for Required Competencies

Required Competency	Corresponding Assessment Measures
Basic foundations in I-O theory and research	· comprehensive examination performance · specific course grades · cumulative GPA · contributions in faculty/student discourse forums · nature or frequency of library use · awareness of ethical issues · seminar papers or presentations
Research and statistical skills	· research mentorship · thesis or dissertation proposal · thesis or dissertation defense · assistantships · participation in faculty publications · authored publications · attendance or contributions at research meetings · presentations at regional or national conferences · awards and fellowships
Professional skills	· internship placement · internship performance · employment in field · faculty or peer interactions · self-report surveys · membership in professional organizations · attendance at professional meetings · awareness of career options · clarity of career goals · employer surveys

Assessment Measures

As you begin to choose assessment measures, remember that the purpose is to identify whether your specific objectives have been achieved. Keep in mind that it is better to successfully measure a concise set of outcomes than to fail with a more ambitious set. Outcomes that can be assessed with reliable and valid measures are the basis of successful assessment plans. As with all research methods, it is best to measure each outcome in more than one way.

Table 1 provides examples of assessment measures for three competencies identified as critical for success in an I-O graduate program. It is recommended that you select two or three indicators from each category. The list of assessment options includes both growth and achievement measures, direct and indirect measures, as well as objective and subjective measurement options.

You should be prepared to defend your selection of measurement tools and to demonstrate the link between the required competencies and your chosen methods of measurement. For example, you should be able to demonstrate, particularly for observers outside of your specialization, that the internship supervisor's evaluation is an appropriate indicator of professional skill development.

Criterion Development and Implementation

The last step in the assessment plan is to establish specific criteria and determine how the measurement phase will be implemented. The criteria developed for your chosen measures will depend heavily upon personal judgment, but should reflect achievable goals and realistic objectives. If you choose to use comprehensive examination scores as your measure of achievement in basic foundations of I-O theory, for example, you might expect that 80% of students taking that exam will receive a passing grade on their first attempt. Other specific criteria might be developed that incorporate time to completion (e.g., students will complete their thesis within 3 years), ratings on Likert scales (80% of internship supervisor ratings will be at or above a 7 on a 9-point scale), or number of activities (e.g., students will present at least two papers at regional or national conferences).

You will also be asked to identify how these measures will be implemented. Again, specific details about your individual I-O program will need to be provided. For example, if you choose "number of successful job placements" as your measure of achievement in professional skills, you will be expected to identify how you will gather such data. In this case, you might wish to use an exit interview where students provide information about their employment status upon graduation from your program. On the other hand, if you choose to use internship supervisor ratings, you will be expected to demonstrate that a standardized form is available with which that information can be gathered and returned to your department.

The purpose of gathering these data is to draw conclusions about the effectiveness of an I-O graduate program. Following these procedures, you will be able to identify the strengths and weaknesses of your program. The process of using these results to change and improve your educational practice is the critical phase of the assessment plan. Your assessment program should become a cyclical process of measurement, analysis, refinement, and measurement. Ideally, the result will be a dynamic program that is responsive to feedback and changing in order to enhance student learning.

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Locations of Empowerment: Access to Resources at Collective and Personal Levels

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Empowerment, as understood by most organizations, is the act of giving employees the freedom to make decisions that will improve the organization's bottom line (Ettorre, 1997). In today's work environment, employers and workers have fumbled over the notion of empowerment. According to (Cunningham, Hyman, & Baldry, 1996), "empowerment suggests that everybody can have some input into decision making, representing a significant cultural change for organizations." However, organizations have fallen short of making their employees feel as if they are in a working "partnership," because they are unclear of what empowerment should mean and how to effectively measure and evaluate empowerment in the workplace. In fact, employees are feeling more alienated and less empowered (Ettorre, 1997).

The goal of empowerment is for employers to give their workers control over their existence within their place of work. Thus, providing conditions for workers to experience work as an "extension of themselves, as an occasion for self-expression as well as for the pursuit and satisfaction of personal desires and interests that converge with those of the organization" (Spreitzer, 1995). Spreitzer contends that a comprehensive model of intrapersonal empowerment in the workplace mediates the relationship between the social structural context and behavioral outcomes. As a means of moving organizations and workers to a mutual place of empowerment, a comprehensive model based on shared materials and ideas (resources) should be established to create work activity and products through will and intelligence.

There are four domains by which empowerment can occur or not occur: (1) interpersonal communication, (2) process, (3) social structure, and (4) environment. When these are absent, the intelligence of individuals and organizations is weakened. Each of these described in more detail below.

*1. **Interpersonal communication***: Persons who are coworkers empower each other by sharing resources which include the personal resources of social support, friendliness, and decency.

Examples:

a. Simple common-sense decorum or respect.
b. Shared recognition of status, achievements and rewards.
c. Equity in honoring the individual as a source for innovation and continuity of work process.
d. Evaluations that recognize essentially the areas of development and encouragement of self-designed development.
e. Self-selection for training and upgrading of skills.

Expressions:

Provide release time for study, or payment for study. Give time off for personal development. Build "the coffee or tea time culture." Have a half-hour space during which all are invited to hang around to mingle before or after actual work hours. Structure award ceremonies to include family and friends. Implement work circles or groups where individual skills are supported and utilized.

*2. **Process***: This refers to the ways in which work gets done and to the ways, by which responsibility is acknowledged, generated, and shared.

Examples:

a. Standardized distribution lists for information that affects the performance of the unit and individual.
b. Openness to the leadership of individuals/groups to lead in new directions.
c. Co-leadership/participation of managers and workers as equals on projects that require both vantage-point input and the giving and taking of authority to act.
d. Rules of secrecy and/or access to personal records and public disclosure
e. Standardized locations for "libraries" of resources.

Expressions:

Publish locations for information on web sites that are accessible to all workers/managers. Offer extra stipends for work groups that participate in the planning and implementation of creating portable documents for downloading from computers.

*3. **Social structure***: This location expresses the institutionalization of roles and responsibility in clearly marked or indicated sites such as the personnel office, accounting, and committees. The social structure speaks to the relative stability of forms or contexts.

Examples:

a. Availability of organizational handbooks for all workers and managers.
b. The articulation of the manifest goals of the organization in relationship to its products, its workers and its environment. Also, latent intentions for the well being of workers, their families, and the environment should be expressed.
c. Mutually designed organizational/community plans should include indications of opportunities for individual or personal development.

Expressions:

At workplaces, the flexibility and multifunctionality of roles should be incorporated. Within the workplace, workers could be trained and challenged by managers increasing the number and complexity of their tasks. As workers

and managers work collectively towards meeting the organization's goals, research procedures should be implemented, by which both the workers and managers can diagnose the effectiveness and the meaning of the changes or proposed changes.

*4. **Environmental***: This refers to the host environment of the state, city, or other specific community and its capacity to support the worker, and the capacity of the worker to be home in his/her community as a citizen of the organization/neighborhood or town.

Examples:

a. Invitation of high school seniors to intern.
b. Workers becoming involved with public school curriculum design and support.
c. Partnerships between organizations and specific public sites.
d. Public use of private research and consultants.
e. Environmental beautification.

Expressions:

The softening boundaries between home and work now occurring in many sectors of the economy must include the recognition that the segregation of business concerns and community concerns should also soften. The community at work may become the community in which workers live and create families and other social ties. Sponsored activities such as neighborhood block athletic events, performances, construction and repair of housing and restoration of environmentally sensitive habitats are expressions of such partnerships.

Conclusion

Empowerment is the result of appropriate experiences that bring confidence and capacity. Organizations have the ability to empower their workers when the work environment is intentionally designed to develop co-leadership skills, interpersonal empowerment, organizational community building, and citizenship development. Creating a work environment that promotes continued education for adult development empowers workers at all levels with the tools needed to effectively engage in organizational growth.

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Practice Network: On the Wisdom of Rewarding A, While Hoping for A (And I have Waited 15 Years to Use This Title!)

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I have always wondered why I-O psychologists seem to avoid the topic of pay. And although I have long suspected that I-O psychologists in industry and consulting generally do not get much involved in pay issues, an examination of the SIOP annual *Membership Directory* confirmed that suspicion. While some I-O psychologists in industry and consulting list "performance appraisal" as an area of interest, very few list "compensation-benefits-reward systems." It struck me that there are at least two peculiarities about this state of affairs. First, there is a huge body of literature on performance management—but I-O psychologists have conducted relatively little research on pay. Second, I-O psychologists have written a lot about motivation and I suspect it would be the unusual I-O psychologist who would argue that motivation is not a major factor in understanding human behavior at work. Yet, I-O psychologists seem to have relatively little to say about pay. Of course, if you believe that money is not a motivator, then perhaps the relative lack of involvement by I-O psychologists in the compensation and pay area is quite reasonable.

Given all of these ruminations, I decided to learn more about performance measurement and pay systems. In order to locate I-O psychologists to talk with me, I examined the most recent SIOP annual *Membership Directory* and searched for individuals who might be appropriate to talk with about performance measurement and pay systems. I made contact with five respondents. Here are the questions I asked my respondents:

1. What new, innovative, or cutting-edge performance measurement and pay systems are being used at your company?
2. What are the major barriers or challenges to these systems that your company has experienced?
3. What key contributions can I-O psychologists make in this area?

New Approaches to Performance Measurement and Pay Systems

The answers that I received varied in terms of the degree of innovation and emphasis. One of my respondents, for example, described the use of the company intranet to provide a "toolkit" for managers giving feedback to subordinates. In addition to offering steps and tips for conducting the meeting, the intranet site provides potential reasons for performance problems and Web links to solutions (e.g., training classes in business skills). Thus, at this organization, the major innovation is the creation of an intranet site to help managers improve performance. This organization has moved away from numerical ratings of performance and focuses on a narrative approach to performance measurement. The reward system has both a merit component that addresses base pay (which is determined by a combination of market factors and performance) and an incentive component that addresses pay-for-performance (which is a one-time bonus based on performance).

At the other end of the spectrum, one of my respondents described the implementation of a highly quantitative, individual incentive. Originally focusing on the technicians, the system was subsequently offered at the managerial level as well, in order to ensure that all employees are working together. Employees are able to track their performance on the company's intranet and payouts are given quarterly. Interestingly, employees' base pay was cut when the system was implemented, but employees have the potential to far exceed what they otherwise would have earned. According to this respondent, one advantage of the new system is that the company was forced to consider and explicitly communicate what performance is desired. To relate to the title of this column, I have always believed that a major strength of a well-designed incentive system is that it forces management to decide whether it is hoping for A, B, or C.

While the two approaches described above focused on the individual level, one of my respondents described a pay-for-performance system that provides stock options for *all* employees. Most employees receive 50 shares of company stock each year, which vest in 3 years. The key purpose of the program is to enable employees to feel like owners. Obviously, there is no direct performance measurement system involved here, because every employee is entitled to the stock options. This organization does, however, use a 360-degree feedback system, which is primarily aimed at employee development. This system includes an intervention program for managers who attain very low ratings.

The most integrated performance measurement-pay system focuses on the alignment of objectives. The process of developing objectives starts at the top of the organization, with the annual generation of operating objectives, which ultimately cascade down to each individual employee. According to this respondent, the alignment of objectives between individuals, departments, and the organization is critical in this process. Each employee develops, with input from the supervisor, a set of objectives, along with behavioral expectations, and a developmental plan. When the time comes to make pay decisions, the employee's supervisor reviews the objectives, along with the behavioral expectations associated with each objective. Managers rate each employee on a 5-point scale, indicating the degree to which the objectives have been met. A pool of money is set aside, based on the organization's overall performance, which is then distributed by the managers to each of their employees, depending on their rating. One particularly interesting aspect of the system is that the objectives, or goals, must be met in accordance with the behavioral expectations. In other words, it's not just whether you achieved the goal; it's also *how* you achieved the goal. As an example, you might meet production targets, but

if you upset your employees in the process, you may have failed to achieve the goal.

Finally, another respondent works for an organization that has developed software to help organizations achieve the kind of integration described in the previous paragraph. In the words of the respondent:

> In companies where employees are connected to the Internet, each employee can have an "account" within an online PM [performance management] system. At the beginning of a performance period, employees can log on and see the competencies that apply to them and document the goals they've agreed to with their managers. Throughout the performance period, they can update their objectives (which have a habit of changing within a few weeks of being set), note the progress they are making against each objective, and note any resource needs or obstacles. Managers can access their subordinates' accounts, keep up to date on their progress, and see where help or additional resources might be needed. They can also keep ongoing performance notes pertaining to each employee, for coaching and developmental purposes.

This respondent noted that another advantage of this system is that it enables managers and employees to maintain an ongoing exchange regarding performance and can even include an e-mail reminder to the participants that they have not interacted recently with the system. Another major advantage is that the CEO or any other high level manager can look at performance across levels or units and determine progress at any point during the timeframe. Even though an organization may have thousands of employees working on thousands of goals, this system would enable a CEO to get instant summaries regarding progress on goals and objectives. The CEO could then pinpoint what goals are in trouble and what goals are being met and could then work on addressing the problem areas.

In sum, organizations are trying a variety of different systems to tighten the link between performance and pay. It would have been interesting, but beyond the scope of my conversations, to try to learn what the factors were that led an organization to use one type of system over another system.

Major Barriers or Challenges to These Systems

I categorized the answers I received here into four groups:

Limited infrastructure: Implementing a performance measurement-pay system may require use of an intranet, which in turn assumes that the organization has the necessary hardware, software, and technical expertise. Even for organizations not using an intranet-based system, some of these performance measurement-pay systems require extensive administrative support.

Employee resistance: One respondent indicated that HRM staff are frequently complacent about implementing new performance measurement-pay systems because they view the new system as the "flavor of the day," destined to join the garbage heap with last year's "new" system. (This respondent also made an interesting analogy between completing performance evaluation forms and completing tax forms–which leads me [this is an original, folks] to think of a joke:

Question: What's the difference between completing a tax form and filling out a performance evaluation form?

Answer: When you complete your tax form, you may get something in return!

(And, yes, my wife says my jokes are terrible.) Alternatively, employees may resist the new systems because they don't trust management to be fair or because they have a sense of entitlement.

Value of the reward: A problem I have always thought about in regard to pay-for-performance systems is the value of the reward. This came up in some discussions with respondents as well. Essentially, when times are good, many of these programs will provide a fairly large amount of money. But what happens when company profits are poor and the value of the reward is small or perhaps nonexistent? One of my respondents indicated that the solution is for managers to continually focus employees on the "long-term," rather than on the "short-term," mindset. I liked that answer, but I sure don't envy the managers trying to maintain that perspective.

Managerial skills: For those organizations that use a more subjective performance measurement system, managerial skill in assessing performance remains important. And of course, because feedback plays a role in almost any organization, the lack of managerial skill can undermine the performance management process.

In sum, it is clear that any performance measurement-pay system faces formidable barriers and challenges. But isn't that just the thing that keeps I-O psychologists employed? By way of analogy, if people never became ill, what would doctors do for a living?

Key Contributions That I-O Psychologists Can Make in this Area

As a preface, I think it is reasonable to state that my respondents generally did not appear to perceive the I-O psychologist as playing the leading role in designing and implementing performance measurement-pay systems. Rather, the I-O psychologist was viewed as support staff. This position fits, I think, with my introductory comments about I-O psychology and compensation issues. Given that the I-O psychologist is playing a support role, then, what precisely can we contribute in this area? Most of the responses I received were

based on a fairly traditional view of our role. For example, the I-O psychologist would help in defining relevant behaviors and competencies. The I-O psychologist could also contribute in the area of training and education, such as helping managers become more effective in measuring performance and providing feedback. Another respondent addressed the role of ensuring that technologically driven systems (e.g., intranet-driven systems) are based on good judgment and sound professional practice. Perhaps the most novel response came from a respondent who said that the key contribution of the I-O psychologist is to help make performance management a "naturally occurring process." What I think this means is that the I-O psychologist should strive to make performance management a logical process, which serves business needs and fits within the assigned purpose. I really like the expression this respondent used (a "naturally occurring process") and would be interested to hear how "Practice Network" readers feel about this term! What additional contributions do you think I-O psychologists can make here?

Well, I'm about out of space, so I will end this column with a small variation on the usual "boilerplate" material: As always, please, continue to contact me with reactions to this column. As for future topics, I have no idea what I will write about next. Hopefully, I will have an inspiring thought in the next few months. If not, I will call a friend who is creative and beg him or her to help me—That person could be you! Also, I like to hear from people like you. You can contact me about the Internet, Cubs baseball, theology, or bourbon whiskey. I have interests in all of the above, especially the last one (oh, yeah, and in I-O psychology, too). Please e-mail me at mharris@umsl.edu, call (314-516-6280), fax (314-516-6420), or snail-mail me, Michael Harris, School of Business Administration, University of Missouri-St. Louis, St. Louis, MO 63121.

I would like to thank the following individuals for their help in preparing this column: **Lisa Collings**, US West; **Leslie Joyce**, GlaxoWellcome, Inc; **Lynn Summers**, Performaworks, Inc.; **Alan Walker**, First Tennessee Bank; **Paul Walker**, Southern Company.

TIP-TOPics for Students

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Happy New Millennium! The world did not come to a screeching halt, although good wine sure was hard to come by for the celebration, and you are back to the grind of graduate school. But aren't you glad you didn't have to worry about all that money you had invested in Wall Street when we entered Year 2000? We know, secretly you were hoping the hypothesized Armageddon would become reality (at least a small scale version) so you had a legitimate excuse not to study for those comprehensive exams (or the thousand other projects you have). While all the computer specialists are working out the minor glitches, it's time to enter student mode once again.

The three featured segments will help you assess your second year experiences, gain perspective on the balance between your personal and school life and realize the value of peer networking. As promised, our **TrIP Through Time** segment explores the major issues surrounding second-year students. Several "seasoned veterans" share their insights, regrets and advice for maneuvering through this time successfully. For those of you who are currently in your second year or will be shortly, take heed of the wisdom and make life a little easier on yourself. And for those of you who have already survived this time, take a trip down memory lane and reflect on just how far you have come!

In **Making the Right Connections**, we take a unique look at the state of peer networking at the beginning of this Millennium. In this piece, we share our "vision" of a SIOP Student Network and the benefits for students and the I-O profession. Of course, we also provide a few practical suggestions that you should be sure to use at the next SIOP conference. And finally, **TIPs for Balancing Life and Graduate School** emphasizes the role of goals in both professional and personal life as a means to achieve balance between them. In other words, too much work on professional development may lead to being a dud at cocktail parties. And like your mother said, "How do you know if you like it until you try it?"

Before you dive in, we want to say thank you to and acknowledge all those students who have provided comments, feedback or editorial assistance in the development of these segments. Our ultimate goal, besides having fun doing it, is to make this column a reflection of students' interests and ideas and to take a lighthearted look at those experiences that bind us together. We are only able to do that with the help of others and have had the fortunate experience of learning in the process. With that said, prepare to be dazed and confused, uh, we mean dazzled and mystified by our inspired reflections. Or, just read and enjoy!

TrIP Through Time

Required courses, methods, minor, internship, adjustment, thesis, thesis, thesis—these are the issues that envelope a second-year student. Travel back with us (or imagine you have made it) to the second year of your graduate experience. Finally, you emerged from that suffocating nightmare called first year that threatened to destroy your self-confidence and sanity and tested your cognitive powers on limited amounts of sleep. Was the second year going to bring relief from the stresses and strains of the first? For many, the second year proved to be a catharsis of sorts but not without its own dramas and concerns. Our trip through the second year will take us on several stops: dominant issues, unique experiences, and lessons of hindsight.

A group of students from across the country and in various programs submitted their comments and insights concerning this topic and provided the following gems of knowledge. We cannot take credit for all or even most (although we have added our 2-cents worth from our own limited experiences) of the following wisdom—so, those of you who responded to our pleas for help, give yourself a round of applause (and a big THANK YOU). The rest of you, read on and reap the benefits of this *trip through time*.

Our subject matter experts identified a few areas which dominated their thoughts and experiences during the second year including: developing a thesis, decisions regarding specialization, issues of structure and adjustment, and personal life-school balance. Although one size does not fit all, certainly there is substantial overlap in experiences even between traditional and nontraditional students and masters' and doctoral programs.

The most pervasive and common issue students grappled with was the illusive thesis. Time of completion of this masterpiece varied widely but unanimously our panel agreed that development, no matter how negligible, begins in the second year. Due to the elephantine nature of this undertaking, we will explore the thesis process separately in a future segment and therefore restrict remarks to a few highlights here.

Overwhelmingly, respondents indicated their frustration with beginning the thesis process and lamented over not having tackled the project sooner. Specifically, regret centered around not investing more time and energy in developing the topic early in the second year (or even sooner) or not choosing a topic for which they felt passionate. The latter would have increased motivation and desire to work on the project and warded off those darned procrastination demons. In support of that notion, others suggested setting aside a certain amount of time each week (estimates varied) devoted solely to discovering, refining and developing your thesis topic and proposal. If you must, tie yourself to that chair but make progress early! Or as one person indicated, you may successfully postpone this journey but you will have to deal with the guilt of not having a topic! Tune in to the April segment of "TIP-TOPics" to learn more about the perils, pitfalls, AND successes of the thesis/dissertation process.

Although the thesis process produced stress for most of our respondents, many also benefited from improved adjustment and an established knowledge framework. In the second year, the amount of work does not decline but the stress is "just different." Perhaps that difference is a result of a shift in the nature of learning. Learning during the first year consists mainly of developing a framework for knowledge. In the second year, one begins to flesh out the framework which is necessarily easier than the former step.

In addition to a structural change, the second year means the end of the initial adjustment period. In general, respondents conveyed they had a clearer conception of the role of graduate student, including expectations of faculty, had acquired certain survival skills and were more familiar and comfortable with their surroundings, faculty, and peers. In other words, they were simply more comfortable in the graduate environment and generally knew what to do and/or how to find out what they needed. The unique adjustment for some was to learn how to maintain the momentum which carried them through the trials and tribulations of the first year (because we all know it requires superhuman powers). Generally the establishment of a framework and the successful adjustment to graduate life instill more confidence in many students. The result of all of these changes is that in the second and subsequent years, one may simply be able to cope better.

Determining areas of specialization also occupied the thoughts of some respondents. Particularly in our field, students need to decide early in graduate training whether to pursue an academic or applied career and prepare appropriately. If academic life sounds appealing, you should knock on doors to find and join research groups that will offer the opportunity for publications or poster presentations. However, do not make these decisions haphazardly. Often, selection criteria for new faculty members may include evidence of a research program instead of a long string of publications (or research projects) with no unifying theme. If practice fires your engines, then go for those internships as early as possible, speak to practitioners, and join local or regional groups that discuss applied issues. And for those of you who find all of it irresistible, then prepare for both until you decide which path to follow. You will have to choose eventually but you can still balance your scientist and practitioner roles in whatever functions you perform (see the October '99 issue of "TIP-TOPics"). Respondents suggested speaking with an advisor or upper-level students to get more information and advice about choosing the correct path for you. Even if you have already chosen, seek out experiences in both applied and academic settings to add certainty to your decision. Although she had originally planned to pursue an applied career, one respondent discovered after an internship experience that she did not enjoy that type of work and instead chose an academic path.

For most, second year marks the completion of required courses and the beginning of specializing in a topic within I-O. Of course, this includes the choice of a minor (if required or desired) and future seminars in which to participate. It's never too early to begin mapping out what your training will encompass. Remember you have the power to tailor the program to your desires, whims and strengths—the second year is the time to determine what those are.

Personal life-school balance also became an issue, particularly for non-traditional students who had the added responsibility of family concerns. Although this issue is not unique to the second year, it seems to be the time when students became more aware of the necessity of achieving a balance between the two and developed specific strategies to accomplish that task. And finally, specific to terminal master's students, one of the central concerns was finishing on time and qualifying examinations.

Of course, the second year was not all gloom and doom; quite the contrary actually. Many students indicated they enjoyed a general feeling of "knowing what they were doing" and could concentrate on applying knowledge as opposed to acquiring it. Now that they had proven themselves in the first year, they were free to genuinely start learning. In the second year, students had improved their skills at reading (and understanding) journal articles and writing papers. Also, they were able to balance their time with newly acquired time management skills and just plain survival skills for graduate school.

But as is always the case, hindsight teaches a variety of lessons. A majority of our panelists indicated they would have invested more energy in "professional development." There are a variety of activities and opportunities that every second-year student should seek that are above and beyond the requirements of the program. Participation in conferences, both as attendees and as poster presenters, will have a multitude of benefits, even if you are not planning for an academic career. For instance, you have the chance to meet and interact with faculty and practitioners throughout the field (many of whom you may be reading about frequently) as well as students from other programs. This is a perfect beginning to networking; you may just meet your future employer or research colleague. In particular, students should attend the IO/OB conference which is specifically geared toward graduate students and provides an atmosphere of support and encouragement.

Of course, conference participation goes hand-in-hand with learning how to network and cultivating contacts. Practically all of the respondents emphasized learning how to network and doing it early. Despite what some may think, networking is not exploitative or underhanded. More than any other profession, we should realize the value of networking which is synonymous with making an effort to meet and share knowledge with others in the field who are making significant contributions. If you do not make your interests, skills, and talents known to a wide variety of professionals, you necessarily limit future opportunities. As we mentioned above, don't forget that your student peers now will be professional colleagues in the future. Make an effort to cultivate friendships and engage in dialogue with those who are not in your program. The next time you attend a conference, be adventurous and go to dinner with students from different programs. You never know, you may just find a research partner, peer mentor, or a new friend. If nothing else, you will find others who can sympathize and identify with the highs and lows of the graduate

school experience. And don't underestimate the value of gathering stories of peers' embarrassing moments that can be shared years later when they take themselves too seriously. In April, we expect to see and look forward to meeting all of you at the "Grad Student Night Out" (location to be announced in a future issue).

A few other comments are also worth noting. First, remember that comps are not far away so take notes and ask questions accordingly in courses. One strategy that a student used was to link each concept to a real-world experience to facilitate learning. Even if you find this difficult to do from personal experience, ask your professor to give you an example. In your spare time (ha, ha) or more specifically, make some time to work on projects and topics other than your thesis; you will benefit from being "well-rounded." In addition, find an area outside I-O to learn about that will aid your career development. One example is to take a couple finance courses in the business school which may make you a more attractive candidate when you begin job-hunting. And lastly, do not be afraid to communicate the concerns and difficulties you may experience with advisors, peers, friends, or family who will support you. Instead of suffering alone and in silence, talk to others about strategies to overcome problems or simply find a friend with an open ear. And of course, remember to infuse balance in everything that you do and set aside time just for yourself to do those things that bring you joy (or relaxation).

That concludes our regularly scheduled *trip through time* to the second year. Wherever you are in the graduate school process, give some thought to the insight and advice that has been shared. Whether you make use of it or not, at least you are aware that there are others out there who know what you are going through. And the good news is, they have made it—just like you will! Good luck.

Making the Right Connections

The year is 2020, twenty years after the Millennium...

As "TIP-TOPics" editors during the turn of the Millennium, we were asked to return as guest columnists to recount the benefits of and key changes in student networking opportunities. First of all, we are proud to announce that the world did *not* come to end (just in case you weren't aware) and we survived the excitement and paranoia of Y2K. Luckily, as graduate students at the time, we didn't have to worry about pulling out our savings (what savings?) from the banks. Our personal computers, VCRs (video cassette recorders, for the younger readers) and other electronics were Y2K-compliant so they didn't explode on us. And since we last checked, our alma mater, the University of South Florida, is still standing and shaping productive members in the field, as are many other programs. So our biggest concern at the time was surviving the chaos of the last New Year's of the millennium.

As expected, we survived both New Year's and graduate school, with sanity in tact. In the 20 years hence, hindsight has highlighted those experiences which have made us successful. One of the skills that has been crucial in developing our careers has been networking. Whether you are in academia, internal or external consulting, self-employed, or other areas in I-O, it is absolutely necessary to cultivate and maintain a strong network of colleagues. Academicians and practitioners alike collaborate within as well as across different universities and firms. Sometimes, we rely on the expertise of colleagues to help us with our own research, clients, and projects. If you have goals of having your own business, a successful firm can depend upon a good reputation and referrals from your peers. In addition, the pursuit of a good job after graduate school may begin with knowing the "right" people. Therefore, an effective network is essential for all the stages of a successful career.

As students and professionals, we developed networking skills which have seen us through a variety of circumstances. And to save yourself 20 years of work, we will first share a few tips. First, *develop a strategy* that includes setting realistic and attainable goals. Knowing your short- and long-term goals allows you to pursue research, projects, and opportunities that complement your interests. Second, *learn about these people and firms*. Academicians, practitioners, and firms have certain areas of expertise. Firms look for potential employees with certain knowledge and skills while researchers seek collaborative partners. If you are attending a conference or any other organized event, be sure to obtain the schedule. Know who will be there, when, and where. Not only are you there to meet people, but people are there to meet you. Instead of leaving introductions to chance, plan to be in the same place at the same time as the individual with whom you would like to meet. Before you make contact, however, do your homework (no, it has never ended for us). Learn about the current activities, research, or projects this person is involved with and be prepared to speak intelligently with him or her concerning these topics. Prepare a list of questions or issues you would like to address. In addition, maintain knowledge of current issues within the profession by reading journals and society publications (especially *TIP*). Be well prepared and informed about the people and organizations you would like to contact.

Once you have made contact (not of the alien kind), *be open-minded and listen*. Lessons of life are often contained in what may seem to be insignificant interactions. Moreover, meet as many people as possible, whether they are on your list of contacts or not—you never know who they know and when they can help you in the future. Sometimes the best people in your network are the most unexpected contacts. Afterwards, *remember to follow-up* and keep in touch with the people with whom you would like to continue contact as well as with the people who have helped you. Everyone likes to hear that his/her efforts were worthwhile and appreciated, and with today's technology, there is no excuse for not keeping in touch. Finally, just like with any relationship, networking consists of a give-and-take process. If you expect the help of others, *be willing to offer your own services and expertise.* However, this also means that you should never abuse nor take advantage of your resources. The true benefit of networking is the opportunity to use your own talents to support and advance your profession and those within. Fortunately, you can begin developing and practicing these skills while you are still in graduate school (like we did—with some help, of course). In fact, we recommend that you do the same.

As the technological era threatened to wreak havoc on society with the Y2K Bug at the turn of the Millennium, advancements in communication technologies (e-mail, video/teleconferencing, Internet) became the backbone of the student network initiative. The initiative, which became the SIOP Student Network, was the single most important development for graduate students as we rang in 2000.

The future of the field is in the faces of your present classmates…they are your future professional colleagues. But by classmates, we mean all students in I-O programs and related fields across the country (and the world), not just the few you see in the hallways every once in awhile. In 2000, a group of enterprising students recognized this and motivated the masses to create opportunities for themselves to communicate and collaborate with others who were not "co-located." To bridge the physical gap, they utilized existing technologies (although somewhat primitive by today's standards) such as the Internet and e-mail. A website provided the forum for students to communicate research ideas and interests, discuss developments in the field and implications for students, create peer-mentor relationships and share resources. You see, before that time certain programs had websites, but only a handful provided directories of their students. Even then, before the dawn of the fully interactive Internet, one would be likely to find only an e-mail address for students (and we all know now the inadequacies of e-mail). Unfortunately, this meant students were severely limited in their ability to communicate with peers who were physically distributed. Those limitations have practically vanished now and students can be instantly whisked into the virtual office of a peer, professor, or colleague to view and interact with them, their research, projects or resume. Not to mention, you have the ability to use your intelligent agent(s) to schedule a videoconference to discuss ideas, ask questions, or collaborate on research.

Prior to the creation of a networking structure for students, the only contact they had with each other was at the Annual SIOP conference. And many became SIOP student affiliates simply to add to their resumes with the discouraging result that a relatively large proportion did not go on to become members once they earned their degrees. However, the ability to establish and participate in a dialogue surrounding our profession (before we became professionals), encouraged students to make connections with people and ideas that would not have happened otherwise. For instance, one of the most controversial issues was the feared breakdown of the scientist-practitioner model.

The traditional roles of scientist and practitioner seemed to be more and more exclusive. Psychologists in each camp were focused more on their differences than on how to unify the profession with a balanced emphasis on both approaches. One of the effects of the dialogue that was established among students was to explore this issue and its implications in depth *before* anyone had committed to a certain philosophical perspective. Basically, because students had established a rapport with a wide range of peers while in graduate school, they were more willing to cooperate in their professional lives. I-O psychology, in general, also benefited because student networking forged an even stronger professional foundation and cooperative atmosphere. And, we are happy to note, the scientists and the practitioners realized they indeed needed one another and implemented strategies to utilize the products of each in their own roles.

The students in this Millennium have "little" opportunities that were not available to us until late in our education. In the dark ages of 2000, we had to do most of the "leg work" to find an internship or job ourselves but now with the central placement system, students can locate that perfect internship/job, send a profile, interview with the manager, and accept the position with minimal work. Although our peers in the same program provided insightful and encouraging advice for surviving the thesis/dissertation process, comprehensive exams, or other obstacles, the student network allows current students to receive hints and tips from a multitude of peers unconstrained by physical proximity. And with the organization of student forums on the Internet, SIOP was able to provide more guidance and be increasingly responsive to student ideas and concerns. The SIOP conferences, while providing superior opportunities for career development, were also more fun. Instead of being spread throughout the host city in the "cheap" hotels, student attendees began staying in the same hotel. As the network allowed for more organized social activities, students began to mingle more with one another and fostered partnerships and friendships alike.

With the growing population of student affiliates in SIOP and their ability to interact with one another on a consistent basis, students became an active presence in shaping their own futures and that of their profession. And we are proud to tell you that the proportion of student affiliates who went on to become active members of SIOP increased after the establishment of the Student Network. Now that we have advanced from student to professional status, we encourage our mentees to take advantage of the multitude of opportunities to network with their peers. When you learn how to do that, it will be much easier to make connections with the leaders in your field who can teach you those things not covered in graduate classes. Networking is a strategy to keep your mind open to new ideas and to vary your experiences; you just never know who has the last piece to your puzzle. Go forth and network!

And now we return to the present...

TIPs for Balancing Life and Graduate School

The beginning of a new millennium (we know it's not technically until 2001, but go with it anyway) is the optimal time to make those long talked about, ne'er realized changes in your personal life. And if ever there's a time to KEEP those New Year's resolutions—this is it! In fact, that's our latest gem of wisdom in trying to foster peace and harmony in your life. Well, peace and harmony may be asking too much but achieving some balance is feasible.

There are a host of milestones in graduate school that keep you occupied and focused on certain goals—first year: thesis proposal and defense, internships, qualifying/comprehensive exams, publications, dissertation. At least for some, they serve to light the proverbial fire under our feet and ward off the procrastination demons (ours seem to be particularly powerful this year). And the feeling that accompanies completion of just one of those events is downright addicting. Let's face it—the real difference between those who attend grad school and those who don't is the former are addicted to the "achievement high" (or are gluttons for punishment).

Graduate school is a series of goals stacked on top of one another that finally lead to the Holy Grail of education. How many of us would actually realize our potential if the goal was simply—"Become an expert in I-O?" Even with minor missions that logically progress from one stage to the next and which offer reinforcement and motivation along the way, we often stumble, wander off track, or even fall flat. The message is simple: Setting, working toward, and achieving goals in small chunks makes graduate school a more manageable experience. OK then, why aren't you doing that in your personal lives too?

A wise professor once required her class of college seniors to submit a goal statement regarding career development in the 5 and 10 years subsequent to graduation. But she took it a step further and also required a goal statement regarding personal development for the same time frame. It took at least twice as long to develop the personal statement as the professional one simply because planning for achievement in this arena seems unnatural. Presumably, we would rather leave this to chance. For the new millennium, we suggest a new game plan to maintain the balance.

You already have plenty of goals to work toward in your "professional" life. In this millennium, we challenge you to set and achieve goals in your personal life. That's right, don't just make New Millennium resolutions—decide where you want to be as a person (not a psychologist) and get on the road!

Similar to graduate school, achieving those goals will not necessarily be easy or timely but you will at least be on the right path. First, you have to do some soul searching (gentlemen, you are capable of this too) and develop an overall goal; a vision of yourself in the short- and long-term. Next, determine those areas you want to change, improve or develop that support this vision. Perhaps, you can use a more positive attitude, a boost in self-esteem or confidence, improvement in social skills or more practical changes such as being on time or not procrastinating. Whatever it is you choose, remember you are only human (and a grad student) which means limited time and energy; so choose those top 2–3 changes that are most important to you.

Now, set up the sub-goals that you can achieve in a relatively short time frame—instead of frowning all the time and complaining about workload, smile and tell yourself (and others) you are learning and "expanding your horizons" or eliminate the word "can't" from your vocabulary (well, maybe not entirely). The point being you have to be able to make visible progress, thereby giving yourself an opportunity to experience the "achievement high" every once in awhile. Set deadlines and keep them, work on them little by little and celebrate when you accomplish one.

You say this sounds artificial—who plans to develop their personalities or personal characteristics like this? Easy—you know those people whom you admire, love to be around, and seem to have it all together; well, that didn't happen by chance! We all put obscene amounts of time and energy into preparing for and developing our professional careers—balance it out and use some of that energy to develop your personal life. We promise you'll be happier in the end (but we offer no money-back guarantees).

As we have been advocating with this piece, balance is the key to any endeavor. All those reports that you hear concerning what is and is not good for your health constantly seem to contradict one another (i.e., drinking alcohol/coffee is good for you, oh no wait, it's bad for you this week). We believe that the question should not be whether or not you engage in any certain behavior but the degree of balance or moderation with which you engage in that behavior (certainly, there are some "risky" behaviors you should NOT engage in at all). The same is true in graduate school. If you want to maintain some semblance of a personality and identity other than as a psychologist then don't forget to put some time and energy into your personal life. Enjoy (in moderation)!

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The Real World: The E-Business Revolution—Faster Than a Speeding Bullet

Janine Waclawski
W. Warner Burke Associates, Inc.

Electronic Commerce will radically change every business process from marketing and customer service, to accounting, payroll, order management, distribution, and procurement in almost every industry from media to machine tools.

Michael Taylor, Director, Arthur D. Little

E-business (e'biz'nis) The transformation of key business processes through the use of Internet technologies.

IBM E-Business Website

Within 10 years, to be a member of society and not be online will be a little bit like living in Los Angeles and not having a car.

Paul Saffo

Happy E-New Year!

First things first, I want to wish each and every one of you (I am assuming that at least two other people besides the editor actually read this column), a very happy New Year! Yes, I would like to wish a Happy New Year to you all as I sit here writing this column in October! One of the inalterable realities of life on this planet is that in the world of print media copy must written far in advance of one's actual date of publication. Which brings me to my topic for the first column of 2000—e-commerce. As I said, things in the world of the printed word move pretty slowly. Of course, the Internet is changing all of this. Nowadays you can put the great American novel up on the World Wide Web sooner than you can say F. Scott Fitzgerald. So, what am I getting at here? Basically the Internet and all its applications are rapidly changing the way things work in this world. Another case in point, online stock transactions. Now you can buy and sell more shares of AOL faster than you can say "day trader."

The Internet is changing not only how fast we can communicate with one another either by e-mail or by electronic publishing but more importantly it is increasing the pace of business. And as the saying goes, the business of America is business. So, in a nation such as ours with an economic system built on the principles of capitalism and free enterprise, doing business on the Internet (e-commerce) has massive implications for our way of life.

Are You Ready for Some E-Business?

So what is an e-business? Basically it's doing business on the Net. One interesting thing about it all, as always, is the hype. For example, is it just me or has anyone else out there noticed the profusion of e-business and Internet-related commercials on TV these days. Finally, football season has become interesting to me. After 33 years of watching (first I was forced to watch it by my parents and now by my husband), there is finally something that grabs me. It's not whether or not any given team's offense can establish a consistent running game, and no, it's not whether or not Mike Ditka will finally get fired, and no, it's certainly not whether Dan Marino will ever make it to the Superbowl. About these things, I care not. What I do find compelling are all the new Internet commercials! It used to be when one turned on a football game the most intellectual commercial to be found was either a bunch of frogs and lizards talking about beer or a bunch of sportscasters talking about beer (I guess those are the same commercial, aren't they?). Well, no longer, now there are only four types of ads: Lenny Kravitz singing "I want to get away" to sell SUVs; investment ads featuring well-known sports figures who berate their opponents by saying "I bet you can't even spell Dow Jones;" e-trading companies who all guarantee the lowest cost per trade (some will even pay you) in the fastest amount of time; or commercials about how using XYZ systems to maximize your use of the Internet or help launch your e-business can give your company that much needed competitive edge.

So, while I certainly do welcome the diversity that these Internet ads bring to my Sunday afternoons and Monday nights, what I find so ironic about all this is that these commercials would lead you to believe that everyone in the world and their grandmother is not only on the Net but doing business on the Net. The fact is, this is not so. Did you know that only 32% of the U.S. population (80 million people) is on the Net (internetstats.com, 1999)? Not even every household in America owns a TV, let alone a computer. Moreover, the number of people on the Net gets much smaller when you look at the world population. Specifically, estimates show that only 3–5% of the entire world is on the Net (200 million to 300 million people). However, just to give some perspective on the rapid growth of the Internet, if we look back only 6 short years ago the number of people on the Net was significantly smaller. Specifically, in 1993 only 3 million people in total were on the Net. That equates to less than 1% of the world population. So, what am I getting at here? Well, I think it's obvious that if the current trend of increasing usage continues, within the next decade the Internet and e-business will explode and become primary modes of communication and commerce for the mainstream (at least in the U.S.). However, we aren't there yet. So, as my football-loving husband has been smart enough to point out to me, it's all about establishing a presence in the marketplace now to gain dominance in the future. Simply put, those companies that can successfully promote themselves as Internet leaders today will be the ones that survive and thrive in the world of e-commerce tomorrow. Even if they don't turn a profit for the first few years like amazon.com–talk about a loss leader.

It's Christmas Time and There's No Need to Be Afraid

Personally, I love the Internet. It's the perfect communication and shopping medium for a misanthropic hermit like me. In fact, last year, I did at least 90% of my Christmas shopping online. Of course given my aforementioned antisocial tendencies, I didn't have that many gifts to buy anyway. Seriously though, the real reason I love online shopping is because I hate the following 3 things more than just about anything else in the world (a) crowds, (b) getting up early to avoid the crowds, and (c) shopping because of the crowds or getting up early to avoid crowds–see points a and b. So, as you can tell, Christmas shopping used to be a big problem for yours truly. But luckily, online shopping has changed all this. Yep, no more fighting crowds, waiting in line, swearing at your fellow holiday shoppers when they cut you off for a parking space, getting bumped, pushed and shoved in jam packed shopping malls, screaming kids, whining parents, and listening to bad renditions of your favorite Christmas songs over and over again until they are no longer your favorites. All in all, I think online shopping has very positive implications for fostering more holiday cheer. I know it has for me.

Further, I don't know about other parts of the country but shopping in the New York metro area at holiday time (for the very reasons mentioned above) is enough to turn even the most good-intentioned, generous, congenial, pro-holiday person into a bad-tempered, ill-willed, pernicious scrooge! It's the time of year when we are supposed to wish for peace on earth and goodwill towards men (and women, too) but instead, often end up having thoughts that would rival those of the unibomber (well, maybe those are just my thoughts). However, with online shopping there is no need for this negativism and thoughts of genocide. I can stay at home snuggly warm in my house and amass alarming amounts of credit-card debt without even speaking to another human being. Life is good.

An E-Business, an E-Business, My Kingdom for an E-Business: Some Internet and E-Commerce Factoids

So, friends (if I haven't scared you all off), it is easy to see why e-commerce is such an appealing idea. You can shop for all sorts of products and services (personal and business-related) in the comfort of your own home, office, airplane seat, yacht, or whatever. The only traffic you have to fight is on the Net and you can communicate, buy and sell with people and organizations all around the world in nanoseconds! Hence, all the hype and genuinely deserved excitement about the Internet and e-commerce. Given all this, below are some factoids that may interest you.

- According to Forrester research, U.S. online retail sales for 1999 will total $20.2 billion. By 2004, sales will hit $184 billion.

- According to Media Metrix, the six largest e-commerce sites are Amazon.com, Beyond.com, Barnesandnoble.com, Buy.com, CDNow.com, and Egghead.com.
- The leading online language is English (92 million people), followed by Japanese (9 million), French (7.1 million), German (6.9 million), Chinese (4.6 million), Swedish (3.3 million) and Korean (3.3 million).
- Five years ago, a new Wharton graduate with experience in e-commerce could expect a starting salary of $62,000. Today, those offers start at $80,000, about $10,000 more than other business fields.
- At Bentley College, a new MBA concentration known as E-Business and a graduate-level certificate in e-business are offered, bringing in $500,000 in additional tuition this fall along with at least $7 million in grants and contributions for program support and development.
- Georgia Institute of Technology has received $1 million from corporations to establish e-commerce research centers and will offer e-commerce certificates or concentrations next year.
- The average projected estimate for online advertising spending in 1999 is $2.61 billion.
- The average projected estimate for online advertising spending in 2002 is $8.9 billion.
- In 1999, there will be 39 million Americans buying online. By 2002, there will be 67 million Americans buying online.

Net Future: Seven Trends in Cyberspace

Recently, while poking around online to do my "research" for this column, I came across an interesting book. In case you hadn't figured it out by now, the primary input for most of my columns is stuff I find on the Internet—so this is pretty normal for me. Basically, I am a lazy person. As an aside, I think laziness must be correlated with online activity. As a further aside, I think we need a new term similar to couch potato but for people who are always online. I guess the appropriate moniker would be an "e-potato" but I don't think that's clever enough. Anyway, back to my book story. I placed my express checkout order on Barnesandnoble.com and it arrived at in my office mailbox 2 days later. Now, that's my idea of shopping. Interestingly, I also had the option of buying the book in electronic form instead of hard copy. However, that's a little too advanced for me. If I ever get around to getting a Palm Pilot then maybe, but for now I like having something tangible to read. The book called, *Net Future: The 7 Cybertrends That Will Drive Your Business, Create New Wealth, and Define Your Future,* is chock full of factoids, stories, and trivial statistics (all the stuff I love) about the Internet and e-commerce. For example, according to the author Chuck Martin, the "Internet is the fastest-growing medium in history. It took radio 38 years to acquire 50 million listeners. Television took 13 years to get 50 million viewers. The Internet achieved 50 million users in just 4 years." Now of course this doesn't take the earth's geometrically increasing population into account, but it's a pretty impressive factoid nevertheless, certainly worthy of a nod in this humble column, if not CNN. However, for those of you who want more substance, the book also has some predictions about how the Net will change the future of business, so it does have some meat to it.

In order to provide you patient readers with some actual substance beyond my inane ramblings about why I hate Christmas shopping, below is a brief definition of each of his trends, followed by examples I came up with for most of them. Although the trends are a bit high on the jargon scale, I think the ideas expressed in them are valid. In any case, read these and make up your own mind.

The Seven Cybertrends:

1. *The cybereconomy goes Main Street.* Traditional businesses will go online and will need to provide their customers with fast and easy service. Companies like Barnes & Noble (barnesandnoble.com), and BlockBuster Video (Blockbuster.com) are good examples of this.
2. *The wired workforce takes over.* Everyone will eventually be on an Intranet at work and will be linked to many other people thus creating virtual work communities which will change the nature of the workplace for both individuals and companies. Telecommuting is a current example of this.
3. *The open-book corporation emerges.* Boundaries between the corporation and the outside world, including customers and suppliers, will be erased.
4. *Products become commodities.* A shift to real-time, flexible pricing as product value is established moment by moment. Ebay, Yahoo auctions and Priceline.com are good examples of this. Priceline is a service where you can determine the price you want to pay for grocery items online.
5. *The customer becomes data.* New technologies for analyzing and predicting customer behavior in real time will require companies to reorganize to be more customer-centric.
6. *Experience communities arise.* People will access and use global communications and therefore will be able to amass large amounts of information instantly.
7. *Learning moves to real time all the time.* Electronic networking will create a new generation of empowered and independent learners. Online distance learning, user groups, and listserves are good examples of this.

The Employee Becomes Data: Surveys and Feedback in E-Business Companies

In an effort to bring all this discussion about the Internet and e-commerce back to the world of I-O land, I thought it would be a good idea to focus on something that a lot of I-O people can relate to—that is, data. More specifically, anything that has to do with e-commerce and the Internet is about data of some sort. For example, collecting data from multiple people about preferences, purchasing behaviors, sites visited, attitudes, opinions, and so forth, are all vital to doing business on the Net. I-O practitioners work with this same kind of information but in a different context in the form of organization surveys and multirater (i.e., 360-degree) feedback. So, I thought it might be interesting to know how companies that are e-businesses, or those that might be entering the e-business arena in the future are using their advanced knowledge of technology to collect and use these types of behavioral and attitudinal data in their own organizations.

Beyond my own personal interest in surveys and 360° feedback, these are also good I-O topics, considering the predictions of some of the 7 cybertrends. In particular, if you consider cybertrends Number 3— the open-book corporation emerges, and 5—the customer becomes data, an extrapolation of these is that the employee (who is now also the customer) becomes data. Just as organizations will build databases of individual customer preferences and buying behaviors, they will build employee databases as well.

Why employee databases, you may ask? Well, in the information age, we are all data points comprised of a series of other data points (e.g., likes, dislikes, preferences, skills, abilities, experiences, etc.). These data points are a commodity that will be harvested and harnessed by organizations whether they are our employers or providers of services and products. In the world of e-commerce, the process of examining databases to construct predictive models of consumer behavior is what is known as datamining and is one of the key strategies used by e-business organizations to understand, better serve, and sell more to their customers. By developing a profile of buying habits and preferences, these organizations can anticipate customers' needs and meet them even before they have been articulated. I think this process of datamining will be applied to employees as well.

Similar to customer databases, employee databases will consist of many types of information from date of birth, employment history, and educational background, to performance appraisal ratings, performance measures, behavioral assessments, personality factors, learning preferences, and workplace attitudes and opinions. This information will be critical to organizations in the recruiting, selection, promotion, and termination process. Just as organizations create customer profiles, they will create employee profiles. To some extent, this is already beginning to happen. As the saying goes, knowledge is power. Therefore, assessing the behaviors, preferences, and attitudes of employees (things typically done in any survey or 360° effort) will be an essential part of most companies' HR strategies. In order to select, retain, and develop the right people, companies will need to make use of this kind of information. Hopefully, we as I-O psychologists will be involved in this process.

So without further ado, here are my questions for this issue:

1. How would you describe the nature of your organization's business? Is it a high-tech company, a computer company, an e-business or something else?

2. Does your organization use surveys or multirater (360-degree) feedback? If so, for what purposes (e.g., executive development, organization development, culture or climate assessment, performance management, human resource planning, etc.)?

3. In your opinion, what are the primary benefits of using organization surveys and multirater feedback systems?

4. What methods does your organization use to administer surveys and 360° feedback (e.g., paper and pencil, online, disk-based, voice response unit, fax back, etc.)?

5. What (if anything) is different about conducting a survey or implementing a feedback system in a high-tech or e-business company than doing so in a more traditional organization?

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From: colihan@us.ibm.com
To: J9151@aol.com

Janine, here are my responses. Regards, Joe

1. We are a high-tech computer software, hardware, and services business. E-business is our mantra these days, and in fact, IBM coined the term.
2. We use surveys for organizational assessment and change. We also use 360-degree feedback for performance assessment for all employees, managers, and executives.
3. With a very large and complex organization, online or e-business methods for gathering such data are the most viable cost-effective methods available. Surveys can help drive organizational change providing facts and data for decision making, and formalized performance feedback helps for individual development as well as facts and data to management to make fair and accurate performance assessments.
4. We use online or e-business administration methods for nearly all such data gathering efforts.
5. There may be more trust and acceptance of online systems within an e-business company as many more employees will be familiar with using computers in their day-to-day work. Also, in an e-business company, there would appear to be more tools available to make remote/mobile working possible. This makes a formal feedback system even more necessary to give managers an accurate view of their people—many of whom may be working remotely.

Joe Colihan, Ph.D.
IBM Global Employee Research

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From: Thomas.Norman@corp.sun.com (Tom Norman)
To: J9151@aol.com

1. We are a computing company. We sell hardware and software to support e-business and e-lifestyles.
2. Both employee surveys and 360-degree feedback instruments (managers only) are used.
3. Organization surveys give employees another voice in an organization. Sun uses employee input to eliminate the things inhibiting them from performing in their jobs. The data has been used to make several improvements to worklife at Sun over its 4-year history.
4. Web-based surveys and 360° feedback.
5. Participation rates in the survey are about 25%. Everything at Sun is voluntary verses mandated from above.

Tom Norman
EQI Program Office
Sun Microsystems

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From: Jennifer_Hutcheson@Dell.com
To: J9151@aol.com

We are happy to respond. As an aside, I am just finishing up your new book (with Dr. Church) on organizational surveys. I've really enjoyed it.

1. We are a computer company/high tech.
2. We use 360° surveys for employee development. We also do employee attitude surveys annually.
3. Allows the individual to get objective, constructive information about his/her strengths and developmental opportunities.
4. Online.
5. I really don't have any experience in a non-high tech company, so I'll have to pass on this question.

Jennifer Hutcheson
Dell Corporation

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From: franz.deitering@sap.com (Deitering, Franz)
To: J9151@aol.com ('J9151@aol.com')

Dear Janine, thanks for your mail.

1. SAP is a high-tech company in transition to e-business.
2. We use all kinds of surveys: (a) SAP Employee Survey as an Intranet-based census survey every 2 years as a strategy, alignment, involvement and change program; (b) Feedback Survey interim to SAP ES focusing on strategy and leadership with a link to bonus; and (c) 360-degree feedback for leadership and team development.

degree feedback for leadership and team development.

3. The benefits are SAP (i.e., better Satisfaction And Performance).
4. We use mainly online formats.
5. More speed and a high tech approach.

Franz Deitering
SAP University Human Resources Development

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From: salvatore.v.falletta@intel.com (Falletta, Salvatore V)
To: j9151@aol.com

Janine, Attached are my responses for your survey project. Cheers.

1. Founded in 1968, Intel is a global high-tech company. It supplies the computing industry with the chips, boards, systems, and software that are the "ingredients" of computer architecture. Intel's mission is to be the preeminent building block supplier to the connected computer industry (e.g., original equipment manufacturers, PC users) worldwide.
2. Intel uses surveys and multirater feedback tools. Surveys are used for HR research and to assess various aspects of organizational life and behavior at both the corporate and business unit level. 360-degree feedback tools are used to measure managerial and leadership effectiveness. Similar multirater feedback surveys are also used for performance appraisal/management purposes. Below is a brief description of how surveys and feedback are used at Intel.

Organizational surveys

- *Employee Opinion Survey.* 100+ item survey administered annually for corporate strategic and HR planning purposes; attempts to measure various aspects of organizational health and behavior (e.g., culture, work group climate, leadership, management practices, and overall organizational effectiveness); stratified sampling approach is employed (usually 15% of population).

- *Business Unit Assessment Surveys.* Shorter, customized surveys administered quarterly, bi-annually, or annually for an overall organizational assessment (i.e., a pulse of work group climate) within each respective business group. These assessments vary in methodological approach and focus from business group to business group. The business groups drive these assessment efforts—however, we (the HR Research group) do provide consultative and other services.

360/Multirater Feedback Tools

- *Survey of Management Practices.* A survey designed to obtain 360-degree feedback on a manager/supervisors' overall effectiveness. The results of this survey are used for coaching and training/development purposes
- *Survey of Leadership Practices.* A survey designed to obtain 360-degree feedback on a senior managers/leaders' overall effectiveness. The results of this survey are used for coaching and training/development purposes
- *Performance Appraisal System (i.e., FOCUS).* The FOCUS process is Intel's annual performance appraisal/management system. As part of the FOCUS process, employees are responsible, in collaboration with their managers, for obtaining multirater feedback on their overall job/work performance.

3. Surveys and multirater feedback systems are beneficial because they provide: an economical way to gather information and data; an effective method to measure employees' and/or customers' attitudes, opinions, perceptions, beliefs, intentions, and behaviors; a quick way to reveal individual, group and organizational strengths and opportunities for development, change, and improvement; an effective way to provide feedback for coaching, decision making and planning; a preferred method for identifying/pinpointing areas of concern, and an effective and common method/approach for conducting HR and organizational behavior research.
4. Surveys. Primarily Intel uses web-based/on-line survey tools for administration and collection; some optical scanning technology is utilized for those who do not have access to the web.

   Multirater feedback: optical scanning technology is used for the *Survey of Management Practices* and *Survey of Leadership Practices* instruments. Data administration, collection, and analysis are handled by a third party vendor. A traditional paper-and-pencil survey is used to obtain multirater feedback as part of the process.
5. I think the key difference is the rate of change high-tech companies experience. High-tech companies, in particular, are in perpetual state of flux (e.g., rightsizing, acquisitions and mergers, talent wars, turnover, etc.). As we know, a source of competitive advantage is its human capital. Thus, attracting, developing, and retaining top talent is critical to the success of any high-tech firm. In short, we must be able to design and implement

technologically sophisticated survey and assessment systems to provide timely and accurate data for human capital decision making and planning.

Salvatore V. Falletta, Ed.D.
HR Survey and Assessment Manager
Intel Corporation

So, it appears from my contributors that companies in the e-business and high-tech arenas are, as one would suspect, taking advantage of electronic technology to administer survey and 360° initiatives. As for the uses of these interventions, obviously they range from collecting attitudes and opinions to providing facts for decision making and making changes to improve the quality of worklife.

Online response rates also seem to be an important issue. I certainly agree with Joe's observation that employees in e-business organizations are probably more comfortable with the online process—especially with respect to using the technology and confidentiality. Often, clients I work with are interested in the possibility of online implementation. However, when we get closer to the administration of the survey or 360° process concerns about their employees' e-literacy, the confidentiality of online responses, and the compatibility of the organizations systems, lead to a decision to go with more traditional methods (i.e., paper-and-pencil). I think this too will change in the very near future given the potential cost savings of electronic data collection methods and most people's increasing reliance on and facility with online applications. Once the barriers of technology and confidentiality have been removed, this method makes the most sense. For example, questionnaires can be sent to the entire organization in a matter of seconds and responses can be collected online and analyzed immediately, thus removing a lot of the costs associated with paper-and-pencil formats (i.e., printing, collating, mailing, returning, entering data, etc.). If the wired workforce does truly take over, as Chuck Martin has predicted, then this will surely come to pass.

As ever, I would like to thank my contributors Tom Norman, Joe Colihan, Franz Deitering, and Jennifer Hutcheson for their time and effort. I would like to give special thanks to Sal Falletta for his thorough comments and for helping me select the right contributors for this column. Finally, thanks to AHC for his willingness to review my draft and provide feedback. If you have any feedback for me, please feel free to contact me either by email 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). I would love to hear from you!

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International Forum

Dirk D. Steiner
Université de Nice-Sophia Antipolis

I recently realized that our English-speaking cousins in Great Britain had not yet had a chance to tell us of their activities in the International Forum. This issue seeks to correct the oversight. Chris Smewing, who is the current chair of the Occupation Section of the British Psychological Society, has written an interesting piece which focuses on the history of our field in his country.

For your comments and suggestions concerning this column, contact me 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@unice.fr. Phone: (33) 492-00-11-91. Fax: (33) 492-00-12-97.

Occupational Psychology in the United Kingdom

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The United Kingdom of Great Britain and Northern Ireland is the little lumpy bit on the top northwest corner of Europe. During the 19th century we gave the world football, rugby, cricket and golf, and the rest of the world has enjoyed beating us at all these activities fairly regularly ever since. The last century was also a time when Britain was at the forefront of the industrial revolution in Europe. Despite this however, industrial/occupational psychology did not really appear in Britain until 1915, and then it started, almost literally, with a bang.

The first world war required production of ammunition on a massive scale. The munitions factory workers, most of whom were women, were required to work longer and longer days in order to keep up with demand. Ninety hours a week was common, and a 100 hour work week was not unknown (Smith, 1943). One consequence of this was increased fatigue which, in turn, led to increased errors. It was soon noted that, if one is going to make errors at work, a munitions factory is not a very good place to be working. Therefore, in 1915, the Health of Munitions Workers Committee was established. This committee addressed a number of interrelated topics including fatigue at work, the health of workers, environmental conditions, organization of the factory, and methods of pay. The committee declared a need for "a sympathetic and correct understanding of the physical and mental capacities of each worker and their most satisfactory and economical application" (Smith, 1943).

Following the war, the Industrial Fatigue Research Board was established to continue the work of the Munitions Committee, and at almost the same time the National Institute of Industrial Psychology was created. However, during the 1920s and 1930s interest in the new practice of industrial psychology dwindled, as unemployment rose and traditional industries declined.

It was not until the outbreak of World War Two that industrial psychologists were once again in great demand. The need for good assessment and selection techniques by the army, navy, and airforce resulted in more than 3 million military recruits taking assessment tests between 1939 and 1945 (Vernon & Parry, 1949). Industrial psychologists were also working in many other areas including study of skills and performance such as the analysis and measurement of unfamiliar tasks (e.g., radar surveillance) and the effects of stress on performance (Shimmin & Wallis, 1994).

Since the second world war, industrial psychology or, as it now called, occupational psychology, in Britain has flourished. Within the British Psychological Society (BPS), the Occupational Section is the single biggest interest group, whilst the Occupational Division, which maintains professional standards, has more than 850 chartered occupational psychologists belonging to it.

In order to become a chartered occupational psychologist a person must go through a three-stage process. Firstly they must obtain either the BPS Postgraduate Certificate in Occupational Psychology, or complete an approved master's course. Secondly, the person must demonstrate practical and application skills in at least five areas of occupational psychology, selected from:

- Human–machine interaction
- Design of environments and work; health and safety
- Personnel selection and assessment
- Performance appraisal and career development
- Counseling and personal development
- Training (identification of needs, training design, and evaluation)
- Employee relations and motivation
- Organizational development and change

Thirdly, the person must demonstrate competence to practice independently and unsupervised in working with the public.

The growth of interest in occupational psychology is reflected in the number of universities now offering master's courses in the subject, as well as conducting research. These include London (Birkbeck College, and Goldsmiths College), Sheffield, Nottingham, Manchester, and Hull.

Although occupational psychology is now well established, it is clear that the content of the subject has become increasingly eclectic in recent years (Shimmin & Wallis, 1994). Each year the BPS runs a 3-day occupational psychology conference, and among the topics at the January 2000 conference are

organizational values, conflict at work, the impact of mergers , and managing a diverse workforce.

Publications from British Psychological Society include the *Journal of Occupational and Organizational Psychology*, the *Occupational Psychologist*, and *Selection and Development*. Other popular British publications include *Human Relations, the Journal of Organizational Behaviour*, and *Work and Stress.*

At the present time, British occupational psychology is going through a period of transition. There is much debate as to how the areas of expertise of a chartered occupational psychologist can best be defined, and also what the relationship should be between occupational psychology and similar professions such as human resource management and organization development. Even the title of "occupational psychologist" is being scrutinized with regard to whether this accurately reflects the breadth and depth of work in which we are now involved. Overall, it is definitely an exciting time to be an occupational psychologist in Britain.

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Informed Decisions: Research-Based Practice Notes

Steven G. Rogelberg
Bowling Green State University

This month's column is substantively different from past "Informed Decisions" columns. This month, instead of discussing ways and approaches to hopefully improve the practice of I-O psychology, I have asked **Jim Smither** and colleagues to discuss how sound practice can be translated to research publications. Their valuable publication insights are helpful to practitioner and academic alike. If you have any comments/questions concerning this column please contact Jim Smither at Amysean@aol.com. If you have any ideas for future columns or would like to propose authoring a column, please contact me at rogelbe@bgnet.bgsu.edu.

Publishing Applied Work

Anthony T. Dalessio
Bell Atlantic

Calvin Hoffman
Southern California Gas Company

Richard R. Reilly
Assessment Alternatives Inc.

John Hinrichs
JR Hinrichs, Inc.

Ken Pearlman
Lucent Technologies

Nancy Tippins
GTE

James W. Smither
La Salle University

Steven Rogelberg recently asked me (Jim Smither) if I could put together some thoughts on publishing applied work. This is a topic that is of considerable interest to me. Many of my own publications have dealt with field data (for example, growing out of my previous role as a full-time practitioner at AT&T and my current role as a consultant). Also, I currently serve as Associate Editor of *Personnel Psychology* where I am handling submissions for the Scientist-Practitioner Forum (SPF). The goal of SPF is to offer solutions, insights,

lessons learned, guidelines, tools, and methods for addressing the problems and issues that confront practitioners. Unlike magazines or newsletters (that may sometimes address similar concerns), all decisions are made via a rigorous peer review process to ensure that all material reflects state-of-the-art thinking and practice.

After thinking about Steven's request, I thought it would be best to seek advice from some experts, so I asked members of our Editorial Board to offer their responses to these questions.

What advice would you offer to practitioners who are interested in publishing their applied work?

Think about your experiences as a reviewer of applied work that has been submitted to peer-reviewed journals. What are the most important features you look for in such a submission? What captures your attention and heightens your interest? What makes you lose interest in an article? What are some of the characteristics that distinguish promising from less interesting (or less promising) submissions? What kinds of articles (topics, formats, etc.) would you like to see more of? Less of? What insights can you offer to practitioners about the "mind of a reviewer"?

I received responses from **Skip Dalessio** (Bell Atlantic), **John Hinrichs** (JR Hinrichs, Inc.), **Cal Hoffman** (Southern California Gas Company), **Ken Pearlman** (Lucent Technologies), **Dick Reilly** (Assessment Alternatives Inc.), and **Nancy Tippins** (GTE). Each of these psychologists exemplifies the scientist-practitioner model. Each is an excellent practitioner and each has published applied work in top-quality peer-reviewed journals. Following is a summary of their thoughts and suggestions.

Advice to Practitioners Interested in Publishing Applied Work

Our expert panel emphasized that practitioners are often able to create research opportunities and capitalize on unique data (of which many academics would be envious). Everyone noted the value of collaborating with others. Others' advice dealt with setting goals and making public commitments, obtaining preliminary feedback, managing your time, dealing with the all too common corporate barriers, adopting the role of an "archaeologist," and staying current with the literature and other trends.

Create Research Opportunities and Capitalize on Potentially Unique Data

Dick Reilly: Opportunities to collect interesting data often occur in applied settings but these opportunities are frequently missed because the I-O psychologist is focussed on getting the project implemented. My advice would be to periodically consider the projects that you are planning or working on, and whether some of them might represent an opportunity to shed some light on an issue or problem of interest to the field. An example would be the introduction of a new program. With a bit of planning, you might be able to either find or collect relevant data that could be used to assess the impact of the intervention on employee behavior, attitudes, and so forth.

Cal Hoffman: What kind of creative spin can you put on the data you have available? Have you come up with some novel solution which you think could be useful for others in practice? This is to some extent the luck of the draw in terms of the types of projects you get to do at work, but it also has a lot to do with how you look at things, especially having a knack for finding secondary or tertiary uses for data and solutions.

Ken Pearlman: Create research opportunities within existing projects and look for angles or twists that might exist (or could be created) within an apparently mundane project.

Jim Smither: While I was at AT&T, we were conducting a validation study with recent college graduates we had hired for entry-level professional or management positions. I had been told by campus recruiters that applicants often complain about selection procedures such as written tests. But I only had anecdotal stories. I realized that we could use our validation study as an opportunity to gather reactions to selection procedures (different types of tests, interviews, biodata, etc.). It only took a little extra time to capture these data from our new college hires. This very modest "twist" on a validation project ultimately led to a publication in *Personnel Psychology* ("Applicant Reactions to Selection Procedures," 1993).

Ken Pearlman: Think about research and practice gaps you have discovered in your own practice. What did you do to bridge these gaps? For example, instances where there was no guidance from the research literature, and no tool available to do X, so—you had to invent one. Develop new twists on established practices to meet new needs—or situations, that is, long-standing practice applied to a novel or interesting setting (e.g., cross-cultural testing or assessment). Don't assume that a particular practice, problem, or solution is too trivial or not of wide enough interest or frequent enough occurrence to be publishable. Often many others have had the same problem and could benefit from your practice.

John Hinrichs: If you're chartered to conduct some study, try to piggyback issues fitting some of the themes you are interested in. In working with managers, don't be shy to suggest data collection or even full-blown research designs to deal with topics of interest or concern. Don't be shy, be creative.

Skip Dalessio: Many practitioners and consultants often have very interesting data that can only be gathered as part of an applied research project. Such data often are not available to academics, and provide a basis for a potentially interesting article.

Collaborate with Others

Dick Reilly: Practitioners are busy and often do not have extra resources for the tasks involved in developing a publishable paper. On the other hand, many academic I-O psychologists would welcome the opportunity to work with field data. One approach is to collaborate with an academic researcher who may have the time and resources to enter and analyze data, and do some of the other work that is necessary to produce a publication. This kind of collaboration can be a "win-win."

Cal Hoffman: My advice for practitioners who want to publish, even in a venue like SPF, is to seek out someone you know who has published themselves, and who has expertise in the topic you want to share. There are tricks of the trade you can pick up from such people, especially in areas like not overstating the importance of your study, and they usually have a better knowledge of the current literature in an area. My own experience in getting involved in publishing was that a friend (**Barry Nathan**) who was in academia at the time commented on a poster on criterion predictability I had taken to SIOP. He felt it was bringing in valuable, real world data that was often in short supply, and encouraged me to write up an article for publication. If Barry had not given me that nudge, I probably would not have become involved in publishing (and reviewing for SPF) like I did. I collaborated with Barry in revising my SIOP paper, and shared an authorship (Hoffman, Nathan, & Holden, *Personnel Psychology*, 1991) in exchange for a lot of valuable guidance, advice, and work in repackaging the article to be in a form more suitable for publication. I have since partnered with two other I-O psychologists outside my company (one academic, one consultant) to publish other articles in addition to authoring several by myself.

Ken Pearlman: Find co-authors with more time than you, or additional incentives, to work with you on either conducting research or writing (for example, junior or younger staff, interns, colleagues in academia, etc.)

Nancy Tippins: Enlist the help of others. Publishing good research is a formidable task. Finding a cohort in the endeavor facilitates the effort. Maybe misery loves company but perhaps your colleagues will keep you motivated and vaguely on schedule. There seems to be something to public goal setting and a sense of responsibility to other people.

Skip Dalessio: Work with other committed colleagues on the manuscript. If all the authors are committed, each is likely to encourage the others to complete the product. However, if the authors are not committed to finishing the manuscript, a diffusion of responsibility may result, and it may actually be more difficult to bring the product to closure.

John Hinrichs: See if you can engage colleagues in other settings for cooperative work.

Obtain Some Preliminary Feedback

Cal Hoffman: Ask someone other than co-authors to read the paper. When you are engrossed in writing a manuscript, it is very easy to overlook little things, or to think you have done a great job explaining something which is already very clear to you. Manuscripts frequently need work in areas like operational definitions, or in introducing intermediate concepts that form the foundation for understanding what you are trying to describe. Giving the manuscript to a "naive" reader is a good way of learning if someone who has not worked directly on your project can understand what you are saying.

Skip Dalessio: Before submitting to a journal, submit the paper as a poster or as of part of a practitioner forum at the SIOP conference. By doing this, the author(s) will be able to write a first draft and obtain some initial feedback. If the manuscript is accepted to the conference, the author(s) will have an opportunity to revise it for presentation and then submit a more polished draft to the journal.

Cal Hoffman: If SIOP submissions do not get accepted, that doesn't mean you should give up on revising and submitting to a journal. My last paper (Hoffman & McPhail, 1998) was rejected as a SIOP poster session, but I was still able to get it accepted elsewhere. The key is listening to what the reviewers say and trying to be responsive.

John Hinrichs: Test the waters with a draft write-up—preferably one intended for a non-refereed publication. Get colleague reaction (and input from friendly management as well, if feasible) about the reasonableness of your thesis, presentation, and its value. Revisit, revise, and submit. Perhaps two versions: one for the popular press and one for an I-O journal.

Set Goals and Make Public Commitments

Nancy Tippins: If sharing research in a public forum is something you want to do, then make it a goal. I've found it useful to share my goals with other professionals. Sometimes it's helpful to put such a goal in a performance agreement at work. If nothing else, I will be embarrassed that I didn't fulfill my commitments.

Make it a Priority and Manage Your Time

Nancy Tippins: For me, the big barrier to writing is not the lack of appropriate data; it's not coming up with a good idea; it's not the dim view some managers take of this kind of activity; it's not the lack of corporate reward for this activity; it's not getting approval from the legal department; it is time and priority. From my perspective, many jobs in private industry have become extremely time consuming. Many of the people I know work 60+ hours a week on a regular basis. Then there are the bad weeks! Decide if writing for publishing is a priority. Many of us finish graduate school with a sense of

obligation regarding research. The first step is to decide if this is an important aspect of our career that we want to pursue. I believe it's something we ought to be doing. Our profession is stronger because of input from scientist-practitioners in academic and organizational settings. In addition, I have found my professional activities to be extremely rewarding (intrinsically). Assuming publishing research is a priority and you have set your goals accordingly, the next step is to make the time. That's much easier said than done. I've tried lots of things: 6:00a.m.–8:00 a.m., 9:00–11:00 p.m.; any hour a day, Saturday mornings, Sunday afternoons, and so forth. All strategies have worked at times, and all have failed. Be flexible; be systematic; set goals; be flexible; and keep trying.

Ken Pearlman: Push yourself to take the extra step to write up your work—sometimes that's all that's missing. Find the motivation.

Skip Dalessio: Like most people, practitioners, as well as academics, are very busy. Completing professional work is actually valued as part of an academician's job, but not often as part of a practitioner's job. Time needs to be set aside to work on professional papers. Potential authors need to think about times when they would otherwise be reading the newspaper or watching TV that they could work on professional papers; perhaps on a plane or a train. These are good opportunities to spend part of the time working on the paper. Several 30-, 45-, or 60-minute time periods working on a paper will result in substantial progress. It may be easier to find this kind of time, rather than 3- to 5-hour blocks.

John Hinrichs: Start files of notes and relevant background materials (reports, letters, citations, etc.) of any themes that you see. Noodle ideas about publishing something from one of your files. At least once a month, attempt to sketch out a rough outline or research design that would address the ideas in one of your folders. Re-file your rough notes and set a tickler for yourself to look at them again in a month or so. Ask yourself: "How can I shape my work priorities so that at least part of the time I'm dealing with one of my items of interest?"

Manage Corporate Barriers

John Hinrichs: Don't ask permission; just do it! In some organizations what you are doing may be considered subversive; if caught, plead ignorance and go underground. Don't worry, if it's ever published in a refereed journal, nobody in power will ever know.

Dick Reilly: There are lots of obstacles to publishing from applied settings. Publishing is typically not rewarded and may even be seen as a risk by legal, since it makes data public and explicit. I am not sure what you do about legal. Legal tends to be highly risk aversive, so if you ask them, they will say no. My advice would be to use your own judgment and if you think that what you are doing is not placing the company at risk, don't ask.

Nancy Tippins: Ignore the corporate barriers. Many of us allow corporate rules to keep us from pursuing our research or writing an article for publication. Corporations (sometimes with good reason) are fearful of what we might say or do that subjects them to unnecessary legal scrutiny. I've worked for several companies that had their fair share of legal problems. Interestingly, not one of them ever said "no" once they saw the article or presentation. I'm sure it happens: The legal department balks. My personal experience is that it's rarer than I thought. (I once had a public affairs type tell me that an article was the most boring thing he ever read and he only finished the abstract!)

Ken Pearlman: Educate or persuade your management as to the advantages to the organization of published research (prestige, credibility to both you and them, etc.) or offer compromises (e.g., if you can do the research on company time, you'll do the writing on your own time).

Be an Archaeologist

Ken Pearlman: Become an I-O "archaeologist"—dig up old data that you (or your predecessors) collected but never had time to do anything with. If you don't have the time, get help (interns/junior staff) analyzing it and writing it up.

Dick Reilly: Make yourself aware of archival data that might be used in longitudinal studies or quasi-experiments. Most companies keep lots of records and today most of these are computerized, so knowing what is available could help you in thinking about how you might be able to put what you are working on into a more rigorous research framework.

Stay Current with the Literature and Other Trends

Ken Pearlman: Stay current with the literature, so you are more likely to see opportunities.

Skip Dalessio: Address a practical question, but tie the question back to relevant literature.

John Hinrichs: Be continually aware of what are the needs/interests/hot buttons of the three differing parties to the dilemma—professionals (I-O) in organizations, their employers/managers who control their organizational life and careers, and the academic community. Recognize that you are but one point in a triangle of competing priorities and your task is the practically impossible one of satisfying all three, but first of all, satisfying an itch to publish. (Without the itch, it probably won't happen, and I don't have any magic itching potion.) Assess where each of these constituencies are spending their time, what challenges they face, what's causing concern, and which, if any, converge with your job setting. Think about possible linkages of these issues to the literature and to the work that you are aware of in other organizations.

Advice for Academics

Cal Hoffman: My advice for academics who are looking to get access to organizational data and maybe another publication is to browse the poster sessions at SIOP and see if anyone has preliminary results in an area of interest to you. This type of collaboration is an effective way of bridging the science/practice gap!

What Do You Look for When Reviewing a Journal Submission?

In response to this question, our expert panel (all of whom review for *Personnel Psychology* and probably other journals as well) discussed innovation, practical implications, quality, clarity, organizational context, generalizability, interdisciplinary work, not being buried by the data, and responding to reviewers' suggestions.

The "So What?" Test

Cal Hoffman: When I am reviewing a manuscript, one of the first things I look for is the answer to the "so what" question. What is new or innovative about the solution offered? Does it shed new light on an old problem? How easily can it be generalized to other settings and/or help other psychologists?

John Hinrichs: The "so what?" test. What does it mean to organizational practice and to academic theory? What's the value added?

Dick Reilly: The description of an innovative approach, or a topic that has not been addressed in the I-O and related literature will have a higher probability of success. You may have developed an innovative approach to an organizational problem that could be useful to other practitioners. Just as important may be topics that have not been addressed in the literature. As I-O psychologists we often find ourselves "behind the curve" on business trends. Often, organizations implement new programs or practices that have no research support. Practitioners can make a major contribution by providing data on the impact of such programs or practices. A combination of careful planning and persuasion (to get the data) can result in important field research findings.

Ken Pearlman: Application of I-O principles to new contexts, that is, where I-O research findings or practices logically have applicability but haven't been used (e.g., the application of task analysis to validation of medical requirements). Particularly valuable nowadays are practices that reflect new solutions and new ways of doing things because of the changing workplace; that is, situations where traditional practice no longer "works" because of how work or the workplace has changed, there is little or no research to draw from, and new tools, practices, or techniques need to be developed or invented (a recent example was the publication in Innovations in Research-Based Practice—the predecessor to *Personnel Psychology*'s Scientist-Practitioner Forum—of a piece on the development of a job analysis tool for capturing the personality-related dimensions of work).

Practical Implications

Nancy Tippins: I like to read an article and have an idea of how I could apply the results in my own company. If I can't figure out what to do with the information, then the value is limited. I really like the article that shows me how to do something in an efficient way without compromising the resulting product. Several of the articles I've reviewed recently dealt with shortcuts in the development of biodata forms and structured interviews. I also like articles that take a topic that has been discussed academically and is now being applied in a real world situation. One of my favorite articles recently was a corporate application of IRT.

Skip Dalessio: Authors need to develop and discuss practical implications of their work. If the manuscript does not clearly address practical implications, it will not have much of an interest outside the academic community.

Cal Hoffman: Articles for SPF should include a reasonable emphasis on how to use the output or results (practice implications or advice), and not focus solely on how to do something.

Quality

Nancy Tippins: The first thing I look for in an article is how well the research is done. Is the research designed so that the conclusions logically flow from the evidence provided? Every now and then, I review an article written by someone who seems to think that poor research is OK because it's written by and for practitioners. In my mind, a poor research project serves no one. There is a thin line between research that adapts to organizational restraints and research that compromises too much. A good article will share how good research was conducted in an efficient way.

Dick Reilly: Field studies, by nature, tend to be low-constraint research; however, scientific methods should be applied regardless of the level of constraint. Quasi-experiments, use of SEM or other techniques that can lend some rigor to the research will enhance the probability of publication. Also, recognition of the limitations of the research should be made explicit.

John Hinrichs: Are the data credible to any real issues in industry? Are they representative of the population to which they are being generalized, or are they suffering from unacceptable non-response, bias, or distortion?

Clarity and Persuasiveness

Cal Hoffman: I look for readability, editing, and support. Readability, to me, means the manuscript is easy to read, uses active voice (where possible within the limits of APA format), and makes a fairly direct case for what is being described. Editing refers to good old-fashioned quality control: Did the authors leave in run-on sentences; do they use proper punctuation; and make sure all the references in the paper are listed in the bibliography? While these items sound little, when a manuscript has these kinds of bugs, it begins to cast doubt on other areas. By support, I mean things like the order in which concepts are presented, how references are used to support the author's ideas, and how statistical analyses (and interpretations of same) are used to buttress arguments.

Nancy Tippins: Of course other aspects of the article are important, too. I'm big on clarity. Every now and then I don't understand what is being written. The grammar is too convoluted and the vocabulary is arcane. I'm too lazy to work very hard to figure it out and too busy to be your editor.

Ken Pearlman: What makes me turn off or lose interest as a reviewer: poor writing—that is, writing that's disorganized, unclear, not concise, has many grammatical or spelling errors, or is written in a pedantic, academic, or "jargony" manner.

John Hinrichs: The verbiage. Even professionals don't have time to read 20-page articles on 2-page topics. A picture is worth 1,000 words. Big words and techno-babble obfuscate (whoops, sorry for the big word!).

Organizational Context

Ken Pearlman: Another turnoff is papers that ignore or do not report on the organizational context for the application, that is, what drove the need for the application, what obstacles had to be addressed or overcome and how was this managed, and so forth.

Generalizability

Dick Reilly: Some submissions describe work that has broad and useful application for other practitioners. It might represent an interesting method that could be used to address a particular organizational problem in almost any organization. On the other hand, a description of work that does not have any generalizability beyond a specific situation or a specific context is of less interest.

Interesting Topics (At Least to Reviewers)

Nancy Tippins: At this point in my career, I'm fairly egalitarian in content areas. I always like articles on selection and would like to see more. I would also like to see more good "O" research on topics where many practitioners are working: leadership development, employment development, organizational development.

Ken Pearlman: Interdisciplinary work—work that brings in practice from other disciplines to enhance an I-O issue or practice (e.g., the use of economic concepts in utility analysis, or the application of principles of social psychology in addressing applicant reactions to selection procedures).

Skip Dalessio: Applied work that I find most relevant are validity studies of various types of tests for particular positions. Papers that address questions about both test validity and adverse impact are useful. Papers that discuss what standards courts accept for test validation are useful. Papers that address practical approaches for solving business problems are useful, such as how to establish a process for developing a competency model, or 360° feedback, and so forth. Papers that present points and counter-points on topics of practical concern are useful, such as surveys, 360° feedback, competency models, test development, interview development.

Don't get Buried by the Data

Ken Pearlman: Other common pitfalls include papers that get so buried in the data analysis that they fail to provide readers with enough information and context to understand the substantive meaning and implications of the work. Also, significance-test-based interpretations and conclusions.

John Hinrichs: Is the author using a sledge hammer to swat a fly? Is she or he merely demonstrating that advanced statistics and computer literacy have been mastered? Is all that really necessary, or would a simpler analysis have sufficed? If necessary, does the author explain why, and what it means in terms understandable to a reasonably intelligent layman manager. A word of advice I've used with interns and new I-O hires: "Never present something to managers that requires taking a square root." That's a bit extreme for a professional publication, but not too far off target.

Responding to Reviewers

Dick Reilly: A final bit of advice has to do with what happens after you actually submit your work for publication. Submissions almost never get accepted after the first set of reviews. Criticism, even when it is intended to be constructive, can be difficult to accept. You should take your reviews seriously and try to learn from them. Don't adopt a defensive or argumentative posture. It will be much more productive to think carefully about what the editor and reviewers have said and decide whether you want to try to revise your submission. If you decide to revise, try to address the reviewer's concerns. Also, tell the editors exactly what you have done to address their specific points where you could. If you cannot address a specific concern, explain why not. This will improve your chances of success.

Skip Dalessio: Once a manuscript is sent to a refereed journal, and is accepted contingent upon revision, be willing to accept the input, and complete the extra work to revise the article. I believe that this is a place, quite often, where particularly valuable articles fall off track and never see the light of day. Be willing to follow through and perhaps complete some additional analyses,

read some additional literature and integrate it into the paper, and re-think conclusions and implications of the research.

There's a lot of good advice here from people who have managed to succeed for many years as scientist-practitioners. On behalf of *Personnel Psychology* (and, I suspect, editors at many other journals), we really encourage practitioners to submit their work. You all have so much to offer. Please let us know if we can help. For example, at the Scientist-Practitioner Forum of *Personnel Psychology*, we welcome calls from potential authors to discuss their ideas. In some instances, potential authors may want to submit an outline of a proposed article. We (e.g., the editorial board) will be pleased to review the outline and provide preliminary feedback. Potential authors may contact Jim Smither (215-951-1797, amysean@aol.com) to discuss ideas or submit an outline for preliminary review and feedback.

Traveling in Cyberspace: Psychology of Software Design, Part II—Usability Evaluation

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In my last column, I presented a description of the software[1] design process and showed how psychology plays an important role in building successful interactive software. In this column I will discuss the second part of the design process, *usability evaluation*. Usability evaluation is a form of testing that is applied to the design of computer software, in particular, the interface with which users interact. Essentially, it allows the design team to determine the extent to which an interface will support users in doing whatever they need to do (whether work or play).

The terms "usability" and "user-friendly"—a term I assume most of you have heard—are loosely interchangeable. Usability has been defined more precisely as:

> the extent to which a product can be used by specified users to achieve specified goals with effectiveness, efficiency, and satisfaction in a specified context of use. (Karat 1997, p. 691).

There are numerous usability evaluation methods, and they differ in terms of cost of implementation, who works on the evaluation team (actual users, usability experts, or a combination thereof), the effectiveness in finding usability problems, and so on. Simpler methods are called *discount usability methods* because they are low-cost and relatively easy to use. At the opposite end of the complexity and effort spectrums is user testing. Full-blown user testing involves *real* end users of the software performing *real* tasks with a fairly complete and functional high-fidelity software system in a laboratory setting.

Why is usability important? Software that is difficult to use has many ramifications ranging from personal dissatisfaction and lower productivity to increased training costs. "The cost of less-than-user-friendly software can be astonishingly high—the combined result of unnecessarily high training and customer support costs, unnecessarily low productivity, and lost market share" (Mayhew, 1999, p. x).

Following the user-centered design principles I described in my last column does not guarantee a product's usability. Rather, one might say that user-

[1] I use the term "software" and "interface" interchangeably throughout this column. As I discussed in my last column, the interface is the part of the software with which the user interacts, and therefore, to the user, the interface IS the software.

centered design is a necessary but insufficient condition for usability. Interface design is not a one-shot deal. It requires numerous iterations to get it right (i.e., to ensure a software product's usability). It may be helpful to think of interface design like the process of writing. The author can start out with an understanding of the intended audience, a clear theme, an outline, thorough background research, and so forth, but that doesn't guarantee that your first draft will be perfect. It usually requires numerous iterations of writing, reading, revising, reading, revising, and so forth. This is analogous to software design: develop the concept, generate the design, evaluate it, redesign, evaluate, redesign, and so on, until it is right.

Aspects of Usability

Usability is actually a multidimensional construct whose meaning is derived from the aspects of the software that affects it purpose and use. That is, criteria used to evaluate software usability will vary depending upon who will use the system, and the characteristics of the tasks for which the system is used. The most common usability criteria (Nielsen, 1993; 1994) include:

Productivity and efficiency: Software should be designed so that users can perform tasks quickly and efficiently.

Minimize errors: Software should be designed to prevent errors.

User control: Software should allow users the freedom and control to complete a task as they see fit. It should not force users to follow one path through a task.

Ease of learning: Software should be easy to learn. If software is used infrequently, it should be easy to remember how to use it

User satisfaction: Users should *enjoy* using the software to do their job.

In the best of all worlds, all software would reflect each of these criteria: be easy to learn; promote fast and efficient work; minimize errors; allow users flexibility in sequencing tasks; and achieve a high level of satisfaction with all users. This, of course, is not a realistic situation. Designing to achieve one criteria may have an adverse effect on another usability criteria. To illustrate, say you have two usability goals: to maximize ease of learning and to provide user control and flexibility. Making the software easy to learn may require limiting the number of choices, such as menus, buttons, and so forth, available to a user (otherwise, it would be too confusing for novice users). Or, to make it easy to learn, the design could force users to complete steps in a strictly linear fashion (e.g., the typical "wizards" you encounter if you have ever installed any software). These design decisions have the effect of limiting the flexibility that a user has in completing the task. Certainly, expert users would like more choices, as well as the freedom to complete the same task in different ways (to alleviate boredom, to accommodate their personal work style or mood, and so on). Notice that the reverse may

hold. Providing the user the freedom to accomplish a task in multiple and varied ways may make the software more difficult to learn.

Note also that there are both positive and negative relationships among the usability criteria. For instance, we expect positive relationships between user satisfaction and the remaining criteria (easy-to-learn, fast, and flexible software is more satisfying to users). Other criteria, clearly, are negatively associated. The more errors that are committed by a human, the less efficient and productive he or she is.

The usability criteria are not selected arbitrarily by the designers. Rather, the selection of these criteria is determined by the types of users who will be using the software, and the task for which they are using the software. For example, if most users are novices (due to high turnover, or seasonal work), and reduced training costs are important, then ease of learning may be the most critical criteria. For telephone assistant operators, speed of execution and minimal errors would be important. For a child's computer game, ease of learning may be more important than speed of execution and efficiency.

Now let us turn to a description of three usability evaluation methods. I will start with heuristic evaluation, a fairly simple discount usability method.

Heuristic Evaluation

Heuristic evaluation is a method of evaluating an interface based on several simple heuristics. It involves usability experts providing independent evaluations of a prototype to identify potential violations of the heuristics. Heuristic evaluation is considered a discount method because it is relatively inexpensive, for example, it typically does not involve actual end users of the software, nor necessarily consider the full range of actual tasks that users will perform.

Nielsen (1994) identified 10 heuristics that account for the majority of usability problems. For example, heuristics of good design include:

Visibility of system status: The software should inform users about what is happening through appropriate feedback.

Match between system and the real world: Language and concepts should be familiar to the user. Information should appear in a natural and logical order.

Consistency and standards: Users should not have to wonder whether different words, situations, or actions mean the same thing. Platform conventions should be followed.

Error prevention: The design should prevent errors from occurring.

Recognition rather than recall: Objects and actions should be visible and apparent to the user. Users should not have to recall information when it could be provided by the software.

The reader is referred to Nielsen (1994) for a description of the remaining heuristics. A heuristic evaluation is conducted by a group of evaluators, working independently, applying the set of heuristics to a prototype. These independent evaluations are aggregated, and the violations which occur most frequently across the evaluations indicate a problem with the design.

Figures 1 and 2 below illustrate examples of bad and good design, respectively. The graphic is a simple login screen (I assume that most of you have had to login to a computer system at least once). I have applied the heuristics to the first screen (Figure 1), and below I've listed the violations of the heuristics. Figure 2 illustrates an alternative design which has corrected the violations.

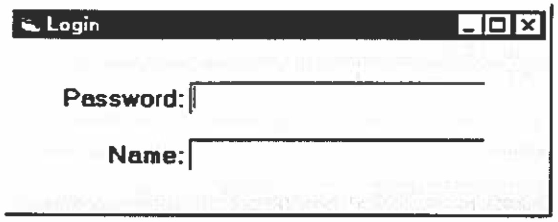

Figure 1. *A login screen with several design violations*

The violations are as follows:

The sequence of input fields—based on a vertical task flow—does not match a traditional login sequence. Users are typically asked for their username first, and then their password. Here we have the reverse, which will undoubtedly cause problems. For example, more experienced users may not pay attention to the labels—based on their expectations of the sequence—and inappropriately type their username in the password field. Heuristics violated: Match between system and real world, consistency and standards, prevent errors.

Improper labeling of the "username" field. Novice users may be confused and may type in their real name ("Filo J. Farnsworth") instead of their username ("ffarnsworth"). Heuristics violated: Consistency and standards, and prevent errors.

There is no visible way to complete the sequence of the login. That is, after completing the two fields, what does the user actually do to login? Typically, a button is provided which the users presses to complete the login procedure. Although not obvious—because it isn't visible—the user has to type a special key (e.g., F7) to complete the procedure. Novice users would have difficulty knowing what to do. Moreover, because this is a nonstandard way to complete the sequence, intermittent users (e.g., someone using the software once a month) would probably forget what the special key is. Heuristics violated: Recognition over recall, and consistency and standards.

Figure 2 demonstrates an alternative design that corrects the aforementioned violations.

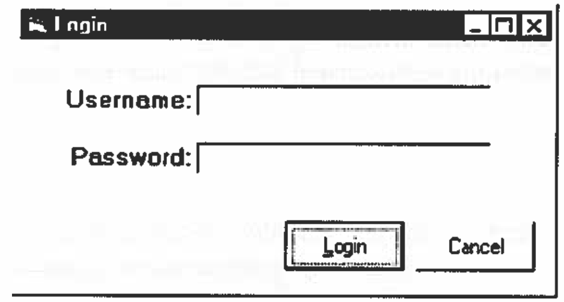

Figure 2. *A login screen with violations corrected.*

Cognitive Walkthrough

The cognitive walkthrough procedure was developed to evaluate the learnability of a software system, and allows designers to answer the question: "How easy would it be for a particular set of users to learn this software?" Similar to the heuristic evaluation, and unlike user testing, actual end users are not required to conduct a walkthrough. Rather, designers, usability specialists, software engineers, developers, and the like, are used as surrogates for users.

Two essential components of the walkthrough include a prototype of the system, and an explicit understanding of the intended users and any characteristics about prior knowledge and training, experience with similar software, or other assumptions that would effect the user's ability to learn the software (Lewis & Rieman, 1993).

The walkthrough proceeds by examining each step the user would take to accomplish a task, and trying to tell a *believable story* as to why the users would choose a particular action (Wharton, Rieman, Lewis, & Polson, 1994). For example, if the first step in a particular task requires the user to press a button labeled "update," then a believable story would explain *why* a user would be likely to accomplish that step. Note that believable stories are based on assumptions about the user's background knowledge and what they are trying to accomplish, and on an understanding of the elements of the software that would enable a user to determine the appropriate action, and is why it is critical that these assumptions be expressed explicitly at the outset.

As described in Wharton et al. (1994), for each step required to accomplish a task, the evaluators ask the following four questions:

Will the users understand that there may be a subgoal to complete before they begin? For instance, if the user's task is to print a document, will the user know that they must select a printer first?

Will the user notice that the correct action is available? That is, is there something that is visible to the user, such as a button, a menu, a text field, that gives the user a clue as to what to do next?

Will the user associate the correct action with the effect to be achieved? This question speaks to the association between the goal of the user, and the visible parts of the interface. For example, in Figure 1 above, would the intended users know that they had to select the F7 key to complete the login process? How would the user know that they were required to press the F7 key to complete the login? They wouldn't, so the answer to this question would be "no." This would indicate a usability problem, and the software would need to be revised such that the evaluation team could answer "yes" to this question (e.g., by modifying the screen to resemble Figure 2).

If the correct action is performed, will the user see that progress is being made toward their goal? This question relates to feedback provided by the software. For example, if the user presses a button to print a document, would there be some type of feedback that would let the user know that the document is being printed?

At each step of the sequence required to perform a task, the evaluation team will try to construct a believable story that defines success (i.e., answering "yes" to each the questions above). If any question receives an answer of "no," then the evaluators found a problem with the software, and an alternative design should be considered.

User Testing

The most comprehensive evaluation technique is user testing. User testing involves a set of actual end users conducting a set of real tasks using a high-fidelity and functional prototype in an laboratory setting. It is the most costly and effortful usability evaluation method, however, it is also the method most likely to identify the most comprehensive list of usability problems. Because of its expense, user testing is often limited to larger companies with the money and experienced personnel to conduct such a test. Even then user testing can be delayed to the end of design process because of the need to have a fairly complete and functional prototype.

User testing involves actual users working through tasks on the prototype while members of the evaluation team record information relevant to usability, such as errors made, time to complete a task, frequency of errors, and so on. These situations may be video- or audio-taped for analysis at a later time. A technique called *thinking aloud* is often used to gather additional feedback. Here users are asked to "think out loud" regarding what they are doing or thinking as they are working through a task. Data from thinking aloud provides valuable information that designers would otherwise be unable to gather, such as the users' goals and intentions as they are working through a task, and reasons why they chose a certain option or course of action.

Finally, the actions that users perform can be captured by the computer and saved to a file for examination by the evaluation team after the user test. Logging users' actions provides very detailed information on not only what the users did during the task (what buttons they pushed, menus they accessed, etc.), but also how long it took them to complete various aspects of the task.

Conclusion

The three evaluation methods described above are not necessarily mutually exclusive. For example, a design team may apply the cognitive walkthrough procedure very early in the design process, and once a more functional prototype is available, move to user testing. Or a design team may decide to use all three methods at one point or another. Either way, usability evaluation is essential in determining the usefulness of interactive software products, and some form of evaluation is better than none.

Computer systems are playing an increasingly important role in our lives. More and more jobs require some computer usage. Many of our home appliances, once purely mechanical, are now driven by a tiny computer chip. Although some computer systems are "embedded" (i.e., not for direct human use), most computer systems are made for direct human interaction. Consequently, it is important that humans are able to use the system to do what they need to do, and usability evaluation plays a key role in determining a system's usefulness. For those of you who are interested in reading more about usability evaluation, I've provided some additional references below.

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Early Careers:
Enhancing Your Organizational Smarts

Lori Foster
East Carolina University
Dawn Riddle
University of South Florida

Success. We all want it, but how do we get it? This issue of "Early Careers" suggests that the answer lies somewhere between "egg salad" and the ability to boost your "organizational smarts." If the nature of this insight isn't obvious to you, read on! This column contains important information designed to improve your early professional life.

In keeping with the format promised in a previous column, we begin this edition of "Early Careers" with The Industrial-Organizational Psychologist, a segment describing the professional and personal sides of a successful I-O psychologist. This issue features **Eduardo Salas**, whose list of professional accomplishments is, in a word, long. We sincerely hope that our attempt to summarize Dr. Salas's distinguished career "in 50 words or less" does him justice. We also hope that a proper professional account will make up for a less reverent description of Ed, the person (who, as you will see, has a great sense of humor!). All joking and poking fun aside, it is evident that a clear sense of purpose and a distinct philosophical outlook drive Dr. Salas's success.

As will become our custom, we asked our featured psychologist to identify an issue impacting early career folks. In response to this request, Dr. Salas emphasized the importance of getting street smart, or perhaps more appropriately, organization smart. We discuss this topic in the Career Gear segment of the column, which focuses on the importance of enhancing your organizational smarts. Broadly defined, organizational smarts involve knowledge of the culture, the politics, and the informal rules that shape an organization and perhaps an early career.

The Industrial-Organizational Psychologist

Eduardo Salas: The Professional

Educational Background

PhD, I-O psychology, Old Dominion University, 1984
MS, Industrial psychology, University of Central Florida, 1980
BA, General psychology, Florida International University, 1978

Professional Experience

Currently (since June of this year), Dr. Salas holds a joint appointment at the University of Central Florida. He is a professor in the Department of Psychology, as well as a principle scientist for the university's Institute for Simulation and Training.

Dr. Salas is probably known best for his work as Senior Research Psychologist and Branch Head for the Naval Air Warfare Center (NAWC), formerly NTSC. At NAWC, he managed on-going multimillion dollar research and development projects in the areas of team training and performance; tactical decision making under stress; aircrew coordination training; team decision making; human performance measurement and modeling; training design, evaluation and effectiveness; team training in distributed environments; embedded training; and advanced training technology. Chances are, if you've followed the literature on any of these topics, you've read something authored or co-authored by Dr. Salas.

Awards, Recognitions, and Honors

Over the course of his career, Dr. Salas has received numerous individual and team awards for research, as well as service awards and recognitions of achievement. Most recent among the hordes of awards, Dr. Salas (with **Kevin Ford, Stan Gully, Eleanor Smith** and Dan Weissbein) received the American Society for Training and Development Research Award (1998). Dr. Salas has been elected to Fellow status by numerous organizations including the Society of Applied Experimental and Engineering Psychology (1994), the Society for Industrial and Organizational Psychology (1995), and by the Human Factors and Ergonomics Society (1996).

Editorships

Dr. Salas has edited numerous top-tier journals, books, and book series, including SIOP's Professional Practice Series.

Publications

Let's just say that Dr. Salas's vita contains 37 single-spaced pages of journal articles, books, book chapters, technical reports, presentations, invited presentations… you get the picture.

Eduardo Salas: The Person

We recently conducted an e-mail interview with Ed, to get a better feel for the person behind the name. Afterwards, we had an ear to ear to ear chat with him (i.e., a phone conference) to…well basically, to pry a bit more! The results of our investigation are described on the following pages. Our e-questions are listed in italics, followed by Ed's e-responses in quotes. Finally, information from our telephone conversation is provided in the form of post-quote prose (try saying that 10 times fast)! *So, Eduardo…*

What do you do to relieve stress?
"Usually I kick the dog... well I don't have a dog. I usually go jogging, play racquet ball or get a good drink."

What is your favorite beverage?
"Rum and Tab![1] Nothing better than that... well yes, but let's keep it PG"

What do you do during your time off?
"Most of the time I go shopping (I collect lots of stuff), watch TV (soccer), but I mainly write or read articles (this is fun for me)!"

Do you have a nickname? If so, how did you get it?
"Many nicknames: Egg Salad (lots of people think that's how I answer the phone); Edweirdo (well this one is self explanatory but I don't think I'm weird, just different!); and Etaldo (because of the publications...), and others I cannot remember..."

If you were stranded on a desert island and had one piece of reading material, what would it be?
"Well, I would probably take Ayn Rand's book *The Fountainhead*. The way I interpreted that book goes well with my philosophy. Every time I read I learn something about how to approach life. Now of course I would also take the four volumes of the *I-O Handbook*, maybe to stand on top of them, boats can then see me and make sure I can get rescued from the island.

[1] We checked the store to verify this response. Yes, they really do still make Tab.

Do you have a routine that you like to follow?
"Yes, I'm very routine oriented. Just about everything I do follows habits—some people say I'm the most predictable person on earth!"
We told Ed our readers would *not* be satisfied. We knew our audience would want details… we got details! Ed told us he rarely deviates from this daily routine (not even when traveling!). Below is a day in the life of Eduardo Salas:

Monday

7:00 a.m.	Wake up; run (approximately 4 miles)
8:30 a.m. - 11:30 a.m.	Get to work by 8:30, check e-mail/voice mail, then pick up where left off yesterday.
11:30 a.m.	Lunch
1:00 p.m. - 6:00 p.m.	Work; home at 6:00 p.m.

Nothing too telltale in the morning, but after hours, here's where it gets interesting!

6:00 p.m.--ish	Run, if didn't in the morning
7:00 p.m.	Change clothes, wash face, adorn self with perfume (he's a perfume collector--one fragrance in the morning and a different one in the evening!)
8:00 p.m.	Savor a rum and Tab, and snack on some munchies while reading the newspaper and opening mail. Have a glass of white wine (Chardonnay is his preference in case you're planning on inviting him to a party. (Rum, Tab, munchies, Chardonnay, and you're set)
9:00 p.m.	Dine at nine
10:00 p.m.	Catch a half an hour of the tube; work or prepare for tomorrow
Bedtime	Sleep

Tuesday, ditto, Wednesday, ditto, Thursday, ditto, Friday, ditto. (He said he was predictable!) Weekends though, Ed is a *completely* different animal. On Saturday he's up around 8:00 a.m., heads out for a run, then shops. Yup, he shops pretty much all day. (Oh, by the way, we thought we'd plug his latest book, *Making Decisions under Stress: Implications for Individual and Team Training* (1998)—just in case he needs the royalties to support his habit!). He heads home around 4:00 p.m., some days he then works until 6:30 p.m. Finally, the weekday evening rituals repeat themselves: change, wash, splash on the smelly stuff, enjoy a rum and Tab, munchies, Chardonnay, reading, dinner, TV, and bed! Phew! Sunday, Ed has a big breakfast (it's the only day he eats breakfast) around 11:00 a.m., works from 12:30 – 6:00 p.m., then—yes, you guessed it—his evening routine begins again!

What factor(s) contributed significantly to your success? What factor(s) do you think might be critical to the success of others, in general?

"This one is tough, but I would start by saying I always wanted to be an I-O psychologist. When I left Peru for the U.S., I came here with the objective of becoming an I-O psychologist. Then I 'fell in love' with the profession. I like what I do as an I-O psychologist—I like the science as well as the practice; I like solving organizational problems and making a difference; I like to publish our findings; I like to provide guidance to practitioners on how to apply our science. So here are the factors that contributed to my success (at least from my philosophical perspective):

- A clear objective
- A passion for the profession and solving problems
- A desire to make a difference
- A drive for accomplishing and doing (and liking the doing)
- A philosophy of having fun while doing, giving, and evolving
- A solid formation in theory, methods, and practice of I-O psychology (you have to have the basics!) and good colleagues in school (fellow graduate students) that created a challenging and rewarding experience. I had great partners in graduate school. Along the way you learn (or maturity sinks in) that life and our profession is about give and take. As I interpreted a passage of *The Fountainhead*, 'in order to give, you must have, in order to have, you must do, in order to do, you must like the doing....' Wow...how about this! Heavy stuff, ah? Well, another factor is that we cannot take ourselves too seriously.

On the more practical side here are some additional factors, assuming you have/believe in the first six:

- A reliable/good/sincere mentor, who provided advice/guidance/feedback
- [An understanding of] the politics in the organization (and all organizations have it) early on, 'who does what to whom and why'
- Opportunities to learn/grow. I never said no to opportunities to do something... this helped with confidence
- Good colleagues, I was/am around people who were motivated to succeed and complemented my skills... colleagues like **Jan Cannon-Bowers, Kim Smith-Jentsch,** Joan Johnston, Clint Bowers, Carolyn Prince, **Steve Kozlowski, Kurt Kraiger** and many others..."

If you need a minute to digest all that, go take a break. But come back, because there's more! Again, we wanted a few more details. We learned that Ed's graduate school classmates included: **Scott Tannenbaum, Jerry Hedge,** and **John Mathieu** to name a few. Ed emphasized the positive impact of the collegiate, nonthreatening exchange of ideas generated by this cohort on his graduate school experience.

Ed also mentioned that influential mentors were valuable to his success. His graduate school mentors included: Wayne Burroughs (at the University of Central Florida), who gave Ed an opportunity to become an I-O psychologist; **Al Glickman**, who taught Ed the value of theory and the importance of seeing the big picture; and in a complementary role, **Ben Morgan** who drove home the importance of dealing with the practical side of life. Ed's early career mentor (at NAWC, formerly NTSC) was Richard Reynolds, who understood military bureaucracy—especially that surrounding research in the Navy. Dick taught Ed "the system" and how to navigate through the system to accomplish goals.

Although learning the politics of the organization is listed eighth above, it came up tops on the list of important early career topics for this column's readers. According to Ed Salas, the earlier a person can gain knowledge of the "ins and outs" of the organization, the better. Therefore, the following Career Gear segment elaborates on the importance and attainment of organizational smarts.

Career Gear

Organizational smarts. Some people have them, some people don't, and some people get them way too late. This segment discusses the nature of organizational smarts, illustrates how they can affect an early career, and suggests methods for acquiring them on the job.

The Nature and Importance of Organizational Smarts

The term "organizational smarts" has two general meanings. First, it includes a clear understanding of your organization's structure, culture, and modus operandi. Second, it involves your ability to acquire organizational intelligence—the lowdown, the skinny, and other pertinent insider information. No, we're not suggesting anything illegal or unethical here, but our sources indicate that you should think about your intelligence network. For better or worse, your early career can be shaped by many factors outside of job performance, including organizational politics.

Echoing Dr. Salas's perspective, Jerry Hedge, president of PDRI, believes that "...understanding the organization (its culture, politics, and way of operating) is more important than the I-O knowledge you possess." Besides, he adds, "If Ed Salas says it's [important], then it must be so!!" Clearly, organizational smarts are essential.

How Organizational Smarts Can Impact an Early Career: A Case Study

To illustrate the importance of organizational smarts, we describe the case of a young man who recently earned his PhD from a prestigious I-O program.[2] We'll call him Newby–Brand Newby. Upon completing his degree, Dr. Newby accepted a position as an in-house psychologist in the human resources department of a large, well-known organization. During his first month on the job, Newby's supervisor gave him two special assignments: a job analysis project and a spot on an interdepartmental task force, created to develop a web-based selection tool. "...a good way to learn some other names in the organization," Newby's supervisor had mumbled when she assigned him to the task force.

While both assignments seemed do-able, the task force's selection tool really sparked Newby's interest. You see, Newby had completed his dissertation in the area of personnel selection, and he knew he had a lot to offer the task force. This sentiment was reinforced during the first meeting, when he learned that he was the only HR person on the 5-member team. Two of the others were from the company's public relations department, one from the technology group, and the final individual was from upper administration.

During the weeks that followed the first task force meeting, Newby poured his efforts into a proposal, which he decided to present at the second monthly meeting. He headed to the meeting with a song in his heart and a proposal that was sure to knock 'em dead...or so he thought. Instead, Newby's idea got squashed before he even finished presenting it. "Oh, we tried something like that once," said a senior public relations person. "It seemed like such a good idea at the time, but it didn't work very well." The remainder of the meeting was spent honing an idea that everyone but Newby seemed to know about. Apparently, the four other task force members were currently working on several projects together. During their day-to-day exchanges, they had developed a clear idea of what they wanted, along with a prototype of the task force's new web-based selection tool.

"How did this happen?" Newby asked himself. A disheartened Newby decided to talk to one of his HR colleagues. In doing so, all was revealed. She recounted a history of bad blood between human resources and the public relations department, which she dubbed "the snake pit." In addition, Newby discovered that since the task force was developing a selection system, company policy mandated an HR person's presence on the project. The colleague herself was approached before Newby was hired, but she successfully squirmed her way out of the assignment. To top things off, the other members had worked closely together on numerous projects over the years with great success. It seemed they had formed a "clique" and were reluctant to allow others access for fear of jeopardizing their winning streak.

Chagrined but a little bit wiser, Newby returned to his office to work on the job analysis, which he'd been putting off while developing the task force proposal. He had effectively managed to waste nearly 2 months on the job, and he had a lot of catching up to do.

[3] Names and facts have been changed to protect the innocent.

Acquiring Organizational Smarts

The preceding example illustrates how organizational smarts, or a lack thereof, can dramatically influence one's early days on the job. How can you avoid the path of Newby? "Do what your I-O training prepared you for," advises Jerry Hedge. "Namely, collect data. Ask questions—of co-workers, bosses, support staff; observe how things get done; pay attention to informal communication channels. The more you understand about the context within which you're operating, the better your chances of being successful."

In light of Dr. Hedge's advice, you might consider conducting reconnaissance ASAP, collecting data on the organization's structure, its members, and its history. Such data are available from a number of different sources. For instance, an organizational chart provides information concerning the relative location of various positions and departments within the company's hierarchy. Organizational telephone directories may list employees' departments, titles, and so forth. And don't forget the company's Intranet. An Intranet can supply supplementary information regarding the company, departments, and key players. Furthermore, it might uncover important communication channels. Company newsletters and department memos are also good sources for getting the company lowdown. Finally, "water cooler conversations" can be educational—unofficial discussions with supervisors and coworkers often provide valuable information regarding the organization and its history.

The importance of knowing the organization's history cannot be overstated. The experts note that the collective history of everything that happened before a new employee's arrival manifests itself in various formal and informal ways (Taylor & Martin, 1987). Furthermore, those who understand the company's history can use their knowledge to wipe away those who don't (Salancik, 1987). This phenomenon is illustrated in the preceding case study, when the task force member immediately shot down Newby's idea, indicating that it had been tried before and hadn't worked.

In short, information concerning the organization's structure, its members, and its history is often readily available if you know where to look. Incidentally, these data could have given the fictitious Newby a much clearer idea of the players, their agendas, their cliques, and how little power he wielded amidst his task force colleagues. In addition, the preceding sources may have uncovered the impetus behind the task force, the reason for the mandatory HR participation, and the historical conflict between human resources and public relations. Such information would have helped Newby channel his efforts in more effective directions.

Academic Jobs and Organizational Smarts

Although the Newby case study illustrates a practitioner's plight, organizational smarts appear equally important for academicians. Henry Kissinger once remarked that "university politics are vicious precisely because the stakes are so small." Although we're pretty sure he was kidding, Kissinger's statement is consistent with the recommendation that a new assistant professor should carefully attend to his or her surroundings. Said another way,

> "Don't be stupid. Don't take strong stands on issues you don't understand immediately after arriving at the university. Keep your ear to the ground, listen carefully, ask questions, and figure out as much of the politics as you can. You do not want to offend people inadvertently. You may choose to offend them at some later point, when you understand the dimensions of the issue, but to do so in error is foolish" (Taylor & Martin, 1987, p. 33).

In sum, organizational smarts are beneficial, regardless of whether you have political aspirations. As a new employee, you run the risk of unintentionally stumbling into political dilemmas. To the extent that you are aware of the issues, you can monitor and control your own involvement.

Conclusion

So there you have it! Some tips for enhancing your organizational smarts and a bit of Ed Salas (or was that Egg Salad?) to hold you over until we meet again in the next issue of *TIP*. Speaking of the next issue, don't forget to mark "read 'Early Careers' column" on your April 2000 calendar. Featuring **Dr. Sheldon Zedeck** of the University of California at Berkeley, the April edition is simply a "must" for anyone seeking early career success.

Until then, we will consider ourselves successful if at least one of the following phrases came to mind as you read the preceding column: "No, really?" "I wouldn't have guessed," "Well now, there's food for thought," or perhaps "He doesn't *write* with an accent." Finally, we sincerely hope that this discussion will make your early career path just a little bit smoother.

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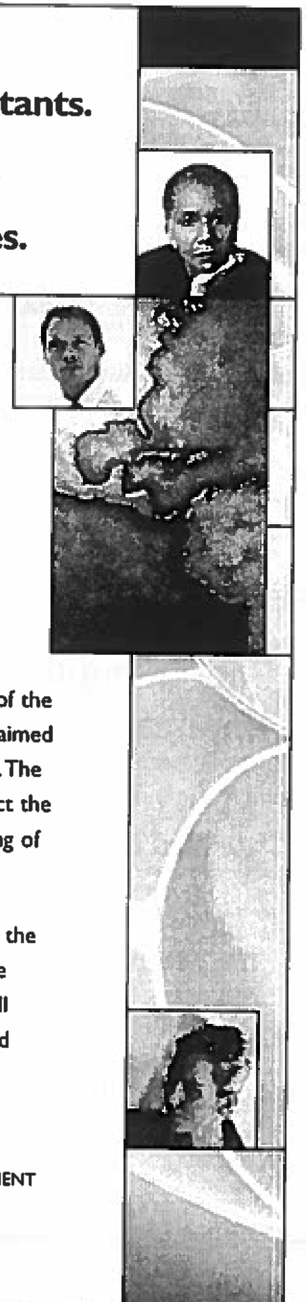

Building Bridges

K. Denise Bane
The Orris Center for Professional Development

In the last issue, I stressed the importance of networking. I realize, however, that while we often have the desire to keep in touch with one another, we can't always find the time. This issue's column focuses on methods of staying in contact when schedules don't seem to allow. But first, a disclaimer: I don't always practice what I preach, so my apologies in advance to any old friends still waiting for my call! So, what can you do to stay in contact? If I may borrow from Steven Covey, here are seven habits of highly effective networkers:

1. Keep a stack of stamped postcards and/or notecards in your desk.

This is such an easy one that it pains me to admit that I often forget to do it. As I read the IOTAS column in *TIP* or receive e-mail updates or other news announcing milestones in the lives of friends and acquaintances, I often think of sending a short note. However, I seldom have stationery available, and then there is the stamp problem. The answer is incredibly simple. If the cards and stamped envelopes are already in my desk (along with my SIOP directory close by for addresses), I can easily write a quick note. From time to time, we all hear of someone who has won an award, received an honor, suffered a loss, or passed a milestone. If we have the stamped cards within arm's length, it's easy to prepare a handwritten message to let the person know he or she is in our thoughts.

2. E-mail

E-mail is a magnificent invention and a perfect way to stay in contact with colleagues when you're short on time. I have several friends I have not seen for years, but with whom I communicate via e-mail on a regular basis. Communicating with several "e-pals" is best when you know how to manage both incoming and outgoing e-mail. Develop folders to sort incoming mail, use the address book or contact management feature of your system, if available, to note when you last communicated and the topic of the communiqué, and make sure you reply promptly. When replying, I highly recommend including some reference to the original e-mail in your response. I have often received e-mail that simply says, "I agree!" Of course, between the time I sent the original e-mail and the time the reply arrived, I've sent and received over 100 messages!

3. Telephones, answering machines, and voice mail

If you have time to talk, you can always pick up the phone. You should recognize, however, that not everyone has time to "chat," so keep your conversations short and to the point. When you don't have time for a long conversation, answering machines and voice mail are an alternative. Voice mail has been my salvation on many an occasion. I must confess, I sometimes call when I know the person is not in the office so I can communicate information without a lengthy conversation. Leaving a message allows you to touch base without taking up much time.

4. Send articles of interest

Show the people in your network that you are interested in helping them achieve their own goals. In your contact management database, keep track of the interests of the people in your network. As you come across articles in professional journals, trade magazines and newspapers that might be of interest to the people in your network, share what you've found. This does not require additional work—you were planning on reading that journal, newspaper or magazine article anyway—but now you're reading for two (or three, or four, …).

5. Invite others to join you

Finding the time to "do lunch" with each person in your network is often difficult. Why not consolidate? Plan a lunch with several people at one time. Pick a time that is good for you, then contact several individuals in your network and invite them to join you. Ideally, you should not waiver from the time you have set—if someone cannot attend, invite him or her to the next lunch. You accomplish staying in touch (on your time), and they get to interact with you as well as with some new folks. If you simply can't take time for lunch, invite a member of your network to join you as you attend conferences, workshops, seminars and meetings. That way, you both get to spend time together while learning some new information and making new acquaintances.

6. Start (or join) an e-mail list or electronic bulletin board

This is a variation on the e-mailing theme. If you don't have time to send individual e-mails to people in your network, consider joining an electronic mailing list which would enable you to stay in contact with several people at the same time. For instance, consider joining the SIOP Committee on Ethnic Minority Affairs (CEMA) mailing list. (For directions on joining, see below.) Or, consider starting your own mailing list using one of the many free electronic sites available, such as eGroups.com. For those who do not wish to receive additional e-mails, consider starting an electronic bulletin board. With a bulletin board, you can post and respond to messages on a website, without having to clog up your e-mail box. One such free bulletin board system is www.InsideTheWeb.com.

7. Start a newsletter

A newsletter gives you the opportunity to stay in contact with many people in your network all at once and on your own time. It is not as personal as a handwritten note or an e-mail, but it keeps your contacts abreast of what you are doing, and let's them know what's new. Newsletters do not have to be fancy. You could create a newsletter with special publishing software, such as Microsoft Publisher, or create a simpler format using any standard word processor. Substance is more important than style. Use your newsletter to mention articles you've published, presentations you are scheduled to give, workshops you plan to offer, or even personal milestones such as birthdays, anniversaries, promotions, and recognitions. Granted, setting up the newsletter the first time may be time consuming, but once you have your mailing list created and the newsletter template in place, it is easy to maintain and update. Share ideas with others in your field or use it as a "leave behind" during meetings.

Read About Networking

Here are some more networking books for additional suggestions. They are available at amazon.com. Reviews of these and other networking titles are welcome.

Bjorseth, L. (1996). *Breakthrough networking : Building relationships that last.* Duoforce Enterprises Inc; ISBN: 0964883902.

Mackay, H. (1999). *Dig your well before you're thirsty: The only networking book you'll ever need.* Doubleday; ISBN: 0385485468.

In addition, here are a few research articles focusing on networking. Reviews of the networking literature are welcome as well.

Friedman, R., Kane, M., & Cornfield, D. B. (1998). Social support and career optimism: Examining the effectiveness of network groups among black managers. *Human Relations, 51,* 1155–1177.

Podolny, J. M. & Baron, J. N. (1997). Resources and relationships: Social networks and mobility in the workplace. *American Sociological Review, 62,* 673–693.

Tjosvold, D. (1997). Networking by professionals to manage change: Dentists' cooperation and competition to develop their business. *Journal of Organizational Behavior, 18,* 745–752.

CEMA News

If you are interested in becoming more involved with the SIOP Committee on Ethnic Minority Affairs (CEMA), please contact the committee chair, **Beth Chung**, at bgc4@cornell.edu.

If you would like to be included in the mailing list/directory of individuals interested in CEMA activities, please contact **Chrissie Frye** at cmfrye@aol.com. To join the CEMA listserv, send the following one-line message to listserv@lists.cudenver.edu: SUBSCRIBE CEMA [your name] For example: SUBSCRIBE CEMA John Doe

If you would like to be involved in the CEMA networking task force, please contact me. Suggestions for activities and programs are encouraged.

Jim Outtz heads the mentoring task force and is seeking ethnic minority protégés who have either already graduated or are very advanced in their PhD program. If you would like to have a mentor, you may contact him at jlouttz@aol.com.

Final Thought

This column has emphasized practical suggestions for staying in touch. Since SIOP supports a scientist-practitioner approach to the field, I do not want to ignore the academic approach to networking. In the next issue, we will discuss the research evidence supporting the importance of social and business networks.

Remember, successful networking does not come naturally for most of us. It is a skill that is developed over time. Take the first step today!

If you have comments, column ideas and/or would like to contribute to "Building Bridges," please contact K. Denise Bane at The Orris Center for Professional Development, 1010 Prospect Avenue, Plainfield, NJ 07060, TEL: (908) 561-4427, FAX: (908) 561-6009, dbane@orriscenter.com.

Fifteenth Annual Industrial-Organizational Psychology Doctoral Consortium

Michelle A. Marks
Florida International University

Martha E. Hennen
Bell Atlantic

Thursday April 13th 2000, marks the day of the Fifteenth Annual Industrial-Organizational Psychology Doctoral Consortium held at the Hyatt Regency in New Orleans, Louisiana, the same site as the SIOP Conference.

The consortium is intended to provide an educational forum where presenters and students can discuss topics of mutual interest. Sessions are kept small to encourage lively discussion. There is also informal time built into the day to allow interaction among students and presenters.

Each doctoral program will receive registration materials for the consortium in January 2000. Enrollment is limited to one student per program up to a maximum of 40 participants. We encourage you to nominate students as soon as possible, because 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.

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

Wednesday, April 12, 2000

8:30 p.m.	Informal Social (optional)

Thursday, April 13, 2000

8:30–9:00 a.m.	Registration and Breakfast
9:00–9:30 a.m.	Welcome and Mixer
9:30–10:15 a.m.	Breakfast Speaker: Scott Tannenbaum (Group for Organizational Effectiveness) *Trends in HR and their Implications for our Careers*

10:15–10:30 a.m.	Break
10:30–11:30 a.m.	Concurrent Morning Sessions
Session A:	Georgia Chao and Steve Kozlowski (Michigan State University) *Academic Careers in Psychology versus Business Schools*
Session B:	Jeff McHenry (Microsoft) *Organizational Development at Work*
11:30–12:30 p.m.	Lunch
12:30–1:15 p.m.	Lunch Speaker: Kevin Murphy (Colorado State University) *Unraveling the Mysteries of the Publication Process*
1:15–2:15 p.m.	Round Table Discussions Jeff McHenry: *Career Options for I-O psychologists in Big Companies* Georgia Chao: *Career Development for Women in Academia* Steve Kozlowski: *Who do You Want to be? Planning a Career Strategy* Joyce Hogan: *The Role of Research in a Productive Career* Robert Hogan: *Managing the Transition from Student to Professional* Kevin Murphy: *Surviving your First Few Years in Academics* Rick DeShon: *The Changing Landscape of Academics in I-O* Scott Tannenbaum and Rebecca Beard: *Career Choices and Life in Consulting*

2:15–3:15 p.m.	Concurrent Afternoon Sessions
Session C:	Joyce Hogan (University of Tulsa, Hogan Assessment Systems) and Robert Hogan (Hogan Assessment Systems) *Personality and Organizational Behavior*
Session D:	Rick DeShon (Michigan State University) *How to Succeed in Academia Without even Trying: The Two-Step Approach*
3:15–3:30 p.m.	Break
3:30–4:30 p.m.	Panel Discussion

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

If you need additional information, please contact Martha Hennen by phone at 703-974-2613 or by email at martha.e.hennen@bellatlantic.com.

Secretary's Report

Janet Barnes-Farrell

The Fall meeting of SIOP's Executive Committee and Committee Chairs was held on September 18 and 19, 1999 in Arlington, Virginia. Summarized below are highlights of the decisions and topics of discussion at the meeting.

- **Angelo DeNisi** provided an update on a variety of activities that occurred during the summer. These included a Society response to a draft of the APA *Report of the Task Force on Test User Qualifications*, APA approval of a proposed SIOP member referral service, and response to a request for SIOP participation in the *Lanning v. Septa* case. There have also been inquiries from clinical psychologists about how they might retool and demonstrate competence to practice I-O psychology.
- The Long Range Planning Committee recommended that a dues increase be proposed to the membership in order to reconcile the cost of services provided with the annual dues. After extended discussion of the rationale for a dues increase, it was proposed that member dues be increased to $55 per year and student dues be increased to $25 per year. A motion to seek approval from the membership for the dues increase was passed.
- **Mary Tenopyr** raised concerns about SIOP's visibility and relationship with APA. This led to an extended discussion of public relations issues for the society. **Katherine Klein** summarized the work that the Visibility Task Force has done and pointed out that this has been a recurring issue with no clear solutions emerging.
- **Jeff McHenry** reviewed the financial report for the past year and presented a proposed budget for FY2000. Two budget categories, Administrative and Placement are anticipated to require significant increases in funds; otherwise, we have been able to maintain budget lines at a fairly stable level. The FY2000 budget was approved as presented.
- **Linda Sawin** reported on progress toward implementing an electronic placement service, which will be handled internally. Access rules and fee structures for job seekers and employers were approved. The transition from the current web job posting service will begin shortly. The popular on-site conference placement service will continue to be offered as well.
- **Murray Barrick** indicated that the number of submissions for the SIOP Conference in New Orleans appears to be comparable to 1999. He reported that a new system for managing the responsibilities of the Conference Program Committee is in place.

- **Talya Bauer** has accepted the new position of Associate Chair for this committee and will rotate to Chair this year. He also noted that some scheduling changes are being contemplated in response to chronic low attendance at Sunday morning conference sessions.
- There was considerable discussion of a new "extended tutorial" option for providing intensive exposure to issues such as methodological innovations and emerging research topics. The extended tutorials will be offered as an optional activity on Sunday of the Annual SIOP Conference. Pre-registration and a small fee will be required to cover the expenses of speakers.
- **Kalen Pieper** reported that the State Affairs Committee is in the process of identifying states that are in particular need of attention for lobbying efforts. In addition, she circulated a draft of a web site that the State Affairs Committee is developing to provide a resource for information about licensing issues.
- *The Guidelines for Education and Training at the Doctoral Level in Industrial-Organizational Psychology* have been approved by APA. In discussion of education and training issues, questions were raised about criteria for inclusion of programs in the directory of graduate programs published by SIOP.
- Members of the Executive Board will meet with members of the Committee on Ethnic Minority Affairs to further articulate the goals of CEMA and its relationship with SIOP.

If you have questions or comments about any of these topics, please don't hesitate to contact me or any other member of the Executive Committee. E-mail: Janet.Barnes-Farrell@uconn.edu.

SIOP Dues Increase Needed

Angelo DeNisi
SIOP President

After considerable examination and thought, the Executive Committee will be asking you to approve a dues increase for next year. Since we have not had an increase in quite a while, and since the increase is substantial ($32 to $55 for members; $10 to $25 for Student Affiliates), I wanted to take a minute to explain to you the Executive Committee's reasoning behind the increase and the specific amounts.

I raised this issue in my first Presidential Column to let the membership know that a dues increase would be coming. As I told you then, we calculated that member dues simply were not covering the cost of member services. The only reason SIOP continued to be financially viable was because we made enough money from the Conference and the Workshops to cover the other expenses. While this has worked out in the past, the problem is becoming more serious and requires a different approach. Let me be more specific.

Last year, the income from what we call General Member Services was just about $223,000. The cost of the services we provided (*TIP* and the basic things you expect of any association, such as registration materials and such) was just under $284,000—a net loss of about $61,000. Between the SIOP conference, workshops, publications, and our investments, we were able to cover this shortfall. However, we cannot (and should not) count on income from other sources to compensate for losses due to increased member services costs. In fact, we anticipate an operating loss for next year, because we expect the Conference to cost even more than it did last year (and we plan no registration fee increase), and we are bringing some new member services on line this coming year. In addition, we have a little more than one year's budget in savings (which is as low as we want to have that figure), leading the Executive Committee to conclude that a dues increase is necessary.

The SIOP Executive Committee is extremely frugal and careful about spending your money. Therefore, we do not take a dues increase lightly and would not be asking for one if we did not believe it was necessary. The bottom line is that our financial situation is fine for the moment but will not continue to be if Member Services costs continue to surpass Member Services revenues. The amount of dues increase being proposed is what we feel is necessary to stay in the black and not have to propose another dues increase for awhile. This will be up for a vote at the SIOP business meeting at the Annual Conference. I urge you to vote to accept the increases.

To put this proposed increase into better perspective, I want to go back to the time of our last dues increase, 1990 (the increase was voted on in 1989, and implemented in 1990), and compare the services SIOP provided you then, with what we all receive now. This also should give you a good idea of how costs have increased over this period. The comparison between "then" and "now" is presented below.

SIOP THEN...

In November 1990, there were 2,832 members in total. There was no Membership Directory, and no membership database existed. Any contributions you might have wanted to make to SIOP had to go through APA, if you wanted them to be tax-deductible. When you became a new member you received:

- Letter of Congratulations
- Membership Survey
- SIOP By-Laws
- Self-Nomination form for Committee membership
- A Dues Statement

SIOP NOW...

In August of this year, there were 6,179 members. Our Membership Directory is updated annually and distributed every October. There is a membership database which can be sorted by membership status and other criteria. There is a SIOP Foundation, which can provide a wide range of services that you will hear more about in the coming year. One important service is that it can accept tax-deductible donations. When you become a new member, now, you receive:

- Welcome Letter
- Dues Payment Form
- Committee Volunteer Form
- Publications Order Form
- Membership Certificate (sent after paying dues)
- Issues of *TIP* back to the beginning of the dues year
- Membership Directory, which now includes the By-Laws
- Receipt if you pay by credit card

The SIOP Conference THEN...

The Conference was 2 days long. There were approximately 350 submissions to the program, and approximately 1,000 people attended the Conference. There was no formal job placement service. There were 12 pre-Conference Workshops, and SIOP had just approved, on a trial basis, a Cash Bar during the first night of the conference. SIOP did not take American Express, MasterCard, VISA or any other form of credit card for any charges.

The SIOP Conference NOW...

The Conference is 2 1/2 days long. This year there were 760 submissions, and there will be 16 pre-Conference Workshops. Last year, nearly 3,000 people attended the conference. There are a number of receptions, sponsored coffee breaks, and a dessert reception (with live music!). You can now pay by credit card.

SIOP Publications THEN...

- *TIP* (averaged 50 pages per issue)
- *Principles for Validation*
- *Guidelines for Education and Training*
- *The Science and Practice of I-O Psychology*
- *Graduate Training Programs in I-O Psychology* (did not include master's programs)
- *Ethics Casebook* (60 pages)
- *Multiple Facets of I-O Psychology*

SIOP Publications NOW...

(either free or with a membership discount)

- *TIP* (has as many as 200 pages per issue, with more graphics as well)
- *Principles for Validation*
- *Guidelines for Education and Training at Doctoral Level*
- *Guidelines for Education and Training at the Master's Level*
- *The Science and Practice of I-O Psychology*
- *Graduate Training Programs in I-O Psychology* (includes business
- programs and master's programs)
- *Ethical Practice of Psychology in Organizations* (300+ pages)
- *Membership Directory*
- *Affirmative Action* Report
- *Multiple Facets of I-O Psychology* (1996)
- *Handbook of I-O Psychology* can be purchased through SIOP
- Practice Series and Frontiers Series (21 titles)

If you had questions or wanted more information THEN...

You could contact the SIOP Administrative Office. In 1989, the "office" consisted of one, half-time assistant at the University of Maryland. In 1990, SIOP voted to move the administrative office to Arlington Heights, Illinois. Bill Macey served as Director, and there was one, full-time administrative assistant, and a separate phone line for SIOP use. No one even dreamed of a SIOP website.

If you have questions or want more information NOW...

You can still contact the SIOP Administrative Office, but that office is now a much different operation. Now, the office exists in Bowling Green, Ohio, and is headed by Lee Hakel. The staff includes an Office Manager; an Information Technology Manager; an Assistant Manager for Membership; an Assistant Manager for Publications; and a Clerical Assistant. There are 4 phone lines, and an ADSL line (for use of modems). OR... ***You can log onto the SIOP Web Page!***

The SIOP website can be used to contact the Administrative Office, and it allows access to information about positions available, graduate programs, *TIP*, affirmative action, conferences, committees, grants, member email addresses, calls and announcements, I-O Groups, I-O related sites, internet resources, salary survey, SIOP past-presidents, the I-O teaching module and an online order form.

Job Placement activities THEN...

Placement activities consisted of ads in *TIP*, appearing 4 times a year.

Job Placement activities NOW...

We still have ads in *TIP*, but we also have next day ads on the website, a placement service at the Conference and, in the coming year, you will learn more about the year-round placement services that SIOP will offer.

AND ALL THESE CHANGES MEAN MORE SUPPORT FROM DUES IS NEEDED

The administrative support that is needed to carry out our member services has increased dramatically. In 1990, we depended heavily upon volunteers to perform most of the administrative tasks. The scope of those tasks was such that we *could* ask volunteers carry out these tasks. Some of them included: registration for workshops and the conference; processing of all Conference submissions; typesetting and formatting the pre-press work on *TIP* and other SIOP publications (including job placement books); organizing AV and sponsors for the conference; and actually composing SIOP brochures. As the size of the organization grew, so did the scope of these tasks. As a result, it became more difficult for volunteers to handle them. All of these tasks are now handled by the Administrative Office, as are an increasingly large number of other tasks that are related to everything from SIOP Awards to SIOP Membership. Please support and approve our dues increase for next year.

SIOP Guidelines for Education and Training at the Doctoral Level in I-O Psychology and the Joint Testing Standards Were Approved by APA Council

Wayne Camara
The College Board

Nearly 2 years after they were originally submitted to APA for approval, SIOP's *Guidelines for Education and Training at the Doctoral Level in I-O Psychology* was formally approved by APA's Council of Representatives at their August meeting in Boston. The *Guidelines* were subject to a legal review, which was completed by APA's attorney in 1997, and a policy review where all APA divisions had an opportunity to comment on any statements that would conflict with their policies or practice areas. This two-level review is now required for all official policy that APA will endorse. No division comments were received and the Guidelines were then reviewed and approved by the Board of Educational Affairs and the Board of Directors prior to submission for Council approval. SIOP's E&T Guidelines are now formal APA policy.

The Standards for Educational and Psychological Testing, completed by a joint committee comprised of representatives from APA, AERA and NCME, were also approved without discussion by the Council. The revised Standards were approved by the AERA Board in late June and by the NCME Board in early August, and are now formally endorsed. They will take effect upon publication. The Standards will be distributed and published by the American Educational Research Association and members can contact AERA at 202-223-9485 or contact the SIOP Administrative Office to purchase copies later this year. High School Standards for teaching psychology were also approved by Council at its August meeting. The content standards parallel those issued by many other national academic disciplinary associations since the early 1990s.

APA and MTV have collaborated in producing a 20-minute documentary on warning signs in youth violence. The documentary has already aired four times on MTV and is being distributed by APA to high schools along with a kit on youth violence.

An APA task force is revising the Ethics Code and a list of all changes was included in the Council Agenda Book.

The final significant issues from the August Council meeting concerned the APA budget and buildings. APA's revenues and expenses have appeared to level off at about $80 million in 1997 and are projected to remain at this level over the next few years. Journal subscriptions, which account for about 20% of the income, have been down (institutional subscriptions are down since the 1980s by over 20%, individual subscriptions have declined since 1997) and member dues (12% of revenues) are stable. The Board of Directors and Council of Representatives on several occasions have rejected recommendations from the APA Finance Committee to take a small proportion of revenues from APA's two buildings to increase the Association's reserve. Instead, citing pressing needs in challenging managed care, public education, and day-to-day operations, APA Council has elected to expend increasing amounts of revenues from the buildings. Finally, APA Council approved a motion that will allow the Association to pursue negotiations for the purchase of a warehouse building in the District of Columbia. APA currently leases commercial storage space for its publications and archives, with annual costs of about $200,000. A building on R Street has become available and APA is investigating the purchase of the property and may need to take action prior to the next meeting of Council. APA's Letter of Intent to purchase the property has been accepted at a price of $3.9 million. If the purchase moves forward, APA would occupy about 25% of the 108,000 square feet of storage and lease out remaining space.

APA's Council will next meet in August, 2000. SIOP's Representatives to APA Council are: Wayne Camara, **Georgia Chao**, **Neal Schmitt**, and **Mary Tenopyr**.

Revision of the Standards for Educational and Psychological Testing Completed

Dianne Brown Maranto
The Maranto Group

The revision of the *Standards for Educational and Psychological Testing* is now complete and the new book is available from SIOP, at a discount to SIOP members (look for the ad in this *TIP*). In addition to reflecting more current measurement technology and policy, the 1999 *Standards* differs from 1985 in a number of ways. First, there is more prefatory or introductory text at the beginning of each chapter, as well as more standards. Second, the standards are not categorized with hierarchical labels like "primary," "secondary" or "conditional" as with previous versions. Instead, conditional statements are included in the text of the standards. Finally, the glossary and index are significantly expanded.

Summary of Revision Project

The Standards revision process was rigorous and diligent in seeking input from the broad measurement community. The presidents of the American Psychological Association (APA), the American Educational Research Association (AERA), and the National Council on Measurement in Education (NCME) appointed a 15 member Committee in 1993, assembling a group with diverse backgrounds and perspectives in testing and assessment. The project began in the fall of 1993, and the Joint Committee had its last meeting in November, 1998. Although it may seem like a long time, previous revisions also reportedly took 5 to 7 years. This revision effort began somewhat late, 8 years after publication of the 1985 edition. Draft versions of the *Standards* were widely distributed for public review and comment three times during this revision effort, providing the Committee with a total of nearly 8,000 pages of comments from over 200 organizations and individuals. An extensive legal review was conducted as a routine part of the process of developing standards and explored both liability issues, as well as compatibility with relevant federal law. The final product represents a consensus of the Committee and endorsement of each of the sponsoring organizations: APA, AERA and NCME.

Thank You Paul Sackett, Jo-Ida Hansen, and Bert Green

I-O psychologists owe a great debt of gratitude to **Paul Sackett** for his contribution to the *Standards*, both as an I-O psychologist and as a leader of the project. The *Standards for Educational and Psychological Testing* has been co-developed by APA, AERA, and NCME since the first joint version in 1966. The original impetus for collaborating was the recognition that measurement principles are the same whether in education or psychology. As time has passed and testing has become more prevalent in many diverse areas of society, and as legislation and policy have had different effects on the various uses of tests, the commonality of measurement principles seems more elusive than before. Newer ways of conceptualizing validity or the Americans with Disabilities Act can be interpreted in widely different ways for different applications of testing. This was not an easy interdisciplinary collaboration and Paul represented our field well. While not meaning to neglect or diminish the contributions of other committee members, two others also contributed significantly to the representation and coverage of I-O and related areas of testing. We owe a special thanks to **Bert Green** and **Jo-Ida Hansen**.

SIOP Foundation Reaches More Than $400,000 in Contributions

Irwin L. Goldstein
President, SIOP Foundation Committee

As you know, SIOP has established a foundation to provide financial support and advance the practice and science of I-O psychology, thereby continuing our role in fostering a productive and prosperous workforce. As of Nov. 1, 1999, we are delighted to inform you that as a result of the generous contributions of our members, the foundation now has approximately $295,000 in assets and approximately another $137,000 in pledges for a total of approximately $432,000. We are deeply appreciative of **Frank Landy's** pledge of $100,000 made in honor of **Bob Guion** and Don Trumbo. As Frank said to us, SIOP and I-O psychology have been so important to him in his career that he is delighted to make this contribution. Over 70 of our members, including 22 past presidents, felt the same way and have made generous contributions.

The SIOP Foundation is going through various stages of development, which are described in a separate article by Lee Hakel. It is important to note that in addition to raising funds, the SIOP Foundation has also accomplished other early goals listed in Stage 1 of Lee's analysis. We are now entering a critical period where we will begin to work on the goals of the second stage, particularly on developing our vision. During this period of time, we will begin to envision what projects and grants will be most beneficial to our membership. We look forward to receiving input from the SIOP membership during this phase of our development. Please feel free to contact me and other members of the Foundation Committee with your ideas and thoughts.

As you know, we are now approaching the end of our first year of the campaign. At our annual SIOP Conference, we are planning to celebrate the close of the charter year at the dessert social. We will distribute a brochure listing all of our donors, recognize the Foundation Charter Group, consisting of members who made a $1,000 contribution this year, and the Foundation Honorary Group, consisting of members who pledged a minimum of $5,000 over 5 years. Some surprises are planned, including a lively band and other enjoyable experiences. We look forward to all of you joining us in New Orleans for this wonderful event.

SIOP professional members have recently received an updated fund raising brochure in the mail. Please make a contribution or a pledge and join the many members who have already participated in the campaign. We hope you will use the Advancement Fund to honor members and recognize achievements and other special occasions. Endowed contributions grow and give us the opportunity to help our membership in the pursuit of its goals. The Foundation is already exploring programs that will benefit our membership, and we look forward to receiving any ideas you may have. We have all benefited from SIOP and we now have the opportunity to express our thanks in a tangible and worthy form. If you need another copy of the brochure, please contact Lee at the SIOP office, (419) 353-0032 or email Lhakel@siop.bgsu.edu.

The SIOP Foundation Committee looks forward to hearing from you and to seeing you at the SIOP dessert reception in New Orleans.

Special SIOP Foundation Report

Irwin L. Goldstein
President, SIOP Foundation Committee

At a recent meeting of the SIOP Foundation Committee, Lee Hakel reported on the progress we have made with our Foundation. Her report reviews where we started, how far we have come and where we need to go. All of us were silent for a few moments after her report as the realization of what we have accomplished struck home and the responsibility of managing this Foundation was absorbed into our thoughts.

I thought this report would be a good way to bring all SIOP members up to date on where we are.

Three Stages of Development

Lee Hakel
SIOP Foundation Committee

In August 1999, The SIOP Foundation Inc. received notice that it has been given 501 (c) 3 status by the IRS. This means that gifts given to the Foundation are tax deductible. For now, the Foundation will continue to be under the auspices of The Dayton Foundation, but being a 501 (c) 3 in our own right does give us the option of becoming a free-standing foundation in the future. Reaching this milestone caused me to think about where the SIOP Foundation is now, and how far it has come in less than 4 years.

A. There is a three-stage process to building a Foundation: defining the Foundation on paper, developing a vision, and managing our assets. We have accomplished the first stage by:

1. Incorporating the SIOP Foundation, Inc.
2. Electing a board and officers according to our Code of Regulations and By-Laws.
3. Obtaining Directors and Officers insurance through APA.
4. Establishing a formal relationship with The Dayton Foundation (TDF) to guide and protect us through these crucial formative years.
5. Contracting with a professional organization to handle our investments, which is overseen by TDF with regular reports to the SIOP Board.
6. Obtaining 501 (c) 3 status from the Internal Revenue Ser viceas a tax deductible charity, so that we hold that designa tion in our "hip pocket" against the day we want to be a free-standing charitable organization.

Internally, we have accomplished this stage by:

a. Organizing of the Advancement Fund and the Scholarship Fund.
b. Receiving contributions to fund three named funds: the Owens Fund, the Myers Fund, and the Flanagan Fund.
c. Beginning the awarding of money from each of the named funds.
d. Developing and circulating our first brochure.
e. Soliciting gifts and pledges from the former SIOP presidents—22 of whom have responded.
f. Receiving of our first very large undesignated pledge. It alone will generate $5,000 per year, which we can distribute.

I think we have done a good job of beginning. We have accomplished the first stage.

B. We have begun to develop our vision. In this second stage we must begin:

1. Analyzing the needs of I-O psychology and SIOP, and finding ways to meet those needs.
2. Envisioning what projects, grants, and/or incentives will accomplish our goals.
3. Soliciting creative input from SIOP members in terms of applications for grants, projects, or other awards.
4. Raising sufficient funds so that deserving projects can be financed.
   a. Soliciting large individual and corporate gifts.
   b. Soliciting broadly for wide support among members.
5. Honoring those who have contributed by printing an annual report for each year.

By refining our vision we will craft the future by:

1. Designing projects psychologists will want to fund
2. Structuring a campaign
3. Conducting the campaign
4. Allocating the resources

C. The final, third stage of development is to wisely manage our endowment by distributing funds according to the needs of the field and agreements with our benefactors. We have begun to do this with the three named-award funds.

Obviously these stages are not discreet: We must work on them simultaneously. But in order to develop, we must move our focus from one to the other, so we don't dwell on any one stage at the expense of building the next one.

The Foundation welcomes comments and suggestions from SIOP members at any time. And, of course, your tax-deductible contribution is always welcome.

EEOC Updates on Sexual Discrimination

Heather Roberts Fox and Lanka P. Karunaratne
APA Science Directorate

Here are some updates on several important sexual discrimination cases that we have recently been following. Please direct all questions and comments to Heather Roberts Fox at hrfox@apa.org.

EEOC Settles Major Harassment Cases

Following the landmark 1998 U.S. Supreme Court opinion that same-sex harassment violates Title VII of the Civil Rights Act of 1964, the Equal Employment Opportunity Commission (EEOC) has settled its first class action suit alleging sexual harassment against men by male coworkers. Readers may recall that the U.S. Supreme Court ruled in *Oncale v. Sundowner Offshore Services, Inc.*, 96–568 (1998) that same-sex sexual harassment was actionable under Title VII (see October 1998 *TIP*).

In the current case, the Long Prairie Packing Company, Inc. (LLP), a meat packing plant in Long Prairie, Minnesota, reached an agreement with the EEOC to pay $1.9 million dollar settlement to former and current male employees who have been victims of sexual harassment by other male employees. The lawsuit filed on August 11 also alleged that LPP engaged in a pattern of disability-based harassment by men against men, as well as retaliation against individuals who opposed the harassment. Both parties were able to come to an agreement solely through negotiation as opposed to extensive litigation. The settlement does not represent any admission of wrongdoing by LPP, but includes a "zero tolerance" harassment policy.

In another, larger settlement, Ford Motor Company has agreed to pay female employees alleging sexual harassment, racial harassment, harassment on the basis of sex, and retaliation for complaining to management about the harassment, a whopping $8 million in damages. An independent three-person panel will be appointed to oversee the execution of the terms of the agreement and Ford's enforcement of its harassment policies. Ford will also undertake the task of training all of its employees on the prevention of job discrimination and the panel-approved policies via a projected $10 million training program. In addition, Ford will take appropriate measures necessary to increase female representation in supervisory positions, with a goal of placing women in 30% of the entry supervisory openings at the Chicago Stamping and Assembly Plants over the next 3 years.

EEOC Modifies Final Rule on Discrimination

On October 29, EEOC issued an interpretive final rule rescinding specific paragraphs of the EEOC's Sex Discrimination Guidelines, found in 29 CFR 1604.11(c), and National Origin Discrimination Guidelines, found in 29 CFR 1606.8 (c), that set a standard for employer liability for harassment by supervisors. Issuance of the rule follows the June 1999 release of EEOC's comprehensive policy guidance on vicarious employer liability for unlawful harassment by supervisors. The policy guidance analyzed the U.S. Supreme Court rulings in two cases, *Burlington Industries v. Ellerth, 524-742* (1998) and *Faragher v. City of Boca Raton*, 524-775 (1998), and concluded that subsection (c) of its guidelines on workplace bias based on sex and national origin is no longer valid due to the Court's rulings (see October 1998 *TIP*). The Court ruled that employers are "vicariously liable" for harassment by supervisors that culminated in a tangible employment action. However, if the harassment did not result in a tangible employment action, the employer is liable unless it proves that: (a) it exercised reasonable care to prevent and promptly correct and harassment; and (b) the employee unreasonably failed to complain to management or to avoid harm otherwise.

A text of the final rule can be found in the *Federal Register* or on the EEOC web site (www.eeoc.gov). Further guidance on harassment can be found in the "1999 Guidance on Employer Liability for Unlawful Harassment by Supervisors," and "Questions & Answers for Small Employers on Employer Liability for Harassment by Supervisors." These documents can be found on EEOC's web site (www.eeoc.gov) or by calling the EEOC's Publications Distribution Center (800-669-3362).

Court Upholds Employer's Non-Linear Application of Test

Emily K. Demonte and David W. Arnold, Esq.
Reid Psychological Systems

On September 2, 1999, the U.S. District Court of Connecticut decided a case in which the plaintiff was denied the opportunity to become a police officer based on his score on a written exam. As part of the application process, the plaintiff, Robert Jordan, took a written exam for the position of entry-level police officer. One component of the written exam was the Wonderlic Personnel Test ("WPT") and Scholastic Level Exam. Wonderlic's User's Manual suggests a range of 20–27 for consideration as a patrol officer, and the City of New London followed that recommendation. Jordan scored a 33 on the exam, too high for consideration as a police officer. Subsequent to notification of his ineligibility for the position of police officer due to his high test score, Jordan filed suit against the City of New London.

Jordan contended there was a "violation of the Equal Protection Clauses of the United States and Connecticut constitutions stemming from the defendants' hiring practice." In deciding the basis on which the claim was to be judged, the court drew upon *Schweiker v. Wilson* (1981). "Social and economic [action] that does not employ suspect classifications or impinge on fundamental rights must be upheld under the equal protection component of the Fifth Amendment when the…means are rationally related to a legitimate purpose." Jordan agreed that he is not a member of a suspect class and there is no fundamental right to employment as a police officer. Therefore, the rational basis review was used as the standard to evaluate the plaintiff's claim. Jordan further conceded that increasing employment longevity and reducing the high costs associated with employee turnover are legitimate government purposes.

Plaintiff provided evidence that there is a lack of a definitive relationship between high cognitive ability and job satisfaction, performance, and longevity. However, in the Court's opinion, the "Defendant need not show that…the policy is wise. Defendant need show only that there was reason to believe that employing the classification could be beneficial in achieving their stated goal." As the City of New London followed Wonderlic's recommendations as well as reasonably relying on professional literature that concludes, "hiring overqualified applicants leads to job dissatisfaction and turnover," they did not violate the Equal Protection Clauses.

In its opinion the court cites *Stein v. National City Bank* (1991), "[I]t is not the function of the courts to judge the wisdom of particular business policies, but to ensure that such policies are made on a rational basis." Moreover, "Because defendants have shown that there is a rational basis for its policy, it cannot be found that the policy is arbitrary or irrational." In granting summary judgment for the defendant, the court said "Plaintiff may have been disqualified unwisely but he was not denied equal protection."

References

Jordan v. City of New London, 3:97CV1012 (1999).
Schweiker v. Wilson, 450 U.S. 221, 242 (1981).
Stein v. National City Bank, 942 F.2d 1062 (6th Cir. 1991).

United States Postal Service

Statement of Ownership, Management, and Circulation

1. Publication Title	2. Publication Number	3. Filing Date
The Industrial Organizational Psychologist TIP	0 7 3 9 - 1 1 1 0	September 10, 19
4. Issue Frequency: Quarterly (January, April, July & October)	5. Number of Issues Published Annually: 4	6. Annual Subscription Price: $20.00 - individu; $30.00 - institut
7. Complete Mailing Address of Known Office of Publication: SIOP, 745 Haskins Road Suite D, PO Box 87, Bowling Green OH 43402-0087		Contact Person: Lee Hakel; Telephone: (419) 353-0032
8. Complete Mailing Address of Headquarters or General Business Office of Publisher: same as above		

9. Full Names and Complete Mailing Addresses of Publisher, Editor, and Managing Editor

Publisher (Name and complete mailing address):
Society for Industrial and Organizational Psychology, Inc.
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10. Owner (Do not leave blank. If the publication is owned by a corporation, give the name and address of the corporation immediately followed by the names and addresses of all stockholders owning or holding 1 percent or more of the total amount of stock. If not owned by a corporation, give the names and addresses of the individual owners. If owned by a partnership or other unincorporated firm, give its name and address as well as those of each individual owner. If the publication is published by a nonprofit organization, give its name and address.)

Full Name	Complete Mailing Address

13. Publication Title: The Industrial Organizational Psychologist TIP
14. Issue Date for Circulation Data Below: Oct 1998, Jan 1999, April 1999, July 1999

15. Extent and Nature of Circulation	Average No. Copies Each Issue During Preceding 12 Months	No. Copies of Single Issue Published Nearest to Filing Da
a. Total Number of Copies (Net press run)	7,059	6,252
b. Paid and/or Requested Circulation (1) Paid/Requested Outside-County Mail Subscriptions Stated on Form 3541 (Include advertiser's proof and exchange copies)	5,373	6,119
(2) Paid In-County Subscriptions (Include advertiser's proof and exchange copies)	0	0
(3) Sales Through Dealers and Carriers, Street Vendors, Counter Sales, and Other Non-USPS Paid Distribution	0	0
(4) Other Classes Mailed Through the USPS	547	95
c. Total Paid and/or Requested Circulation (Sum of 15b. (1), (2),(3),and (4))	6,120	6,214
d. Free Distribution by Mail (Samples, complimentary, and other free) (1) Outside-County as Stated on Form 3541		
(2) In-County as Stated on Form 3541		
(3) Other Classes Mailed Through the USPS	2	0
e. Free Distribution Outside the Mail (Carriers or other means)	16	0
f. Total Free Distribution (Sum of 15d. and 15e.)	18	0
g. Total Distribution (Sum of 15c. and 15f)	6,138	6,214
h. Copies not Distributed	921	38
i. Total (Sum of 15g. and h.)	7,059	6,252
j. Percent Paid and/or Requested Circulation (15c. divided by 15g. times 100)	100 %	100 %

16. Publication of Statement of Ownership
☒ Publication required. Will be printed in the January 2000 issue of this publication. ☐ Publication not required.

17. Signature and Title of Editor, Publisher, Business Manager, or Owner — Date: 9/10/99

SIOP Annual Conference 2000: What You Need to Know

HYATT REGENCY NEW ORLEANS

April 14–16, 2000 **Workshops: April 13, 2000**

Ron Johnson
University of Scranton

Greetings From the Conference Chair

Welcome to "Norlins." I was never quite sure how one would spell New Orleans if pronounced like a local but you have seen my best shot. With just a little conscientious practice, even Yankees can get it right.

I can assure you that back in 1983 when Irv Goldstein was talking about SIOP holding a mid-year conference, no one was thinking about SIOP 2000 where registration will most likely exceed 3,000! Surely few organizations have had records of success that can compare with our history. We stand on the shoulders of Stan Silverman, Bill Macey, and Katherine Klein and an amazing number of SIOP volunteers. Hotels continue to be amazed that we produce a conference of our size, and quality, while relying primarily on volunteers. In recent years, we have had the benefit of the yeoman work of the SIOP Administrative Office but we are still a conference guided by our many members who unselfishly volunteer their time. Enough reflection—it comes with age.

Get ready for your best conference experience yet! What better city for SIOP 2000 than the amazing city of New Orleans? Murray Barrick and his "merry band" of program reviewers have organized an outstanding program. Karen Paul and her volunteers have a high quality series of workshops from which to choose. Linda Sawin is prepared for another active Placement service. John Cornwell is taking care of local arrangements—he is an especially good source for information on quality restaurants. Remember, if you hope for a reservation at one of New Orleans' finest, you will need to make reservations far in advance.

REMINDERS:

** As you go through the remainder of this registration booklet, remember that all registration materials need to be mailed to the SIOP Administrative Office.

** Make your hotel reservations right away. Last year, our conference hotel sold out before January.

** Monitor the SIOP web site for conference updates. For example, if (when) our conference hotel sells out, we will provide information about overflow hotels on the web site. The web site also has links to general information about New Orleans. (http://www.siop.org)

SPECIAL CONFERENCE EVENT: This year's conference will have one special event. During the Saturday night dessert reception, the SIOP Foundation will recognize individuals who have stepped forward to provide leadership through their personal stewardship to the Foundation. The Foundation, and this special event, represent important milestones for our organization.

New Orleans is ready. Are you ready for New Orleans? I look forward to seeing you in the spring.

A NOTE ABOUT SMOKING

SIOP plans to continue its tradition of no smoking in, and near, the meeting rooms.

SIOP CONFERENCE CANCELLATION POLICY

Conference registration fees will be refunded until April 7th, less $35.00—approximately the cost of food, materials, and administrative time. Essentially, all the money that has not yet been spent in time or financial commitments will be returned. Therefore, there will be no refund for students. Members and Foreign Affiliates will receive a refund of $30.00, and non-members, $95.00. **After April 7th, no refunds will be given.** This policy refers only to Conference registration fees. The cancellation policy for Workshops can be found on page 168.

A NOTE ABOUT MAKING YOUR RETURN ARRANGEMENTS

The SIOP Program Committee would like to draw your attention to the fact that the Conference runs through Sunday, 1:00 p.m. and we hope you will encourage everyone to stay for the entire Conference.

HYATT REGENCY NEW ORLEANS
RESERVATION FORM

New Orleans, Louisianna, April 14–16, 2000
(Workshops: April 13, 2000)

Arrival Date: ________ Time: ________ Departure Date: ____________

Name: ______________________ Sharing with: ____________

Mailing address: ____

____

____

Telephone: ________________ E-Mail: ____________

Number of individuals: ______

Conference Rate: ☐ Single ($162) ☐ Double ($182)
Regency Club Level—add $35 to each rate

Do you prefer: ☐ Smoking ☐ Non-smoking

Prices listed above are in effect until March 12, 2000 or until SIOP's room block is filled, whichever comes first. Reservations made after March 12, 2000, or after SIOP's room block is full, will be assigned based upon availability at the hotel's prevailing published rates. All reservations must be guaranteed with a one night's deposit in the form of cash or credit card. There is no penalty for reservations canceled 72 hours prior to arrival.

☐ American Express ☐ Discover
☐ MasterCard ☐ Diners Club ☐ Visa

Credit Card # ____________________ Expiration Date: ________

Print name as it appears on the card: ____________________

Signature: ____

Mail form to: **Hyatt Regency New Orleans**
Poydras at Loyola Ave
New Orleans, LA 70113-1805

Or, fax to: (504) 522–4210
Or, call: (800) 233–1234 or (504) 561–1234

STUDENT VOLUNTEERS AT SIOP: WHAT YOU NEED TO KNOW

The SIOP Conference Committee is seeking up to 40 graduate students to help out in New Orleans at the 2000 SIOP Conference. In exchange for 4 hours of volunteer work at the conference, your conference fee will be refunded.

As a SIOP Conference Volunteer, you will help make the 2000 Conference a success. Your work might include assisting at the Conference Registration area or at the Job Placement Services area. Alternatively, you might find yourself helping out by handling the last minute details that pop up during the Conference.

The openings will be filled on a first-come, first-served basis. To volunteer, complete the General Conference Pre-Registration Form and mail it with your Conference fees to the SIOP Administrative Office as soon as possible, but no later than February 28, 2000. Attach a note to your completed Pre-Registration Form, indicating that you would like to serve as a volunteer at the Conference. We will contact you to let you know if we will need your assistance. After the Conference, SIOP will refund volunteers' Conference fees in the same manner in which they were submitted provided, of course, that the volunteers completed the 4-hour requirement.

There will be a one-hour orientation on Thursday, April 13, 2000, from 7:30–8:30 p.m. at the Hyatt Regency. We encourage all volunteers to attend this meeting.

Contact Lee Hakel at (419) 353–0032 (or Lhakel@siop.bgsu.edu) or Kevin Nilan at (651) 736–0436 (or kjnilan1@mmm.com) with your questions.

Keep in mind that one benefit of volunteering is that you will have a chance to meet a number of professors, practitioners, and fellow graduate students, all of whom can help you get better established within SIOP.

SIOP Job Placement Services: What You Need To Know

Once again, SIOP will offer Job Placement Services at its Annual Conference. To use the Conference Job Placement Service you must be registered for both the Conference and the Conference Placement Service. Registration in the new SIOP JobNet may not be substituted for Conference Job Placement Service registration. To benefit fully from the Service, both job seekers and employers should pre-register.

Placement Center Features

Three weeks before the conference, all job seekers who pre-registered for the Conference Job Placement Service will receive a booklet containing descriptions of full-time and internship employment opportunities. At the same time employers who are pre-registered will be mailed a booklet containing resumes of those seeking jobs and internships. You must **pre-register** to appear in and to receive the pre-conference booklet. Job seekers and employers who register on-site will receive the initial copy of the booklet the morning after they register. Employers may order additional booklets of resumes when they pre-register. During the conference, updated booklets containing listings of job seekers and employers who registered the previous day will be available to Center registrants. Registered job seekers and employers will be assigned an identification number and private mailbox and will be permitted to leave messages in the mailboxes of other registrants.

Who May Register For Job Placement Services

SIOP Job Placement Services are open to member and non-member job seekers who are registered for the conference. Any organization with an employee registered for the conference may submit position openings for which I-O training and experience are relevant. Listings may be for full- or part-time positions and/or internships.

Pre-registration Procedures, Costs, and Deadline

To pre-register, check the appropriate boxes on the General Conference Pre-Registration Form. Then mail the form, your registration payment for the Conference and Job Placement Service, and a single master copy of your resume (for job seekers) or position description (for employers) to the SIOP Administrative Office by February 28, 2000. (**You must be registered for the Conference to register for the Job Placement Service.**) Registration in the new SIOP JobNet cannot be substituted for Conference Placement Service registration.

Resumes and position descriptions must not exceed **TWO (2) single-sided pieces of paper** – ***DO NOT*** send sheets that have been printed on both sides. If resumes or job descriptions are longer than two single-sided pieces of paper, they will ***NOT*** be included in the booklets. SIOP will make copies of all resumes and position descriptions, so be certain that your materials are on standard 8 ½" by 11" paper, that they are legible, and that letterhead or logos, if used, copy adequately. If you are mailing from a country outside the U.S., be sure to leave a very wide lower margin, as your standard paper length is longer than U.S.

The registration fee for SIOP Student Affiliate member job/internship seekers is $40.00, for SIOP member job/internship seekers $45.00, and for non-member job/internship seekers $100.00. The employer registration fee is $100.00 and covers one or more positions. Additional booklets of job seeker resumes are available to pre-registered employers for $45 each.

All registration materials must be received at the Administrative Office by **February 28, 2000**. After this date, only on-site registration will be permitted, and your materials will not be included in the pre-conference mail out. Materials of those who register on-site will not be available until the morning following on-site Job Placement Service registration.

Anonymous Registration

Anonymous registration is available to job seekers and employers. Anonymous registrants' materials will not appear in the booklets. If you are registering anonymously, please **DO NOT** send a copy of your resume or job description with your registration materials. However, anonymous registrants will be assigned an identification number and a private mailbox. They will receive all materials and will be permitted access to the placement area.

Job Seeker and Employer Information After the Conference

Copies of job seeker and employer booklets will be available to those not registered for the Placement Service on a first-come, first-served basis one week after the Conference. The cost is $45.00 each. Contact the Conference registration booth for additional information.

Suggested Content for Job Seeker Resumes (TWO (2) *single-sided sheets of paper MAXIMUM*)

Include your name, address, telephone number, and information about how to contact you during and after the Conference. Identify the type of position desired, (e.g., academic, industry, full/part-time, or internship), your educational level (e.g. BA/BS, MA/MS, ABD, PhD) and your specialization area (e.g., I-O, Social, Psychometrics, Experimental, Clinical, Counseling, Business). Place this information near the beginning of the resume. Describe your work experience and/or skills. Include professional memberships (especialy SIOP membership), publications, and presentations, summarizing if necessary.

Suggested Content for Employers
(TWO (2) *single-sided sheets of paper MAXIMUM*)

Provide the company name and a position description, including job responsibilities and duties, as well as any important organization information. Identify the geographic location. Estimate the amount of travel required (if relevant) and other job requirements such as education level and years of experience. Provide the minimum qualifications.

Questions?

Contact Linda Sawin at Linda.L.Sawin@Boeing.com or (425) 393-0441.

INTRODUCING A NEW SESSION! EXPANDED TUTORIALS

David Hofmann
Michigan State University

Ah, the new millennium—seems like everyone is using it as an opportunity to reflect on where they've been and where they're going. The SIOP Executive Committee is no different.

A little over a year ago, I was contacted by Elaine Pulakos to investigate the possibility of offering longer, more in-depth sessions at the annual SIOP conference. After a number of informal interviews with different SIOP members and after several conversations with the SIOP Executive Committee, we are pleased to announce the pilot test of **Expanded Tutorials**.

The goal of **Expanded Tutorials** is to provide a longer and more in-depth opportunity to explore a particular area of research or a particular statistical methodology in greater detail. As a result, these sessions will have several distinguishing characteristics:

- **Time:** The sessions are **4 hours** long.
- **Enrollment:** Enrollment will be **restricted** to 30 individuals.
- **Cost:** Each expanded tutorial will cost **$50.**

Three **Expanded Tutorials** have been scheduled for **Sunday morning, April 16th** from **8:30 a.m.** to **12:30 p.m.** To register, you must complete the **Expanded Tutorials** section of the Registration form and include payment in your total. You can register for only one Expanded Tutorial. A summary of the **Expanded Tutorials** follows.

Organizational Justice: Conceptual Background, Theoretical Issues, and Real Applications

Jerald Greenberg
Ohio State University

You've heard talk about *organizational justice* at various conferences. Maybe you've even read a journal article or two on the topic. You're beginning to think that the concept is interesting and that it may be relevant to your own interests. However, you're a bit uncertain because you don't know enough about the topic to fully appreciate it. If this describes your situation, then this session is for you.

The session will begin by providing an historical overview of such concepts as relative deprivation and distributive justice, and describe how they led to Adam's equity theory. Research on equity theory will be reviewed, and its limitations will be identified. This will lead to a discussion of how dissatisfaction

GENERAL SIOP CONFERENCE PRE-REGISTRATION FORM

For Office Use Only: ______

Your Name as you want it to appear on your badge: ______

Your Affiliation as you want it to appear on your badge: ______

Address: ______

E-Mail: ______

Phone: ______

INSTRUCTIONS: The deadline for advance registration is February 28, 2000. Anything received after this date will be processed, but on-site fees will apply. Print your name as you wish it to appear on your Conference Badge. Please check the appropriate boxes and type or print clearly.

If registering for the Job Placement service, include your resume or job description, whichever is appropriate (2 single-sided pages maximum). Employers may [illegible] Race/Fun Run or SIOpen Golf Outing, please fill out and mail the additional entry form(s) to the respective parties.

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

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

SIOP
PO Box 87
Bowling Green OH
43402-0087

(Use 745 Haskins Rd, Ste D Bowling Green OH 43402 for overnight deliveries.)

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

CONFERENCE REGISTRATION

Fees are being paid by ☐ **myself** ☐ **my employer**

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

WORKSHOPS—Please indicate your top six choices in order:

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

______ Request a refund of registration fee

WORKSHOP FEES: (Membership in SIOP will be checked)

		AMOUNT
☐ SIOP Member/Student Affiliate	$350	
☐ Non-Member of SIOP	$500	$______

EXPANDED TUTORIALS: (Choose one) April 16 $ 50

☐ Organizational Justice
☐ Hierarchical Linear Modeling
☐ Personality and Work

$______

JOB PLACEMENT SERVICE: Anonymous registration? Y/N

		AMOUNT
☐ Student Affiliates: Internship/Job Seeker	$ 40	
☐ SIOP member: Internship/Job Seeker	$ 45	
☐ Non-Member: Internship/Job Seeker	$100	
☐ Employer: All positions	$100	
Number of additional booklets @ $45 each ______		$______

5K RACE/FUN RUN ☐ **$15** ☐ **$10 (Students)** (Send your entry form to Administrative Office by Feb. 28th) $______

SIOPen GOLF OUTING ☐ **$60 per person** (Send your entry form to José Cortina by Feb.28th) $______

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

______
Account Number

______
Expiration Date

______
Signature

GRAND TOTAL
(US Dollars, please) $______

with equity theory, in conjunction with socio-legal research, led to the development of procedural justice as an organizational concept. The major principles of procedural justice will be identified and described, as will the seminal research investigations bearing on them.

Key empirical studies and conceptual statements bearing on procedural justice will be described. This will be followed by an analysis of current conceptual debates, such as the role of interactional justice, the independence of various forms of justice, and problems associated with measuring perceptions of justice in the workplace. The session will conclude with a thorough review and analysis of various applications of organizational justice research. Special problems associated with conducting this research will be discussed.

Jerald Greenberg, PhD in I-O psychology, Wayne State University, 1975) is Abramowitz Professor of Business Ethics and Professor of Management and Organizational Behavior at the Ohio State University. Dr. Greenberg has been a consultant to many organizations, where he has specialized in reducing dysfunctional behavior, such as aggression and employee theft. In recognition of this work, he has been inducted as a Fellow of both the APA (Division 14, SIOP), and the APS.

He has authored over 130 publications, specializing in the topic of organizational ethics and justice. He has lectured extensively on this topic, with over 100 national and international professional presentations to his credit. His current research focuses on organizational justice and employee theft. Dr. Greenberg has published 15 books, including *The Quest for Justice on the Job, Managing Behavior in Organizations, Organizational Behavior: The State of the Science, Behavior in Organizations (7th ed.)* (with Baron), *Controversial Issues in Social Research Methods* (with Folger), *Justice in Social Relations* (with Bierhoff and Cohen), *Antisocial Behavior in Organizations* (with Giacalone); and *Equity and Justice in Social Behavior* (with Cohen). Dr. Greenberg actively serves on six professional editorial review boards.

Hierarchical Linear Modeling and Related Methodologies: An Overview of the Logic, Applications, and Software Options

David A. Hofmann
Michigan State University

By now, most SIOP members may have heard something about *hierarchical linear models (HLM)* or *random coefficient regression models* in the context of multiple levels of analysis. Several questions, however, still might be lingering. Such as, what exactly do these models do, what types of research

questions do they answer, and how do I actually analyze data using these models? This session is designed to answer these questions.

This session will include: (a) an overview of the logic behind these models and when they are appropriate; (b) a discussion of the estimation theory underlying these models and how they differ from OLS regression models; (c) an in-depth presentation of the HLM software and sample hypotheses, data, and annotated output; (d) a discussion and illustration of other software options (e.g., using SAS to estimate these models); and (e) an opportunity to discuss your own research questions and how they may or may not be addressed by these methods.

David A. Hofmann (PhD in I-O psychology, The Pennsylvania State University) is currently an Associate Professor of Management at Michigan State University. Over the last several years, he has been quite active in introducing hierarchical linear models, and related methodologies, to both SIOP and the Academy of Management. He has published several papers on these techniques as well as used them in his substantive research. In addition to these methodologies, his current research interests focus on how individual, group/team, and leadership factors relate to safety problems, the interpretation of accident causes, and accident occurrence. Additional interests include organizational surveys and assessment methodologies, organizational change and accountability mechanisms within organizations. In 1992, he was awarded the Yoder-Heneman Personnel Research award by the Society for Human Resource Management. His research appears in a number of journals including *Academy of Management Journal, Academy of Management Review, Journal of Applied Psychology, Journal of Management, Organizational Behavior and Human Decision Process,* and *Personnel Psychology.* He has also co-authored several book chapters and presented papers/workshops at a number of professional conferences.

Personality and Work

Timothy A. Judge — **University of Iowa**
Murray R. Barrick — **Michigan State University**

In the last 10 to 15 years, the study of the role of personality in I-O psychology has experienced a renaissance of interest and research activity. As recently as the mid-1980s, there appeared to be few demonstrations of the relevance of personality traits to individual adjustment, job performance, or other important applied outcomes. Today, there is widespread acceptance of the importance of dispositional variables in models of satisfaction and performance. Indeed, in sharp contrast to a decade ago, today it is not unusual to find as many articles investigating personality in an issue of *Personnel Psychology* or *Journal of Applied Psychology* as those that do not.

This workshop is designed to provide an in-depth understanding of the major research issues in personality at work. In addition to discussing the major conceptual frameworks for the study of personality variables in I-O psychology (in particular, the five-factor model), we will seek to answer the following questions:

- Where did the five-factor model come from and is it sufficient?
- Who is happy—what traits lead to job and life satisfaction, and how do they do so?
- Who performs well—what traits lead to effective job performance, and how do they do so?
- Who leads well—are there traits that separate leaders from nonleaders, effective leaders from less effective leaders?

If these questions are of interest to you, this is the workshop for you.

Tim Judge is the Stanley M. Howe Professor of Leadership, Department of Management and Organizations, Tippie College of Business, University of Iowa. Tim holds a Bachelor of Business Administration degree from the University of Iowa, and master's and doctoral degrees from the University of Illinois. Before joining the University of Iowa, Tim was an assistant and associate professor in the School of Industrial and Labor Relations, Cornell University. Tim's research interests are in the areas of personality and individual differences, leadership and influence behaviors, internal and external staffing, and job attitudes. He serves on the editorial review boards of *Journal of Applied Psychology*, *Personnel Psychology*, and *Organizational Behavior and Human Decision Processes*. Tim is former Program Chair for the SIOP, and currently is Program Chair Elect for the Human Resources Division of the Academy of Management. Tim is a SIOP Fellow and in 1995 received the Ernest J. McCormick Award for Distinguished Early Career Contributions from SIOP.

Murray Barrick is a professor of human resources management in the Broad Graduate School of Management at Michigan State University. He received his PhD from the University of Akron in industrial/organizational psychology. His research has been published in the *Journal of Applied Psychology*, *Personnel Psychology*, *Academy of Management Journal*, and *Organizational Behavior and Human Decision Processes* among others. Along with Michael Mount, he was recognized by the Academy of Management with the "Outstanding Published Paper Award" in 1992 by the Scholarly Achievement Award Committee of the Personnel/Human Resources Division. Furthermore, this paper, published in *Personnel Psychology* in 1991, was recognized as being the most frequently cited article in that journal during the past decade. In addition, in 1997, he was elected a SIOP and APA Fellow. Murray currently serves on the editorial boards of the *Journal of Applied Psychology* and *Personnel Psychology*, and is the Program Chair for SIOP.

SIOP Pre-Conference Workshops: What You Need To Know

Sixteen Workshops will be offered again this year. Detailed descriptions follow this introduction. We anticipate that workshops will fill up quickly, so, ***register NOW to get the workshop of your choice!*** We operate on a first-come, first-served basis. On-site Workshop registration is available ONLY if someone who has pre-registered for a workshop fails to show up.

Date and Schedule

The workshops will take place on Thursday, April 13, 2000—the day before the regular program of the SIOP Conference begins. More specifically:

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

How to Register

To register, complete the "Workshops" section of the General Conference Pre-Registration Form. Registration for the Workshops is on a first-come, first-served basis. All Workshops are half-day sessions and will be presented twice—once in the morning and once in the afternoon. You must register for two half-day sessions (no half-day registration allowed).

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

Cost

SIOP members and affiliates:	$350
Non-members of SIOP:	$500

Fees include all registration materials for two workshop sessions, lunch, and the social hour. Additional guest tickets for the social hour may be purchased at the door. The cost will be posted at the door of the social hour room.

IF Your Organization is Paying by Check...

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

Cancellation Policy for Workshops

If you must cancel your workshops registration, notify the SIOP Administrative office in writing. The address is LHakel@siop.bgsu.edu or SIOP Administrative Office, P.O. Box 87, Bowling Green, OH 43402-0087 (use 745 Haskins Road, Suite D., Bowling Green, OH 43402 for overnight deliveries). The fax number is (419) 352-2645. Workshop fees (less a $60 administrative charge) will be refunded through **March 12, 2000.** A 50% refund will be granted between **March 13, 2000** and **March 31, 2000.** No refunds will be granted after **March 31, 2000.** All refunds will be made based on the date when the written request is received.

DEADLINES

Pre-Registration for the Conference, Pre-Conference Workshops, Job Placement Services, Expanded Tutorials, 5K Road Race/Fun Run and/or SIOpen Golf Outing:

FEBRUARY 28, 2000

Hyatt Regency New Orleans (Conference Rate):

MARCH 12, 2000

Note that rooms at the conference rate may sell out before this date

Check the SIOP website for additional hotel information

Pre-Conference Workshops: Thursday, April 13, 2000

1. **Why Should a CEO Listen to You? The Perils and Opportunities of an I-O Practitioner** by Anthony J. Rucci, University of Illinois at Chicago. Coordinator: Luis F. Parra.
2. **Creating An Integrated, Global, Competency-Based HR System** by Charles V. Bell, Stephen W. Constantin, and Kenneth R. Pederson, The Dow Chemical Company. Coordinator: Irene Sasaki.
3. **Beyond the Validation Study: Avoiding Practical Pitfalls When Implementing a Selection System**, by Mark Schmit, Personnel Decisions International, and Ann Marie Ryan, Michigan State University Coordinator: William Shepherd.
4. **Innovations in Selection: Use of Conditional Reasoning to Identify Reliable and Achievement-Motivated Employees** by Lawrence R. James and Michael D. McIntyre, The University of Tennessee and Innovative Assessment Technology, and James M. LeBreton, The University of Tennessee. Coordinator: Joan R. Rentsch.
5. **Implementing Web-Based HR Systems: From Recruitment to Surveys and Beyond** by Nathan Mondragon and Scott Eriksson, graymattermedia inc. and John Furcon, PricewaterhouseCoopers. Coordinator: Jeffrey Stanton.
6. **EEO/Legal Update: What You Really Need to Know** by Keith M. Pyburn, Jr., McCalla, Thompson, Pyburn, Hymowitz & Shapiro, LLP, and William W. Ruch, Psychological Services, Inc. Coordinator: Steven Robison.
7. **Identifying and Developing High-Potential Talent** by Elaine B. Sloan and Paul VanKatwyk, Personnel Decisions International, and Scott Gregory, Pentair. Coordinator: Alberto Galué.
8. **Utilizing Strategic Psychological Assessment for Executive Selection and Coaching** by Rob Silzer, HR Assessment and Development, Inc., and Pierre G. Meyer, MDA Consultants, Inc. Coordinator: Stephen Wunder.
9. **Mergers and Acquisitions: The Human Issues and How Change Agents/Consultants Can Help** by David A. Whitsett, University of Northern Iowa. Coordinator: Blake A. Frank
10. **What is Knowledge Management and Why Should I Care?** by Erick Thompson, West Group. Coordinator: Karla Stuebing.
11. **Linking and Modeling: Unleashing the Value of Employee Survey Data** by William H. Macey and Diane Daum, Personnel Research Associates. Coordinator: Kris Fenlason.

12. **Learnings From the Forefront of Large Systems Change** by Gary Jusela, Equiva Services and Nancy Lloyd Badore, The River Lane Company. Coordinator: Ed Kahn.

13. **The Changing Role of Human Resources Meets the I-O Practitioner; Thinking and Acting Like an Executive** by Phil Jury, Safelite Auto Glass Corporation and Dick Beatty, Princeton. Coordinator: Mick Sheppeck.

14. **Retaining Valued Employees: Robust and Promising Methods for Improving Retention** by Peter W. Hom, Arizona State University and Rodger W. Griffeth, Georgia State University. Coordinator: Jack Kennedy.

15. **Leaders Developing Leaders: A Strategy for Change** by Charles Tharp, Steve Sadove, Ben E. Dowell, Peter Fasolo, Ginger L. Gregory and Kalen F. Pieper, Bristol-Myers Squibb Company. Coordinator: Kalen Pieper.

16. **Practicing HR and I-O Across Cultures: The Human Touch** by Miriam Erez, Technion–Israel and Vicki Pollman, Caltex–Singapore. Coordinator: James Eyring

Descriptions of SIOP Pre-Conference Workshops

Sponsored by the Society for Industrial and Organizational Psychology, Inc.* and presented as part of the 15th Annual Conference of the Society for Industrial and Organizational Psychology, Inc.

Thursday, April 13, 2000

Hyatt Regency New Orleans

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* The Society for Industrial and Organizational Psychology, Inc. is approved by the American Psychological Association to offer continuing education for psychologists. The APA-Approved Sponsor maintains responsibility for the program. Seven (7) hours of continuing education credit are awarded for participation in two (2) half-day Workshops.

Workshop 1 (Half Day)

Why Should a CEO Listen to You? The Perils and Opportunities of an I-O Practitioner

Anthony J. Rucci
University of Illinois at Chicago

Many businesses now recognize that much of the sustainable competitive advantage of a firm resides in its people. What they might not be aware of is that I-O practitioners can provide organizations with powerful insights about how the management of people will impact the bottom line. This Workshop focuses on how I-O practitioners can share these insights successfully with CEOs and other individuals in leadership positions at organizations. The Workshop is directed to applied and research professionals who seek to improve the way they communicate the value of I-O psychology to today's business executives.

This Workshop will include discussion of:

- What are some of the psychological issues involved?
- What are most CEOs likely to think or know about I-O psychology?
- What are most I-O psychologists likely to think or know about being a CEO?
- How much training in business or finance does an I-O practitioner require? What may be some realistic expectations for acquiring these skills?
- Which information from an I-O practitioner is most likely to interest a CEO? Which is least likely?
- How can I-O practitioners know their message has successfully reached the intended audience?

Anthony J. Rucci became Dean of the College of Business Administration at the University of Illinois at Chicago (UIC) in 1998, after a 25 year career as a business executive and senior corporate officer with two Chicago-based *Fortune* 100 companies—Baxter International and Sears, Roebuck & Co. While with Baxter, he was senior vice president for HR and then senior vice president for corporate strategy, business development, and media and investor relations. In 1993 he went to Sears, where he was executive vice president for administration (which included responsibility for legal, human resources, ethics, administrative services, strategic sourcing, quality and product testing labs, facilities management, and aviation). He also served as chairman of the board of directors for Sears de Mexico, and served on the boards of Sears Canada, Western Auto, and Grupo Carso's retail board.

Dr. Rucci holds a bachelor's, master's, and a PhD (1978) in organizational psychology from Bowling Green State University. He has published over 20 articles and book chapters, in publications including the *Harvard Business Review*. In 1997, *Fortune* Magazine featured an interview article with him. He has frequently been interviewed and quoted in leading publications, including: *Fortune*, the *New York Times*, *USA Today*, the *Wall Street Journal*, the *Chicago Tribune*, the *Chicago Sun-Times*, *Crain's Chicago Business*, and *Human Resource Executive*. He has also appeared on CBS, CNBC, cable, and local (Chicago) TV and radio. Tony has been on the editorial board of three journals, and has been an invited keynote speaker at over 100 professional conferences. In 1995 he was elected a Fellow in the National Academy of Human Resources, in 1996 he was named to *Human Resource Executive Magazine*'s Executive of the Year Honor Roll; and in 1997 he was named Executive of the Year by the International Association of College and Professional Recruiters.

Coordinator: **Luis F. Parra**, William M. Mercer, Incorporated.

Workshop 2 (Half Day)

Creating an Integrated, Global, Competency-Based HR System

Charles V. Bell
Stephen W. Constantin
Kenneth R. Pederson
The Dow Chemical Company

Are comprehensive, global, and fully integrated HR systems possible?

In this workshop, participants will work in small groups to identify critical components for such a system, issues and barriers to design and implementation, and then review the solutions found by one company in their quest for truly global systems. The basis of this discussion will be The Dow Chemical Company's People Success System and the lessons gleaned from 3 years of development and implementation. This system was awarded ASTD's Excellence in Practice Citation in 1999 for its integration of competency-based designs with extensive use of on-line resources to deliver global systems. The objective of the workshop is for participants to take practical ideas on how to create integrated, global, competency-based HR systems back to their company or practice.

Charles V. Bell is currently Director, Global Compensation and Benefits for The Dow Chemical Company. Chip is responsible for the development and management of all global pay and benefit policies and practices as well as all executive compensation and benefits. He also serves as the liaison for the Compensation Committee. Chip has been with The Dow Chemical Company for the past 17 years, with 10 years of his career spent in the areas of compensation, benefits and human resources information systems. He is a member of

The Conference Board Council on Executive Compensation as well as the ACA Advisory Board on Executive Compensation.

Stephen W. Constantin has served as Global Director of Human Resources Development and Workforce Planning for The Dow Chemical Company since 1996. Steve and his team are involved in leading Knowledge Management, Strategic HR Planning, Six Sigma and Internal Growth initiatives. Prior to his current role, Steve was Director of Compensation and Benefits for Dow Chemical Europe in Zurich, Switzerland; Human Resources Director for Dow Plastics USA; and Director of Compensation and Benefits for Dow Latin America. Steve has worked for Dow since 1975 after receiving his PhD in I-O psychology from the University of Houston.

Kenneth R. Pederson joined The Dow Chemical Company in 1977 after completing a PhD in I-O psychology from the University of Houston. During his tenure with Dow, he has held technical, functional management, and generalist roles in the human resources function. His current role is Global Process Leader for Staffing and Selection in the Workforce Planning Strategic Center. In this capacity, Ken has designed and facilitated the Corporate Succession Planning Process, the Corporate Future Leader Process, and is working to implement a recently defined Global Workforce of the Future effort aimed at improving the quality and consistency of hiring and deployment world-wide.

Coordinator: **Irene Sasaki**, The Dow Chemical Company

Workshop 3 (Half Day)

Beyond the Validation Study: Avoiding Practical Pitfalls When Implementing a Personnel Selection System

Mark Schmit
Personnel Decisions International

Ann Marie Ryan
Michigan State University

Graduate school training and academic literature prepare us to design a sound validation study. However, many of us have less experience with the practical challenges faced in ensuring that hiring managers and other stakeholders are able to make the most valid inferences from our selection tools. Decreases in the reliability and validity of a personnel selection program can result from inconsistencies in test and interview administration, compromised test and interview security, and idiosyncratic integration and weighting of candidate information (e.g., test scores, interview scores, resumes, work experience). Other problems can arise when there is inconsistent adherence to policies related to re-test periods, ADA accommodations, testing of contractors, test requirements, and minimum cut scores.

Participants will be polled prior to the workshop about these and other issues related to the implementation and maintenance of personnel selection programs. Attendees will be encouraged to provide examples or case studies for discussion. The workshop will consist of three parts: an overview of how to minimize factors that can negatively affect the utility of a selection system; a presentation of the results of a survey of SIOP members concerning practical challenges faced by those who work with selection programs; and a discussion of participants' most vexing issues related to maintaining the validity of their selection programs.

Mark Schmit received his PhD in I-O psychology from Bowling Green State University in 1994. He is the Director of Selection Solutions for Personnel Decisions International. Prior to joining PDI, Mark was a member of an Organization Development Team at Payless ShoeSource. He was also previously a member of the graduate faculty at the University of Florida Business School.

Ann Marie Ryan received her PhD in 1987 from the University of Illinois at Chicago. She is currently an associate professor in the I-O psychology program at Michigan State University. She maintains an active research program in the areas of employee selection and surveying, and an active consulting practice. Ann Marie is currently serving as Member-at-Large of SIOP. She serves on the editorial boards of *Journal of Applied Psychology*, *Personnel Psychology*, *and Journal of Management*.

Coordinator: **William Shepherd**, Personnel Decisions International

Workshop 4 (Half Day)

Innovations in Selection: Use of Conditional Reasoning to Identify Reliable and Acheivement-Motivated Employees

Lawrence R. James
Michael D. McIntyre
The University of Tennessee, Knoxville and Innovative Assessment Technology

James M. LeBreton
The University of Tennessee, Knoxville

This workshop will introduce a newly developed personality measurement system—Conditional Reasoning—that complements (i.e., increases the predictive validity of) traditional self-report systems. In contrast to direct, self-report tests of personality, Conditional Reasoning Tests indirectly assess latent motives by engaging respondents in inductive problem-solving exercises. Simply stated, respondents with different motives pick different solutions to the Conditional Reasoning problems. This session will briefly review the theory underlying item development and test construction, while the focus of the session will be on integrating Conditional Reasoning Tests with traditional self-report systems. The practitioner will develop an understanding of how to use Conditional Reasoning Tests to identify reliable and motivated employees.

Lawrence R. James is a founding partner of Innovative Assessment Technology, a company specializing in the development of innovative approaches to personality assessment. Larry also holds the Pilot Oil Chair of Excellence in Management and Industrial-Organizational Psychology at The University of Tennessee. His research has contributed to areas such as organizational climate, leadership, personnel selection, and research methods. He has published over 70 articles and has recently authored a book on personality for Sage. During the last 10 years, Larry has been developing and refining the conditional reasoning methodology for personality assessment. He has held a number of positions in Divisions 5 and 14 of APA and holds the status of fellow in both divisions.

Michael D. McIntyre is also a founding partner of Innovative Assessment Technology. He is currently Research Assistant Professor in the I-O Psychology Program at The University of Tennessee, where he earned his PhD in 1995. Michael's research focuses on personnel selection and personality assessment. He has spent the last 8 years developing and validating Conditional Reasoning Tests.

James M. LeBreton is a doctoral student at The University of Tennessee, Knoxville. He earned a BS and MS from Illinois State University in I-O psychology. James' research focuses on personnel selection, research methods, and innovative approaches to personality assessment. He has spent the last 2 years developing and validating Conditional Reasoning Tests.

Coordinator: **Joan R. Rentsch**, The University of Tennessee, Knoxville

Workshop 5 (Half Day)

Implementing Web-Based HR Systems: From Recruitment to Surveys and Beyond

Nathan Mondragon
Scott Eriksson
graymattermedia inc.

John Furcon
PricewaterhouseCoopers, LLP

Every day, people find new ways to use the Internet. Although some people think this medium is over-hyped, we feel the Internet is actually underrated. This is especially true when it comes to using the Internet for HR applications.

Participants in this workshop will learn and discuss a variety of topics concerning Web-Based HR systems. We will preview and analyze various online systems which should result in lively discussions. The workshop will cover the following:

- Considerations when deciding to build or implement an online system: Questions you should ask yourself
- Evaluating an outside party: What to look for and think about
- Knowing and understanding the essential components of online systems
- Live reviews of some online HR services: What do you want to see?
- Issues with online testing: We have come a long way in the last 2 years
- How to achieve a high-quality solution on time and on budget: Lessons learned from multiple implementations
- Interactive multimedia on your TV: A look to the future

The presenters of this workshop offer a broad spectrum of views from Consultant to Developer to Client, and all combinations of these roles. They worked together to pioneer the development of the first online selection system, and in the past 5 years, they have built or implemented over 15 Web-based HR systems.

Nathan Mondragon, PhD, is an industrial psychologist specializing in the creation and implementation of technology-based HR programs. Nathan has consulted with numerous Fortune 500 companies to help them realize significant returns on their technology investments and has directed global Web-based consulting projects. He is a sought-after presenter and has published work on the integration of HR practices with technology. He has helped design and implement over 12 Web-based HR solutions. Nathan is a Director with graymattermedia, a firm specializing in creating Web-based HR applications using multimedia delivery.

Scott Eriksson is an industry leader in the integration of database, Internet, and multimedia technology and has been involved with technology-based HR consulting for over 10 years. He is an author, a trainer, and has been featured in magazines such as *Fast Company* and *Inc. Technology*. Scott has held executive-level positions with various consulting and technology firms, with responsibility for key customer development. He is the original developer of Web-based selection tools and applicant tracking systems with this technology going back to 1994. Scott is the Founder of graymattermedia and focuses on the application of new technologies for current and future HR needs.

John Furcon, MBA, MA , is a Principal in PricewaterhouseCoopers, LLP and a senior member of the Global Human Resource Solutions operation. John has more than 30 years of domestic and international consulting experience and is a recognized expert in aligning personal competencies with core business capabilities. He was instrumental in the design and implementation of a large-scale Web-based selection system for PricewaterhouseCoopers. Since then, he has been involved in the implementation of numerous other domestic and global Web-based selection systems. John provides a unique client and consultant perspective on implementing sound HR systems grounded in technology.

Coordinator: **Jeffrey Stanton,** Bowling Green State University

Workshop 6 (Half Day)

EEO/Legal Update: What You Really Need to Know

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

William W. Ruch
Psychological Services, Inc.

This workshop will examine recent legal developments that impact the use of employee selection procedures. Psychometric and legal issues surrounding the setting of cut points and other strategies for the use of tests and other selection procedures will be presented and analyzed. It is anticipated that the new APA Standards will have been issued. Their implications for employers will be discussed. Now that the reverse discrimination challenge to the Nassau County Consent Decree has been rejected by the Court of Appeals, new psychometric issues will be raised.

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

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

Coordinator: **Steven Robison**, Dow Chemical Company

Workshop 7 (Half Day)

Identifying and Developing High-Potential Talent

Elaine B. Sloan
Paul VanKatwyk
Personnel Decisions International

Scott Gregory
Pentair

Frequently, the first question that arises in succession management discussions is: "Who are our high potentials and how can we accelerate their growth?" In today's rapidly changing, merging, and globalizing organizations, answers to this question are not quite as clear or as simple as they seemed to be in the past. Talent pools are more diverse, organizations are more complex, and the challanges faced by business leaders are more formidable.

This workshop will provide participants with tools, models, and methods to develop answers to these questions that fit their particular needs and organization context. We will approach the issues from both a practitioner and a professional perspective. That is, we will view the questions and solutions through the lens of a pragmatic business leader as well as a rigorous I-O professional. The workshop will blend presentation, group discussion, and hands-on exercises to create an active, shared learning experience. The session will address the following specific questions:

How do you create a "burning platform" for an effective high-potential identification and development process? In other words, how can you get business leaders to rethink their current approach and recognize the strategic importance of this effort?

What does "high potential" really mean—in terms of different leadership roles, organization levels, and time horizons? Is there one definition or many? How do you distinguish between terms such as potential, promotability, readiness, performance, and competence?

How do you measure the "potential" of individuals, as well as the overall "bench strength" of a particular talent pool or total organization? What kinds of assessment tools (e.g., tests, multi-rater tools, assessment centers) and methods (e.g., peer nominations, management reviews) are available? How effective are they? How well do they fit a particular context and need?

How can you allocate high-potential development dollars and manage investments to maximize their return for both the organization and the individual? How do you target the right needs, sequence the steps, and deliver the most effective development solution?

This workshop is intended primarily for corporate practitioners who have responsibility for succession management, leadership development, high-potential programs, or related accountabilities. It should be particularly helpful to those who recently have assumed these responsibilities or taken up the challenge of improving such processes and programs in their companies. Those with more experience are welcome and invited to share their wisdom with the group and benchmark their practices against those of others.

Elaine B. Sloan, Senior Vice President of Personnel Decisions International, is an executive consultant and organization effectiveness practice leader at the firm. Her career in the field spans 30 years and includes roles as a career counseling center manager and counselor, corporate executive in charge of strategic HR planning and organization and executive development, and consultant to public and private sector organizations around the globe. She specializes in helping business leaders define their strategic talent needs and establish talent management processes (succession, performance, development) to acquire, motivate, and develop the people who will drive their organization's success.

Paul VanKatwyk is Manager of Succession Management Services at Personnel Decisions International. Paul works directly with clients and supports PDI consulting and sales staff in the area of developing succession management systems that align with business strategy. Paul's work with global clients, helping them identify and develop their high-potential leaders, has taken him around the world. He has recently returned from a year and a half assignment in Asia.

Scott Gregory is Director of Management Development and Diversity for Pentair, a diversified manufacturing company headquartered in St. Paul, Minnesota, but operating world-wide. He is responsible for Pentair's talent management process, which includes succession management, key talent identification, management and executive development, and executive staffing. Prior to joining Pentair, he spent 5 years with Hogan Assessment Systems and 6 years with Personnel Decisions International, consulting with organizations on management assessment, selection, and skill development.

Coordinator:, **Alberto Galué,** GTE Service Corporation

Workshop 8 (Half Day)

Utilizing Strategic Psychological Assessment for Executive Selection and Coaching

Rob Silzer
HR Assessment and Development Inc.

Pierre G. Meyer
MDA Consultants Inc.

Corporations are devoting significant resources to identifying, developing and nurturing executive talent. This is often one of the top priorities of CEOs who realize that highly competent executives are a critical component in meeting their strategic objectives. This is particularly true in today's globally competitive marketplace.

At the same time the frequent failure of corporate executives continues to be a very visible problem. The performance demands placed on executives are complex and changing. In particular, they not only need the ability to be able to adapt to significant change occurring in corporations, but are often expected to lead the change by transforming the organization and taking it to a new level of effectiveness. Often the executive is under significant pressure to perform up to these expectations within the first 6–12 months.

This presents the dual challenge of both selecting and developing the best candidates with the highest potential to succeed. Almost always this is a two-step process of selecting those with the best potential fit and then working with them to overcome any shortcomings. The key is to get the best possible match of candidate skills and abilities to the demands of the current and evolving position and then identifying specific areas where further development and coaching is needed.

Increasingly, strategic psychological assessment is being used to evaluate both internal and external executive candidates in order to evaluate their match to the position and their developmental potential. This process evaluates a range of relevant variables that includes individual skills and abilities and motivations that match job demands, CEO expectations, and organizational needs.

This workshop discusses approaches to:
- identifying job, CEO, and organizational requirements
- constructing and conducting a strategic psychological assessment
- using assessment for executive selection
- leveraging assessment for executive coaching and development

Emphasis will be placed on using strategic assessment at the executive level. The workshop will draw upon the corporate and consulting experiences of the workshop leaders and participants and is designed to help participants:

- understand the complexity of executive selection and development
- learn practical techniques for developing and using strategic psychological assessment
- identify the critical factors required to effectively implement a strategic assessment process and
- identify ways to link a strategic assessment to executive selection and coaching and to organizational goals.

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

Pierre G. Meyer is President of MDA Consultants, Inc. and a clinical assistant professor with the Department of Psychology at the University of Minnesota. He has been consulting to corporations and assessing executives for over 20 years. Prior to that he served as the Assistant Director of the Student Counseling Bureau at the University of Minnesota. He has extensive experience in management and executive evaluation and selection, team building, organizational climate analyses, assessment centers, selection system development and validation, performance evaluation systems and management development programs. Pete received his PhD from the University of Minnesota.

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

Workshop 9 (Half Day)

Mergers and Acquisitions: The Human Issues and How Change Agents/Consultants Can Help

David A. Whitsett
University of Northern Iowa

It is well known that many corporate mergers and acquisitions fail to reach their hoped for potential. In addition, the activities required to implement mergers and acquisitions often cause significant upheaval and discomfort in the lives of employees. Mergers and acquisitions often bring on system-wide changes in organizations that demand new ways of thinking, perceiving, and behaving by many, if not all, of their members. Though it is unrealistic to expect that such a large-scale organizational change could always be successful or that it could be undertaken with no disruption in the lives of the people involved, it is certainly possible to enhance both the chances of success and the quality of the experience for the employees.

This workshop will focus on the human resources lessons learned from the perspective of consulting to organizations involved in mergers and acquisitions. It will offer a profile of approaches to large-scale organizational change, which are successful and unsuccessful. In addition, the skills and behaviors necessary on the part of the change agents desiring to be helpful in such situations will be described.

David A. Whitsett is Professor of Psychology at the University of Northern Iowa. He has taught at Case-Western Reserve University, The New School for Social Research in New York City, Northern Arizona University, and the University of London. He has maintained an active practice as a management consultant for 30 years, during which he has consulted to some of America's leading financial, consumer products and manufacturing organizations, including General Motors, General Foods, Prudential Insurance, American Express, Ford Motor Company, Cryovac, Arthur Andersen and Company, Citicorp, The Principal Financial Group, CUNA Mutual, Century Companies, New York Life, Inland Steel, Union Carbide, United States Air Force, and World Bank. For 5 years, he was vice-president of DBM, Inc., a worldwide management-consulting firm headquartered in New York City.

Dr. Whitsett is the author of four books and many articles on motivation, work satisfaction, organizational change and productivity, and in recent years, has specialized in helping his clients produce and manage large-scale organizational transformation. His third book, co-authored with Irv Burling, former CEO of Century Companies, was published in 1996. David received his PhD from Case Western in 1967.

Coordinator: **Blake A. Frank**, University of Dallas

Workshop 10 (Half Day)

What is Knowledge Management and Why Should I Care?

Erick Thompson
West Group

The presentation (50% of time) will be split into two sub-segments of introduction and implementation of Knowledge Management. The introduction will include proposing a definition(s) and discussing the components of an initiative and the relevance to you, your job, and your company. The implementation segment will discuss possible links to innovation and a brief review of a couple of company examples of Knowledge Management initiatives.

The workshop (50% of time) will involve breaking into small groups to discuss and prepare short presentations to be made back to the larger group on subjects such as:

- How do you create an environment that nurtures knowledge sharing?
- How could a Knowledge Management System in a digital age stimulate innovation?
- How might you apply Knowledge Management within your organization within the next 6 months?

Who should attend: people in leadership positions in organizations that have responsibility for organizational effectiveness, information management, knowledge management, business development, customer service, human resource development, and library and information professionals.

What you should expect through attending: an introduction to and a better understanding of the intangible subject of Knowledge Management, ideas for how you might approach Knowledge Management within your organization, and a "tacit" understanding of what the future may hold for those companies and individuals embracing this discipline.

Erick Thompson is the Director of Knowledge Management for West Group/Thomson Legal and Regulatory Group of The Thomson Corporation (TTC). TTC is one of the world's leading information companies, with interests in specialized information worldwide, and in newspaper publishing in North America. TTC operates mainly in the U.S., Canada, and the United Kingdom and has annual revenues of over $6 Billion. Its businesses concentrate on delivering information-based services and tools to support principally the activities of professionals in private practice, industry, government, and academia.

Dr. Thompson's focus is to accelerate learning and knowledge exchange within this corporation, working closely with Thomson University and other people within the company. This involves identifying, creating, and sharing information and insight across organizational boundaries to promote innovation and generate new knowledge.

Previous to this assignment, Dr. Thompson established and led a knowledge transfer initiative within 3M Corporate Marketing, headquartered in St. Paul, Minnesota. Dr. Thompson worked with other knowledge practitioners at 3M to incorporate 3M's culture of innovation into business unit efforts. An innovative "virtual" laboratory sharing knowledge throughout the 3M enterprise was born of these efforts.

Dr. Thompson is the co-founder and President of the Twin Cities Knowledge Management Forum. This group has been cited as one of the most successful local knowledge management groups formed to date. He is also a member of the executive committee of the Conference Board's Learning and Knowledge Management Council. In this capacity, he served as the membership chair for 1998 and is currently the program chair for 1999.

Coordinator: **Karla Stuebing**, FSD Data Services

Workshop 11 (Half Day)

Linking and Modeling: Unleashing the Value of Employee Survey Data

William H. Macey
Diane Daum
Personnel Research Associates, Inc.

The growing interest in linkage research has brought issues of methodology and analytical strategy to the forefront. Practitioners have come to rely upon various techniques, ranging from multiple linear regression to various forms of structural equation modeling. This workshop will focus on these different techniques and their appropriateness for the varying purposes of prediction and theory building. An important aspect of the workshop will be a discussion of techniques better known in other disciplines (e.g., "soft-modeling," or partial least squares). These will be contrasted with more familiar techniques both with reference to ease of use and applicability for their intended purposes.

To place these techniques in an appropriate context, a significant component of the workshop will be devoted to the constructs being modeled, including employee satisfaction, loyalty and commitment, and their drivers. Key drivers of important outcome measures, such as customer satisfaction and financial results, will also be discussed.

The emphasis of the workshop will be decidedly practical with discussion of issues such as how modeling and linkage research can be used to assist in the communication of survey outcomes to drive organizational change. An advanced quantitative background is not required or expected.

William H. Macey is President of Personnel Research Associates, Inc., and has nearly 25 years of experience in consulting with organizations to design and implement survey research. Dr. Macey's clients have included 25 of the current Fortune 100 companies. He was a contributing author to *Organizational Surveys: Tools for Assessment and Change*, (Kraut, 1996). Bill is a SIOP fellow and a past member of the editorial board of Personnel Psychology. He received his PhD in Psychology from Loyola University Chicago in 1975.

Diane Daum is a Vice-President of Personnel Research Associates, Inc., where she directs projects across PRA's full range of services, with emphasis on employee opinion survey projects. In addition, she oversees the development and implementation of supporting research strategies. Prior to joining PRA in 1995, Diane was a consultant with HRStrategies. Diane received her PhD from Bowling Green State University in 1995 in I-O Psychology.

Coordinator: **Kris Fenlason**, Questar

Workshop 12 (Half Day)

Learnings From the Forefront of Large Systems Change

Gary Jusela
Equiva Services, LLC

Nancy Lloyd Badore
The River Lane Company

World-class competitiveness in the manufacturing sector was the predominant focus of organizational transformation efforts in the 1980s. Today, individuals and companies are seeking to understand and gain competitive advantage within a new economy driven by the ascendance of computer and communications technology, the Internet, and e-commerce.

In this workshop we will look at the evolution of large-scale change methodologies over the past 20 years and reflect on how our respective roles and consulting priorities have shifted and evolved. We will draw upon our experiences working on cultural transformation, leadership education, and merger integration/enterprise development at Ford, Boeing, and Equiva Services.

The purpose of this workshop will be:

- To extract key lessons on how to achieve maximum leverage, impact, and speed in moving large organizations toward desired futures.
- To address the role of the I-O psychologist as a catalyst and facilitator of large-scale strategic change and enterprise development.
- To examine what we are learning about the new economy and how this is reshaping our business models and methodologies.
- To generate new wisdom in partnership with the audience about what the world of the year 2000 is demanding of us as facilitators of large-scale learning and development.

Gary E. Jusela is the Chief Learning Officer for Equiva Services, LLC, a $43 billion/year downstream oil alliance of Shell, Texaco, and Saudi Aramco within the United States. In this role, Gary is responsible for guiding the development of the organization's learning system and managing the organization effectiveness consulting practice and knowledge management activities.

Prior to joining Equiva Services, Dr. Jusela spent 11 years with the Boeing Company, attaining the position of Corporate Vice President, Organization Development. His work at Boeing included the launch of large-scale change interventions involving thousands of employees in cross-functional collaboration and working together partnerships among Boeing and its customers, suppliers, labor unions, and regulatory agencies. Working with the Ford Motor Company during the early to mid-1980s, Gary designed and implemented multiple initiatives within Ford's domestic and global operations to forward Employee Involvement, Quality is Job #1, and the establishment of a high performance, team-oriented culture. Gary received an M A and a PhD in organizational behavior from Yale University and a B S in psychology from the University of Michigan.

When **Nancy Lloyd Badore** retired from Ford Motor Company in 1993, she was one of the ranking women executives in the company and arguably the most influential. While with Ford, she conceived and implemented many of the initiatives that enabled the company to lead during an era of significant cultural change throughout the automotive industry. Her efforts began on the shop floor and continued upward through management ranks, culminating with the establishment of Ford's renowned Executive Development Center and her promotion to Executive Director. Currently sharing her knowledge and expertise with senior management of corporations and organizations worldwide, Dr. Badore

focuses on improving the success of leadership conferences, creating and sustaining cultural change within organizations, and assisting corporations to make the move from the definition of strategic goals to their actual implementation.

Born in Schenectady, New York in 1946, Dr. Badore received her bachelor's and master's degrees in experimental psychology from California State University (San Diego), and holds a PhD in social psychology from Boston College. Prior to her tenure with Ford Motor Company, she worked as a consultant for Harbridge House, Boston, Massachusetts. She has served on a variety of boards of directors.

Coordinator: **Ed Kahn**, Royal Dutch/Shell Group

Workshop 13 (Half Day)

The Changing Role of Human Resources Meets the I-O Practitioner: Thinking and Acting Like an Executive

Phil Jury
Safelite Auto Glass Corporation

Dick Beatty
Princeton

An increasing number of I-O trained psychologists are working as practitioners in for-profit, not-for-profit, and government organizations. They hold jobs as professionals and managers servicing the people-related needs of their organizations.

This workshop deals with the organizational and personal issues faced by I-O trained practitioners in their work and the perspectives and actions which foster success in these roles. In particular, noted author and consultant Dick Beatty will discuss the changing nature of the HR function and what is required to become a "player" in this evolving venue. He will present recent research describing HR scorecard indicators of success and comments from a sample of HR vice presidents regarding the art of making an impact in organizations. Phil Jury, Human Resources Vice President for Safelite Auto Glass Corporation, will discuss perspective and how to think like and deal with executives who often view organizations through lenses that are quite different from those of the psychologist. He will describe lessons learned from his years of executive coaching regarding "sensemaking" and how to fuse one's training, experience, and beliefs as a psychologist with those of bottom-line oriented executives.

Finally, both presenters will comment on the socialization and training received in I-O graduate programs and how to translate those perspectives and information into practitioner situations.

Phil Jury has a PhD in I-O psychology from the University of Minnesota and more than 25 years of experience in the area of employee opinion assessment and organizational development and 20 years of experience as President and CEO of SPR Center, a national consulting and research firm, specializing in designing employee survey programs, HRM systems, and organization change consulting.

Dick Beatty, a professor and management consultant for more than 25 years, has been affiliated with the management consulting firm Sibson and Company and held tenured professorships in the Graduate School of Business Administration at the University of Colorado and in the School of Management and Labor Relations at Rutgers University.

Dr. Beatty is also active in executive and professional education. He was recently appointed a Core Faculty member at the University of Michigan's Executive Education Center, and teaches in Executive Education Programs at Cornell University, University of Pittsburgh, and the Wharton School of the University of Pennsylvania.

As a management consultant, he has worked with well over half of the *Fortune* 100 firms. His specialty is working with organizations to design and implement strategic change initiatives, emphasizing the building of workforce capability (and intellectual capital) through the human resource "tool kit."

Dr. Beatty has authored (or co-authored) more than 100 articles and papers and written and edited several books, including *Performance Appraisal: Assessing Human Behavior at Work, The Performance Measurement, Management, and Appraisal Sourcebook* and *The Strategic Human Resource Management Sourcebook.*

Coordinator: **Mick Sheppeck**, University of St. Thomas

Workshop 14 (Half Day)

Retaining Valued Employees:Robust and Promising Methods for Improving Retention

Peter W. Hom
Arizona State University

Rodger W. Griffeth
Georgia State University

This Workshop will introduce a number of research-based methods for improving employee retention. These methods have been classified into two major categories based on the level of research rigor used to investigate their impact on turnover. Robust methods are considered quasi-experimental or experimental research interventions shown to reduce turnover. Promising methods for curtailing turnover are suggested by a wider body of organizational research investigating predictors of turnover. Thus, instead of using experimental or quasi-experimental interventions, this section examines methods which are based on predictive research surveys using actual turnover as a criterion, as well as, attitude surveys or informal observations. In addition, results of a recent meta-analysis will be provided. At the completion of this workshop, participants will have: (a) knowledge of the causes and correlates of employer turnover, and (b) knowledge of a number of methods for improving employee retention.

Topics

- Causes and Correlates of Employee Turnover: Results of a Recent Meta-Analysis
- Robust Methods to include: Realistic Recruiting, Job Enrichment, Workspace Characteristics, Socialization Practices, Using Biographical Predictors, Personality Selection and Placement
- Promising Methods to include: Compensation Practices and Strategies, Demographic Diversity and Management, Managing Interrole Conflict, Family Leave, Child & Dependent Care Services, Alternative Work Schedules, Telecommuting

Most major sections will begin with a realistic problem producing turnover, followed by a discussion of how to resolve the problem. Presenters will describe the various methods for reducing turnover. Managers interested in or responsible for reducing employee turnover would likely benefit from this workshop.

Peter W. Hom received his PhD from the University of Illinois (Champaign-Urbana) and is a professor of management in the College of Business at Arizona State University. He received his degree in I-O psychology. In recent years, Dr. Hom has investigated theories of employee turnover, performance appraisal practices, and product design teams. He has authored scholarly articles in the *Academy of Management Journal*, the *Journal of Applied Psychology*, *Organizational Behavior and Human Decision Processes*, and *Journal of Management*. He has also completed a book titled *Employee Turnover* published by Southwestern Publishing Company (1995). He won the 1992 Scholarly Achievement Award from the Human Resource Division of the Academy of Management for best published academic article in Human Resources. Dr. Hom currently serves on Editorial Boards for the *Academy of Management Journal*, *Journal of Applied Psychology*, and *Journal of Management*.

Rodger W. Griffeth received his PhD from the University of South Carolina and is professor of management and senior associate in the W.T. Beebe Institute of Personnel and Employment Relations at Georgia State University in Atlanta, Georgia. His primary research interest is investigating employee turnover processes, and he recently co-authored a research book with Peter Hom, titled *Employee Turnover*, published in 1995 by Southwestern Publishing Co. He is currently working on a second book tentatively titled *Retaining Valued Employees*. He authored or co-authored numerous refereed articles and papers on turnover in such scholarly journals as the *Academy of Management Journal*, *Journal of Applied Psychology*, *Journal of Management*, *Journal of Organizational Behavior*, *Human Relations*, *Organizational Behavior and Human Decision Processes*, and *Psychological Bulletin*. Dr. Griffeth has received several national and regional awards for research excellence. He has been a consultant to several *Fortune* 500 and public sector companies on a variety topics including, but not limited to: employee turnover, participation, satisfaction, absenteeism, and assessment center validation. He was recently appointed editor of *Human Resource Management Review*, a relatively new journal in the field, published by JAI Press. He also serves as an ad hoc reviewer for several national and international journals.

Coordinator: **Jack Kennedy**, Brecker and Merryman

Workshop 15 (Half Day)

Leaders Developing Leaders: A Strategy for Change

Charles Tharp
Steve Sadove
Ben E. Dowell
Peter M. Fasolo
Ginger L. Gregory
Kalen F. Pieper
Bristol-Myers Squibb Company

Developing leaders for the future and ensuring that the pipeline of talent adequately meets business needs is a key priority in today's organizations. In this workshop, participants will have the opportunity to review and discuss the successful strategy adopted by Bristol-Myers Squibb to significantly enhance the organization's focus on leadership development. The session will review how Bristol-Myers Squibb implemented a strategy of "Leaders Developing Leaders" by involving the senior leadership directly in "teaching" the executives of the company how to develop others. As part of the workshop, participants will participate in portions of the actual program taught by senior leaders. These segments include the role of standards in development, a debate on the balance between assessment and development, and the importance of organizational justice.

Participants will learn how to implement a change model for line management teaching, design training programs for delivery by senior executives, and design and implement an integrated leadership development model.

Charles Tharp has been Senior Vice President–Human Resources for Bristol-Myers Squibb Company since January, 1993. He is a member of the Management Committee and is active in the strategic management of the company. He joined the company in 1987 as Director, Compensation and Benefits. In 1990, Charlie was promoted to Vice President, Compensation and Human Resource Development. Before joining Bristol-Myers Squibb, Charlie was an executive compensation consultant with the international compensation and benefits consulting firm TPF&C. Prior to that he held human resources positions at PepsiCo, Pillsbury, and General Electric. Charlie holds a PhD in Labor and Industrial Relations from Michigan State University, an MA in Economics from Wayne State University, and has done graduate-level work in taxation at the University of Minnesota. He was a George F. Baker Scholar, Phi Beta Kappa, and a Mâgna cum Laude graduate of Hope College with a BA in Economics.

Steve Sadove joined Bristol-Myers Squibb Company in October of 1991 as President of Clairol. In April of 1994, he was appointed President, Worldwide Clairol having direct responsibility for the U.S. Clairol business as well as all of the consumer businesses in Canada, Europe, Middle East, Africa and Latin America. In September of 1996, he was appointed President, Bristol-Myers Squibb Worldwide Beauty Care responsible for Clairol Worldwide and Matrix Essentials. In November of 1997, he was appointed President, Bristol-Myers Squibb Worldwide Beauty Care and Nutritionals adding Mead Johnson Nutritionals to his responsibilities. In December of 1998, he was appointed Senior Vice President of Bristol-Myers Squibb Company and in addition to his responsibilities as President, Worldwide Beauty Care and Nutritionals is directing the Innovation Council for the corporation.

Mr. Sadove came to Clairol from Kraft General Foods where he was Executive Vice President and General Manager of the Desserts Division of General Foods USA. He received his BA with honors from Hamilton College and his MBA with distinction from the Harvard Business School. He is presently on the Board of Trustees for the Harvard Business School Club of New York and a member of the Healthcare Leadership Council (HLC).

Ben E. Dowell is Vice President, Center for Leadership Development for the Bristol-Myers Squibb Company. In his current position, he is responsible for leading a group which provides consulting to the management of Bristol-Myers Squibb focused on the development, renewal, and continuity of leadership and operating culture across the company. He has been with Bristol-Myers Squibb since 1989 in a variety of human resource generalist and human resource development roles. Prior to Bristol-Myers Squibb, Dr. Dowell held a number of management development and human resource generalist positions in various divisions of Pepsico. He began his career with Pepsico in 1978 with Frito-Lay and then moved to Pepsico Foods International and then to Pizza Hut. Prior to Pepsico he was Assistant Professor of Administrative Sciences in the Graduate School of Business at Kent State University and managing partner of The Kent Group, a consulting firm he co-founded. Ben received his PhD in I-O psychology from the University of Minnesota and his BA in psychology from the University of Texas.

Peter M. Fasolo is Vice President, Human Resources International Medicines for the Bristol-Myers Squibb Company. In his current position, he has generalist responsibilities for all medicines business outside the United States. Peter joined Bristol-Myers Squibb in 1992 and has held both generalist and management development positions of increasing responsibility, including VP HR Pharmaceutical Europe and VP HR for the Zimmer Division of Bristol-Myers Squibb. Prior to joining Bristol-Myers Squibb, Dr. Fasolo was a Senior

Consultant for AON Consulting (formerly HR Strategies) and a Senior Associate for HR Associates. Peter received his PhD in I-O psychology from the University of Delaware, his MA in psychology from Fairleigh Dickinson and his BA in psychology.

Ginger L. Gregory is Director, Center for Leadership Development for the Bristol-Myers Squibb Company. In her current position, she is responsible for consulting to the Worldwide Medicines Division of Bristol-Myers Squibb in all areas of leadership development, encompassing assessment systems, development processes, and measurement of effectiveness. She has been with Bristol-Myers Squibb since 1998. Prior to Bristol-Myers Squibb, Dr. Gregory worked as a consultant with Booz-Allen and Hamilton leading change management and human resources projects. Prior to Booz-Allen and Hamilton, Ginger worked as a consultant with Gehlhausen, Ruda and Associates focusing on executive assessment and coaching, team building, and organizational analysis. As a consultant, she has worked with numerous corporations and government agencies including Lockheed Martin, Atlantic Richfield, Playboy Enterprises, First Chicago/ NBD, American Red Cross, and the U.S. Army. Ginger received her PhD in I-O psychology from the George Washington University and her BA in psychology from the University of Massachusetts.

Kalen F. Pieper is Director, Human Resources International Medicines for the Bristol-Myers Squibb Company. In her current role, she has HR generalist responsibility for the Asia Pacific/Middle East and Africa Region. She joined the company in 1998. Prior to Bristol-Myers Squibb, Dr. Pieper held a number of management development positions in Frito-Lay and Pepsi-Cola. Prior to that she was a consultant with the Vandaveer Group. Kalen received her PhD in I-O psychology from the University of Houston and her BA in psychology from the University of Texas.

Coordinator: **Kalen F. Pieper**, Bristol-Myers Squibb Company

Workshop 16 (Half Day)

Practicing HR and I-O Across Cultures: The Human Touch

Miriam Erez
Technion-Israel

Vicki Pollman
Caltex-Singapore

Companies today compete globally for materials, consumers, and employees. As companies globalize operations, they export their capabilities in manufacturing, technology, and processes. With this, human resource and management practices are also exported. Given an appropriate infrastructure, technology and manufacturing techniques can work in any culture. But can human resource-related theory and practice be exported to different cultures? What works? What are the pitfalls in implementing systems designed in the West to other parts of the world?

This workshop will explore the role of culture in how we manage and treat employees. Specifically, the workshop will:

- Provide a framework for how culture influences behavior
- Discuss how HR practices are currently being implemented and adapted to be effective for different cultures and countries
- Use case studies and exercises to demonstrate the role of culture in HR practices

This workshop should be especially useful if you are currently working, or are planning to work, internationally. However, many of the principles also will apply to working with different cultures within the United States. The presenters hope to balance theory with applied implications and practical solutions.

Participants will be encouraged to share their own experiences, practices and problems with practicing or managing cross-culturally. If you have specific cases or questions, please send them to the presenters (via e-mail) prior to the workshop! (Miriam Erez, merez@stern.nyu.edu or Vicki Pollman, uapollman@caltex.com)

Miriam Erez is a professor of I-O psychology. She is the dean of the William Davidson Faculty of Industrial Engineering and Management at the Technion-Israel Institute of Technology. Her research focuses on two major topics: work motivation and cross-cultural organizational behavior. She is the co-author of two books and the co-editor of two additional books on culture

and organizational behavior, and she has published over 50 articles and book chapters. Dr. Erez is a Fellow of APA, SIOP, and the Academy of Management. She is the Editor of *Applied Psychology: An International Review.* She serves on the editorial board of *Organizational Behavior and Human Decision Processes and The Academy of Management Journal.* Miriam is President of the division of organizational psychology, of the International Association of Applied Psychology.

Vicki Pollman is General Manager of Human Resource Development for Caltex, which is based in Singapore. She is responsible for designing global human resource development systems and practices, including strategic workforce planning, expatriate strategy, human resource planning reviews, succession planning, competency model development, executive recruiting, executive development, worldwide employee survey, performance management, and executive coaching. Dr. Pollman has also managed employment, EEO, employee relations and acted as compensation manager. She joined Caltex in 1996. Prior to this, she worked for Texaco and Union Texas Petroleum where she held a variety of positions with responsibility for implementing human resource processes and systems around the world. Vicki earned her PhD in I-O psychology from University of Houston and a BBA in Management and Computer Science from Southwest Texas State University. She is one of the founding members of the Multi Source Feedback Forum.

Coordinator: **James Eyring**, Arthur Andersen Business Consulting

9TH ANNUAL SIOP 5K RACE/FUN RUN: WHAT YOU NEED TO KNOW AND REGISTRATION FORM

Once again, there will be a 5K Race/Fun Run at the annual SIOP Conference. This year's run will be held on Saturday morning, April 15, 2000, at 7:00 a.m. Specific course and race details were not available at the time registration material went to press, but will be announced in *TIP* and on the SIOP website once they are finalized. Transportation will be provided to and from the course. Over 120 SIOPers participated in last year's event. Walkers are welcome. T-shirts will be given to all participants and awards will be given to the top three male and female finishers within age brackets. There will also be team competition (university/organization team; advisor-advisee; scientist-practitioner.) Please try to join us this year. It's a great chance to catch up with or run into old friends and colleagues. The registration fee is $15 ($10 for student affiliates.) To pre-register for the race, mail this form and check to the SIOP Administrative Office. There will be on-site registration, but we encourage interested parties to pre-register by February 28, 2000. If you have any questions about the race, e-mail or call Kevin Williams at the University at Albany, kevinw@csc.albany.edu, (518) 442-4849. ***Mail form and entry fee to the address below. Make checks payable to SIOP.***

SIOP Administrative Office
745 Haskins Rd., Suite D
P.O. Box 87
Bowling Green, OH 43402

ENTRY FORM FOR 5K RACE/FUN RUN

Name: ____________________
Address: ____________________
____
____
Telephone: ____________________
E-mail: ____________________

T-Shirt Size: ____ M ____ L ____ XL

Team Entry:
____ Advisor-Advisee (other team member: ____________)
____ Mixed-Doubles (other team member: ____________)
____ Scientist-Practitioner (other team member: ____________)
____ 4-person University or Organization team (Names: ____________
____
____________________)

2000 SIOpen GOLF OUTING

Thursday, April 13, 2000
Lakewood Country Club, New Orleans, LA
1:00 p.m. Shotgun Start

*** * * FEBRUARY 28, 2000 ENTRY DEADLINE * * ***

Chuck ("Nassau") Lance and José ("Skins") Cortina invite you to participate in the 4th Annual SIOpen Golf Outing at the Lakewood Country Club the afternoon of April 13, 2000 in New Orleans, Louisiana, just prior to this year's SIOP meeting. Lakewood Country Club is only about 4 miles from the New Orleans Hyatt Regency across the Mississipi Bridge on General DeGaulle Drive. (see www.lakewoodgolf.com/lccmap.htm for a local area map).

Although the weather was not cooperative last year, the 1999 SIOpen at Stone Mountain Golf Club outside Atlanta was again well attended with 20 participating foursomes. We hope you can join us (again) this year.

Founded in 1919, Lakewood Country Club is very convenient to the New Orleans Hyatt Regency and has hosted 26 New Orleans Open Championships. So tread where past champions such as Jack Nicklaus, Tom Watson, Gary Player, Lee Trevino, Seve Ballesteros, and Ben Crenshaw (and even Bo Wininger!) have bested the field in years past at Lakewood! Read some of the club's history at www.lakewoodgolf.com/history.htm and check out the course layout (Par 72, 6,673 yards) at www.lakewoodgolf.com/layout.htm. Thanks to Ron Landis for helping us select what promises to be a great venue for the 2000 SIOpen!

The format for the 2000 SIOpen will again be a 4-person scramble (each team member hits a tee shot, selects the best shot, each team member hits from there, selects the best shot again, etc.). Form your own team or José and Chuck will team you up. The entry fee of $60 includes greens fees, electric cart, and prizes (longest drive, closest to the pin, etc.). And this year, Dan Sachau has arranged sponsors (including Allyn and Bacon) who will provide prizes and refreshments for SIOpen participants.

Players of ALL skill levels are welcomed: Teams will be appropriately handicapped. Defending "champions" are the Minnesota State University team of Dan Sachau, Jason Miller, and Todd Bricker who have retained the coveted "Hugo Cup" somewhere amongst their 10,000 lakes since last year's SIOpen. Winners of the 2000 SIOpen will retain the "Hugo Cup" until the 2001 SIOpen in San Diego.

To register for the 1999 SIOpen, complete the form on the next page and mail it to José Cortina, Psychology Department, MSN3F5, 4400 University Dr., George Mason University, Fairfax, VA 22030. Completed entry forms must be received by February 28, 2000. Be sure also to indicate your participation in the Golf Outing on your General SIOP Conference Pre-Registration Form and include payment in your grand total.

Fourth Annual SIOpen Golf Outing Entry Form

Lakewood CC, New Orleans, LA
Thursday, April 13, 2000—Shotgun Start at 13.00

Format: Four-person scramble
Appication Deadline: April 13, 2000*
Entry fee: $60/person**

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

(Please type or print legibly)

***Team Name*‡: ______________________**

Team Captain
(or Individual):______________
Address:______________________
City/St/Zip:__________________
Phone:________________________
E-mail:_______________________
Handicap/Average score‡‡:______

Team Member #2:_______________
Address:______________________
City/St/Zip:__________________
Phone:________________________
E-mail:_______________________
Handicap/Average score‡‡:______

Team Member #3:_______________
Address:______________________
City/St/Zip:__________________
Phone:________________________
E-Mail:_______________________
Handicap/Average score‡‡:________

Team Member #4:_______________
Address:______________________
City/St/Zip:__________________
Phone:________________________
E-Mail:_______________________
Handicap/Average score‡‡:________

* Mail application to José Cortina, Psychology Department, MSN3F5, 4400 University Dr., George Mason University, Fairfax, VA 22030. Include payment with fees on General Conference Pre-Registration Form. Contact Chuck ("Nassau") Lance (V: (706) 542-3053, E: clance@arches.uga.edu) or José ("Skins") Cortina (V: (703) 993-1347, E: jcortina@osf1.gmu.edu) for additional information.
Includes greens fee, cart, and prizes. ‡Enter individually, or up to a full 4-person team. ‡‡Honest!**

I O T A S

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

As always, and for your perusal, listed below are some interesting *TIP*bits regarding the merry old land of I-O including recent promotions and awards, job changes, new books by SIOP members, and other items of interest. Please be sure to send all of your IOTAS to my new and improved e-mail address: allanhc@aol.com and I'll be sure to work them in to a future edition. (If you've already been using this address and are now puzzled, not to worry, it's been in operation for quite some time. As to why I have been using allanhc96 instead for the last 3 years, that's a story for another day).

Promotions and Awards

We were informed that **Hannah R. Rothstein** was promoted to Professor of Management at Baruch College of the City University of New York, and will be coordinating the PhD program there in organizational behavior and human resource management. The faculty of this program include SIOP fellows **Abe Korman** and **Allen Kraut**, as well as SIOP members **Richard Kopelman**, and **Karen Lyness**. Its goals are to prepare psychologically oriented scientist-practitioners to assume a variety of roles in human resource management. Students interested in applying to the program can reach Hannah at (212) 802 6901 or e-mail Hannah_Rothstein@baruch.cuny.edu.

I am very pleased to have been awarded "The Outstanding O.D. Consultant of the Year Award" at the Organization Development Institute's 29th Annual Information Exchange in San Antonio, Texas. The award was given for his work as Editor of *The Organization Development Journal* (1997-2001) and his other contributions to the field of organization development.

People on the Move

Jeff Schippmann wrote in recently to inform people of his recent move to the East Coast. After 7 years at PDI, Jeff has taken a new job with PepsiCo as Director, Organization and Management Development. (Wow, another I-O practitioner experiences OD—the undiscovered country!). His new contact information is a follows: Jeff Schippmann, PepsiCo, 700 Anderson Hill Road, Purchase, New York 10577-1444, (914) 253-2385, jeff.schippmann@pepsi.com. Welcome to the NY metro region Jeff!

David V. Day from the Department of Psychology at Penn State University sent in the following announcement: "**Kevin Murphy** and **Jan Cleveland** will be joining the Penn State psychology department next Fall. We are delighted to have them on board! This will bring the PSU I-O faculty to seven strong, also including **Jim Farr**, **Rick Jacobs**, David Day, **Susan Mohammed**, and **Alicia Grandey**. The addition of Kevin and Jan will certainly make for some exciting and productive times in Happy Valley."

Suzanne Tsacoumis wrote in to let us know that **Chris Sager**, PhD, has recently joined the Human Resources Research Organization (HumRRO) in Alexandria, Virginia. He is a senior staff scientist in the personnel selection and development program area.

Jeff Daum, President of Competency Management Incorporated (www.competencymanagement.com) sent in the following announcement: "Competency Management Inc. takes pleasure in announcing that **Dr. Matthew J. Such** has joined our firm as Project Manager. Dr. Such brings several years of hands-on human resources consulting experience, and has recently completed his doctorate in I-O psychology from Central Michigan University. Matt will head CMI's selection and test development/validation unit. He can be reached at (313) 885-4421."

Daniel P. Skarlicki has moved from the Department of Psychology at the University of Calgary, to the Faculty of Commerce at the University of British Columbia, Vancouver, British Columbia. Dan can be reached via e-mail at dan.skarlicki@commerce.ubc.ca.

Pat Hauenstein has left his position of Vice-President of Assessment Technologies at DDI to assume the position of President, Advantage Hiring, Inc. Advantage Hiring is a technology spin-off of DDI focused on providing employee selection support directly to hiring managers via the web. Those interested can check out their web-site at www.advantagehiring.com or e-mail Pat directly at phauenst@advantagehiring.com.

We were informed that **Curt Hansen** has left Lincoln National Corporation after 11 years there, and has now joined The Timken Company in Canton, Ohio as Senior I-O Psychologist. Curt can be reached at (330) 471-2773 or via e-mail at hansencu@timken.com.

Susan W. Stang, PhD, who previously served as both the Corporate Vice President and the Director of Consulting Services at Psychological Services Inc. (PSI), is pleased to announce the opening of her new consulting firm, Performance-Based Selection, Ltd. (PBS). Susan serves as PBS President and CEO. She can be reached at Performance-Based Selection, Ltd., 896 Corporate Way, Suite 400, Westlake, Ohio 44145; tel: 440/808-1514; fax: 440/808-1519; e-mail: s.stang@pbs-ltd.com.

Cathleen M. Callahan, PhD, formerly with the Consulting Services division of Psychological Services, Inc. (PSI), has accepted the position of Senior

Consultant at Performance-Based Selection, Ltd. (PBS). Cathleen may be phoned at 440/808-1514 or e-mailed at c.callahan@pbs-ltd.com.

Monica Hemingway wanted us to know that she recently left The Chauncey Group International and joined Dow Chemical as global Selection Process Leader. She can be reached at The Dow Chemical Company, Employee Development Center, Midland, Michigan 48674 or via e-mail at mahemingway@dow.com.

Books and Resources

Our very own "Practice Network" columnist, **Mike Harris** from the School of Business Administration at University of Missouri-St. Louis, wanted everyone to know that his new book, *The Employment Interview Handbook*, Robert Eder and Michael Harris (Eds.), was recently published by Sage. For those who might be interested, more info can be found on the publisher's website: www.sagepub.com. Mike of course can be reached at mharris@umsl.edu

Other Items of Interest

Did you catch our own **Wayne Camara** on *Frontline*, October 5? The show featured the SAT, pro and con, but Wayne expected the con to be dominant as the chief consultant to the producer of the show was Nicholas Lemann, a critic of the test. Lemann accuses the SAT of perpetuating a national meritocracy. It is interesting to note that Lemann just happened to have a new book, *The Big Test: The Secret History of the American Meritocracy*, appearing on newsstands about the time of the *Frontline* show. Wayne did a great job. He sounded scientific, looked good, and reported that the party afterward was quite fine. Good job, Wayne!

Manuscripts, news items, or other submissions to *TIP* should be sent to:

Allan Church
W. Warner Burke and Associates, Inc.
201 Wolfs Lane
Pelham, NY 10803–1815
Phone: (914) 738–0080 Fax: (914) 738–1059 E-mail: AllanHC@aol.com

OBITUARIES

David Kipnis, PhD, distinguished professor in the Department of Psychology at Temple University for 30 years, died suddenly on August 26, 1999. An internationally renowned social and organizational psychologist, his research and writing on power and technology was seminal in the field. Among his contributions was the discovery of how power enters into the selection of influence strategies. People who control resources that are valued by others, or who are perceived to be in positions of dominance, or who perceive themselves to be dominant over others, use a greater variety of influence strategies than those with less power. Furthermore, people with power have a tendency to use what Dr. Kipnis termed "strong tactics" (i.e., directive strategies) with greater frequency than those with less power. This "metamorphic effect of power," Dr. Kipnis believed, may explain the corrupting effect of authoritarian leadership, and is also tacit evidence of Lord Acton's famous admonition that "power tends to corrupt, and absolute power corrupts absolutely."

Dr. Kipnis was the author of numerous articles, had lectured widely in the U.S. and abroad, and was the author of three books: *Character Structure and Impulsiveness* (Academic Press, 1972), *The Powerholders* (University of Chicago, 1976, revised 1982), and *Technology and Power* (Springer-Verlag, 1990). He served on editorial boards of leading journals, and his work was widely cited in textbooks. A fund has been set up by his colleagues in the Division of Social and Organizational Psychology, and donations may be sent to the Director of the S&O Division, Department of Psychology, Temple University, Philadelphia, PA 19122. Checks should be made payable to Temple University, and marked "S&O Endowment, In memory of David Kipnis."

Ralph Rosnow

Other Losses

Norman Gekoski, who directed the Industrial Psychology program at Temple (which later became part of the current Social & Organizational Psychology program) and was a professor at Temple for decades, recently passed away in Illinois.

Don Hantula

CONFERENCES AND MEETINGS

This list was prepared by David Pollack. Please submit additional entries to David Pollack at the U.S. Immigration and Naturalization Service, 800 K Street, NW, Room 5000, Washington, DC 20536, or call (202) 305-0081, fax entries to (202) 305-3664, or send e-mail to David.M.Pollack@usdoj.gov

2000

March 3–5: 21st Annual Industrial Organizational/ Organizational Behavior Graduate Student Conference. Knoxville, TN. Contact: James LeBreton, jlebreto@utk.edu. (423) 974-3161.

March 8–12: Annual Conference of the Academy of Human Resource Development. Raleigh-Durham, NC. Contact: AHRD, (504) 334-1874.

March 28–April 2: Annual Conference of the Southeastern Psychological Association. New Orleans, LA. Contact: SEPA, (850) 474-2070.

March 29–April 6: Annual Conference of the American Society for Public Administration. San Diego, CA. Contact: ASPA, (202) 393-7878.

April 14–16: 15th Annual Conference of the Society for Industrial and Organizational Psychology. New Orleans, LA. Contact: SIOP, (419) 353-0032.

April 24–28: Annual Convention, American Educational Research Association. New Orleans, LA. Contact: AERA, (202) 223-9485.

April 24–28: Annual Convention, National Council on Measurement in Education. New Orleans, LA. Contact: NCME, (202) 223-9318.

May 1–4: 28th International Congress on the Assessment Center Method. San Francisco, CA. Contact: DDI, (412) 257-3952.

May 14–17: National Training Conference of the International Personnel Management Association-Canada. Edmonton, Canada. Contact: Loverne Gretsinger, (780)492-8165 or loverne.gretsinger@ualberta.ca.

May 20–25: Annual Conference of the American Society for Training and Development. Dallas, TX. Contact: ASTD, (703) 683-8100.

May 24–26: 8th Annual Symposium on Individual, Team, and Organization Effectiveness. Denton, TX. Contact: Center for the Study of Work Teams, (940) 565-2198 or workteam@unt.edu.

June 3–7: Annual Conference of the International Personnel Management Association Assessment Council. Washington, DC. Contact: IPMA, (703) 549-7100.

June 8–11: Annual Convention of the American Psychological Society. Miami, FL. Contact: APS, (202) 783-2077.

June 13–16: 30th Annual Information Exchange on What is New in O.D., Pacific Grove, CA. Contact: Organization Development Institute, (440) 729-7419.

June 16–18: Convention of the Society for the Psychological Study of Social Issues. Minneapolis, MN. Contact: SPSSI, (734) 662-9130.

June 25–28: Annual Conference of the Society for Human Resource Management. Las Vegas, NV. Contact: SHRM, (703) 548-3440.

July 17–22: 20th O.D. World Congress. Goa, India. Contact: Organization Development Institute, (440) 729-7419.

July 30–Aug 4: Annual Conference of the Human Factors and Ergonomics Society. San Diego, CA. Contact: The Human Factors and Ergonomics Society, (310) 394-1811.

Aug 4–8: Annual Convention of the American Psychological Association. Washington, DC. Contact: APA, (202) 336-6020.

Aug 6–9: Annual Meeting, Academy of Management. Toronto, Canada. Contact: Academy of Management, (914) 923-2607.

Aug 10–12: Annual Conference of the Association of Management/International Association of Management. San Antonio, TX. Contact: AoM/IAOM, (804) 320-5771.

Aug 13–17: Annual Convention of the American Statistical Association. Indianapolis, IN. Contact: ASA, (703) 684-1221.

Sept. 11–13: 11th Annual International Conference on Work Teams. Dallas, TX. Contact: Center for the Study of Work Teams, (940) 565-3096 or workteam@unt.edu.

Future SIOP Annual Conferences

2000	April 14-16	New Orleans	Hyatt Regency
2001	April 27-29	San Diego	Sheraton
2002	April 12-14	Toronto	Sheraton
2003	April 11-13	Orlando	Hilton
2004	April 2-4	Chicago	Sheraton

CALLS AND ANNOUNCEMENTS

The Walter F. Ulmer, Jr. Applied Research Award

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

Research Requirements

1. The study must be in the domain of leadership, or leadership development, and should be innovative in its approach to the problem addressed.
2. The research must be the author's own original work, must have been conducted in the last 2 years, and not have been previously published.
3. The study must have an applied focus, that is, it was undertaken to diagnose issues, solve problems, or improve practice in an organizational system.
4. Methodologies considered will include action research and case/field studies.
5. Only one submission per project or person will be accepted.

Judging Criteria

1. Appropriateness of topic (fit with research award focus; relevance to needs faced by practitioners.)
2. Quality of research (consideration of relevant literature; soundness of method and analysis; innovativeness of research.)
3. Application value (clarity and significance of research application and conclusions; implications to practice in terms of "So what?" and "Who cares?")

Paper Guidelines

1. Papers should be prepared according to the current Publication Manual of the APA and should not exceed 30 typed, doubled-spaced pages (including title page, abstract, tables, figures, notes, and synopsis). *Four* copies should be submitted.
2. Papers should include: summary of the problem addressed by the study; overview of the relevant literature; synopsis of the methodology

used and the findings; how the findings of the study were applied, and, importantly, statement of implications for research and practice.

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

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

Submission

Entries should be submitted to **Cynthia McCauley, Ph.D., Center for Creative Leadership, One Leadership Place, P.O. Box 26300, Greensboro, NC 27438-6300.** All entries must be received by *March 31, 2000.* The winning papers will be announced by *June 2, 2000.*

Call for Submissions:

Jepson Award for Outstanding Dissertations in Leadership Studies

The Jepson School of Leadership Studies at the University of Richmond seeks submissions for the 2000 Jepson Award for Outstanding Dissertations in Leadership Studies. Each finalist in this first award competition will receive a cash stipend and will be invited to discuss his or her dissertation research at a colloquium to be held in Richmond, Virginia on April 1–2, 2000. In order to be eligible for the award competition, a dissertation must be completed between *August 1, 1998 and March 1, 2000.* Winning submissions will be published in a collection on new developments in leadership studies. The Jepson School of Leadership Studies is the nation's first undergraduate school of leadership studies. Made possible by a gift from Robert and Alice Jepson in 1988, the school offers a multidisciplinary course of study around the single theme of leadership.

Submissions can be on any topic with substantial implications for understanding leadership. The selection committee welcomes submissions from those completing dissertations in the Humanities (e.g., English, History, Philosophy, Religion,), Social Sciences (e.g., Anthropology, Communication, Political Science, *Psychology*, Sociology), and Business (e.g., Management, MIS), among other fields. Both theoretical and empirical studies will be considered. Dissertations will receive a blind review by a panel of judges, and they will be evaluated in terms of their (1) scholarly excellence and (2) potential impact for advancing leadership theory, research, and practice. A small number of finalists will each receive a $1,000 stipend (plus all travel expenses) to be awarded upon the presentation of their dissertation research at the colloquium in April.

All submissions must be received by **January 15, 2000**. Notifications to finalists will be made by February 15, 2000. Interested parties should send a

letter of interest, a brief biographical note, one substantive dissertation chapter (specifically, the chapter that best represents author's dissertation), and verification of the dissertation defense date (e.g., a letter from the dissertation advisor) to: **Dr. J. Thomas Wren, Chair, Jepson Dissertation Award Committee, Jepson School of Leadership Studies, University of Richmond, Virginia 23173.** Further materials may be requested at a later date. Please note that submitted materials will not be returned to authors. Candidates are welcome, however, to submit their materials on a *diskette in Word 97* format or, alternatively, to make submissions *electronically* as attachments to: jepsonaward@richmond.edu. All related queries related to should be directed to this e-mail address as well. Further information about the Dissertation Award can be found on the web site for the Jepson School of Leadership Studies at: http://www.richmond.edu/academics/leadership/.

Call for Nominations:
Society for General Psychology Awards for 2001

The Society for General Psychology, Division One of the American Psychological Association, seeks nominations for its 2001 awards: The William James Book Award given for a book that serves to integrate material across psychological subfields or provides coherence to the diverse subject matter of psychology; the Ernest R. Hilgard Award for a Career Contribution to General Psychology; the George A. Miller Award for an Outstanding Recent Article in General Psychology; and the Arthur W. Staats Lecture for Unifying Psychology.

For all of these awards, the focus is on the quality of the contribution and the linkages made between the diverse fields of psychological theory and research. The Society for General Psychology encourages the integration of knowledge across the subfields of psychology and the incorporation of contributions from other disciplines. The Society is looking for creative synthesis, the building of novel conceptual approaches, and a reach for new, integrated wholes. A match between the goals of the Society and the nominated work or person will be an important evaluation criterion.

The Staats Award has a unification theme, recognizing significant contributions of any kind that go beyond mere efforts at coherence and serve to develop psychology as a unified science. The Staats Lecture will deal with how the awardee's work serves to unify psychology. There are no restrictions on nominees, and self-nominations as well as nominations by others are encouraged for these awards. For the Hilgard Award and the Staats Award, nominators are asked to submit the candidate's name and vitae along with a detailed statement indicating why the nominee is a worthy candidate for the award and supporting letters from others who endorse the nomination. For the Miller Award, nominations should include: vitae of the author(s), four copies of the article being considered (which can be of any length but must be in print and have a post-

1994 publication date), and a statement detailing the strength of the candidate article as an outstanding contribution to General Psychology. Nominations for the William James Award should include three copies of the book (dated post-1994 and available in print); the vitae of the author(s) and a one-page statement that explains the strengths of the submission as an integrative work and how it meets criteria established by the Society. Text books, analytic reviews, biographies, and examples of applications are generally discouraged.

Winners will be announced at the Fall convention of the American Psychological Association the year of submission. Winners will be expected to give an invited address at the subsequent APA convention and also to provide a copy of the award address for inclusion in the newsletter of the Society. All nominations and supporting materials for each award must be received on or before **March 15, 2000**. Nominations and materials for all awards and requests for further information should be directed to **General Psychology Awards, c/o C. Alan Boneau, Department of Psychology, George Mason University, Fairfax, VA, 22030. Phone: 703-993-4118; Fax: 301-320-2845; E-mail: aboneau@gmu.edu.**

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:

(a) theoretical and conceptual articles with implications for consulting
(b) original research regarding consultation
(c) in-depth reviews of research and literature on consulting practice
(d) case-studies that demonstrate applications or critical issues
(e) articles on consultation practice development
(f) 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.**

POSITIONS AVAILABLE

PRE-DOCTORAL INTERNSHIP IN ORGANIZATION AND MANAGEMENT CONSULTING. DRI Consulting, based in North Oaks, Minnesota, offers two full-time (2,000 hour) pre-doctoral internships in organization, individual and consulting psychology for the year 2000-2001. We are committed to training the scientist-practitioner with an emphasis on incorporating data based decisions into professional practice with organizations and individuals. Some primary purposes of the internship are to help you further professional development and competence providing consulting services in the following areas: individuals (coaching, counseling, and career assessment and development), organizational development, psychological assessment and feedback, and management and leadership development.

The work of a consulting psychologist is very rewarding and quite challenging. It allows you to use and hone your counseling, clinical and social psychological skills to meet the needs of leaders and entire populations of people. It is based on a positive psychology of development related to the work and non-work situations faced by individuals, groups, organizations and entire communities.

It is our goal to provide high quality training for graduate students. Our training program focuses on breadth and quality of service, and we provide an atmosphere where the intern can gain exposure to the many facets of functioning as a consulting psychologist while developing a personal style as a professional. Further information about us, the training program, and the application process is available at our website **www.dric.com** or by calling **651-415-1400 and asking for John Fennig, Ph.D., L.P.**

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 2000. 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, 2000. 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).**

FORD MOTOR COMPANY is accepting applications for pre-doctoral **internships** in I-O 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 the following areas:

- selection research
- construction of tests/surveys
- statistical analysis

Familiarity with SPSS is preferred but not required. Experience with web authoring or 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.

Interested applicants should submit a cover letter and resume to:

Michele Jayne, Ph.D., Ford Motor Company, Personnel Research Services, World Headquarters Room 710, Dearborn, MI 48121-1899, Fax: 313-323-8531, Email: mjayne@ford.com

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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 PhD 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, email: nancy.tippins@telops.gte.com, fax: (972) 718–4521**

At **SBC COMMUNICATIONS**, there's no such thing as a routine job. Or an average day at the office. Because in the global telecommunications market, every day brings something new. And every second counts. Right now, we're changing the world for over 90 million customers with pioneering advances in areas ranging from local and long-distance services to wireless communication and high-speed data networking. All of which adds up to new opportunity for us. And plenty of variety for you. So, if you want to change the way the world communicates, bring it all together at SBC Communications.

We have the following opportunity available in either San Antonio, TX, Dallas, TX, or San Francisco, CA.

Manage major components of our test portfolio in support of management/non-management staffing and workforce development. Manage projects to develop and implement new employee selection tools and associated test policies. Ensure that all selection tools and policies are fair, valid, legally defensible and administratively efficient and effective. Provide test and interview training and certification for Staffing organization, and provide guidance and support for Staffing activities. Work with Labor, Legal, and other HR groups. Work as a member of professional HR Research team, providing internal consulting services and managing vendor-provided work.

This position requires strong project/issue management skills, and the ability to multitask, as well as excellent communication skills and the ability to work in a distributed workgroup environment.All correspondence must include Source Code: **EOGIOP14HR and contact telephone numbers. E-mail: sbcempl@corp.sbc.com, Fax your resume, with salary history to: (214) 464-7998.**

SBC Communications is an Equal Opportunity Employer.

AMERICAN EXPRESS has openings for two **interns** during 1999. The interns will work with a staff of five I-O Psychologists and other human resources professionals on a range of human resources initiatives which may include selection, staffing, performance management, 360 degree feedback, leadership development and competency model development.

Ideal candidates will be advanced level doctoral students currently enrolled in a PhD Program in I-O psychology. Candidates should have a strong background in skills assessment, statistics and selection. Proficiency with SAS or SPSS is a requirement.

Our internships are full-time positions lasting 6–12 months. Internships start at various times during the year. All positions are located in the World Financial Center in New York City.Interested applicants are invited to submit a resume, desired start date and a list of references to **Margaret J. Wagner, Vice President, Performance Effectiveness:Address: American Express, 200 Vesey Street, Mail Drop 32-21, N.Y., N.Y. 10285., Fax Number: (212) 619-7126/9109, E-mail: margaret.j.wagner@aexp.com**

THE DIVISION OF PSYCHOLOGY AND SPECIAL EDUCATION AT EMPORIA STATE UNIVERSITY is inviting applications for a tenure-track **Assistant Professor** in I-O psychology beginning August 7, 2000. Nine month appointment with the possibility of a summer teaching assignment. The division offers degrees in Psychology; Special Education; and Art Therapy. Responsibilities include teaching undergraduate (e.g., social, cognitive) and graduate (e.g., leadership, performance appraisal, personnel selection and testing) psychology courses, converting industrial/organizational psychology courses to internet delivery, advising students, directing master's theses, and supervising internships. Applicants must have their PhD completed or be ABD. Excellence in teaching, maintaining an active program of research involving students, and service at the state, regional, and national levels are expected.

Knowledge of HTML and website creation is preferred. Salary will be commensurate with experience and qualifications. Screening will begin January 18, 2000 and continues until the position is filled. Please send letter of application, vita, unofficial transcripts, and three current letters of recommendation to **Dr. Brian Schrader, Chair, I-O Psychology Search Committee, Division of Psychology and Special Education, Box 4031, Emporia State University, Emporia, KS 66801, 316-341-5818, schrader@emporia.edu, http://www.emporia.edu/psyspe. AA/EOE**

UNIVERSITY OF WISCONSIN - STEVENS POINT DEPARTMENT OF PSYCHOLOGY TENURE TRACK FACULTY POSITION. The University of Wisconsin-Stevens Point Department of Psychology announces a doctoral level, tenure-track assistant professor position to begin August 27, 2000. Applicants with a PhD in I-O psychology preferred, but psychology PhD in an I-O related area such as human factors/experimental or applied

social psychology will be considered. Teaching experience and evidence of scholarly potential is highly desirable. The applicant will be expected to teach 12 semester credits of undergraduate courses in I-O and introductory psychology as well as undergraduate courses related to the applicant's area of expertise. Research and consulting opportunities are available. Successful applicants will be dedicated to excellence in undergraduate teaching. Student advising, service to the department and university, and scholarly activities with the possible inclusion of undergraduate students in the applicant's research program are expected. Submit letter of application, vita, undergraduate and graduate transcripts, and a minimum of three letters of recommendation to: **C. Wells, Chair, Department of Psychology, University of Wisconsin-Stevens Point, Stevens Point, WI 54481. Complete application must be received by March 13, 2000. EEO/AA Employer.**

SOCIAL/ORGANIZATIONAL PSYCHOLOGIST: The Psychology Department of **Southern Illinois University at Edwardsville** is seeking a candidate for a tenure-track Assistant Professor position to begin in August, 2000. Applicants must possess a PhD in psychology and have expertise in both Social and Organizational Psychology. All applicants should have a strong commitment to teaching and research. Responsibilities will include: teaching social, organizational, and general education psychology courses; research/thesis supervision; and advising at both the undergraduate and master's levels. Salary is commensurate with qualifications and experience. The university has 12,000 students and is located 20 minutes from downtown St. Louis, Missouri. **Review of applications will begin December 6, 1999 and remain open until a successful applicant is chosen.** Send letter of application with statement of teaching and research interests, vita, three letters of reference, and reprints/preprints to: **Catherine S. Daus, Ph.D., Psychology Department, Campus Box 1121, Southern Illinois University – Edwardsville, Edwardsville, IL 62026-1121. For further information, contact Catherine S. Daus at (618) 650-3119; e-mail at cdaus@siue.edu**; or visit our website at **www.siue.edu/PSYCHOLOGY**. Southern Illinois University – Edwardsville is an Equal Opportunity/Affirmative Action Employer. Minorities and women are encouraged to apply.

ASSISTANT or ASSOCIATE PROFESSOR, INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY, SAN JOSE STATE UNIVERSITY. Tenure track position beginning Fall, 2000. Requirements: PhD in I-O psychology or closely related field; evidence of teaching excellence and demonstrated research potential; awareness of and sensitivity to the educational goals of a multicultural population. We seek an active scholar-teacher who will maintain an active research program generating interest and enthusiasm among our students. Expertise in one or more of the following areas is preferred: organizational development, organizational behavior, management psychology, leadership, team building, and personality assessment. Responsibilities include developing and teaching undergraduate and masters level courses in I-O psychology and one or more of the following content areas: social, personality, research methods, statistics; developing and maintaining an active research program; supervising graduate student internships and theses. Opportunities exist to develop contacts for applied research and consulting. Send application letter, vita, and three letters of recommendation to: **I/O Recruitment Committee (PVIN FS 00-023), Department of Psychology (DMH 157), San Jose State University, San Jose, CA 95192-0120.** ***Review of applicants begins January 1, 2000 and will continue until the position is filled.*** SJSU is an Equal Opportunity Employer.

SAVILLE & HOLDSWORTH (SHL), a leading international Human Resources Management consulting firm, has immediate opening(s) for **Industrial Organizational Psychologist(s)** for its Chicago office. SHL is a world leader in applying cutting-edge computer technology to objective assessment and development of people, their jobs and the organizational context in which they work supporting organizations in the attraction, recruitment, retention, selection, promotion, succession planning and development of people at all levels across all jobs.

Qualified candidate(s) must have (1) an advanced degree in I-O Psychology or related field, or the course work equivalent, (2) at least one year of work experience in I-O Psychology involving psychometrics, and (3) familiarity with (a) designing executive and employee compensation structures for large (500+ employees) organizations, and (b) software programming and development of psychological instruments in Windows environment.

Compensation includes a progressive benefits package. To apply, please fax a letter of application and resume to **Gary Schmidt at (312) 782-4994. SHL is an EEO employer.**

DIRECTOR, STRATEGIC PERFORMANCE MODELING, MINNEAPOLIS, MINNESOTA. PDI needs an entrepreneurial leader to grow our Strategic Performance Modeling practice area into a vital global business. If you understand how to:

- Translate business strategies into performance implications,
- Integrate competency models into assessment, 360, and selection products and services,
- Provide a platform for human resource systems,
- Lead a staff to do great work,
- Develop business, and
- Work at high levels in organizations,

...we would love to hear from you.

We are looking for a seasoned leader with 8-10 years of business/consulting experience.

The position requires an advanced degree in I-O psychology or industrial relations and in-depth knowledge of job analysis, competency modeling and related HR applications.

PDI is an equal opportunity employer committed to employing a team of diverse professionals. We offer a competitive compensation package and the opportunity to grow.

To apply, please send a cover letter and resume to: **Joanne Pfau, Vice President of Human Resources, Personnel Decisions International, 2000 Plaza VII Tower, 45 South Seventh Street, Minneapolis, MN 55402, Fax: 612/573-7800,** Email: **joannep@pdi-corp.com,** Please reference job code SP800 in your cover letter.

If you are interested in a variety of professional growth opportunities offered in a dynamic, team environment, you are interested in **PERSONNEL DECISIONS INTERNATIONAL (PDI).** Our track record of success as a premier human resources and management consulting firm has seen us grow to more than 250 consulting psychologists, and offices in Minneapolis, Atlanta, Austin, Boston, Brussels, Chicago, Dallas, Denver, Detroit, Houston, New York, Paris, San Francisco, Singapore, Tampa, Tokyo, the United Kingdom, and Washington, D.C. We are a highly professional team, on the leading edge of our profession, focused on providing innovative, top-quality solutions to meet client needs.

SENIOR CONSULTANTS, CONSULTANTS, AND ASSOCIATE CONSULTANTS — We have, or will soon have, opportunities at most of our U.S. locations for consultants to provide our clients with a broad range of services. Qualified candidates will have a MA or PhD degree in I-O psychology, counseling psychology or a related field, and a minimum of five years experience in an applied business setting. We prefer expertise in at least two of the following areas: individual assessment; assessment centers; test interpretation; coaching; training; 360-degree feedback; organizational effectiveness; teams; strategic performance modeling. The qualified candidate will have excellent written and oral communication skills, business development and client management capabilities, project management ability, plus motivation and initiative. Some travel is expected and varies by location.

PDI offers a competitive compensation package, relocation assistance, and an opportunity to grow with the best. To apply, please send [or fax] a cover letter and resume to: **Joanne Pfau, Vice President of Human Resources, Personnel Decisions International, 2000 Plaza VII Tower, 45 South Seventh Street, Minneapolis, MN 55402, Fax: 612/573-7800,** Email: **joannep@pdi-corp.com,** Please reference job code SP820 in your cover letter.

PDI is an equal opportunity employer committed to employing a team of diverse professionals. Individuals from all cultural backgrounds are encouraged to appy. Visit our website at **www.pdi-corp.com**

3M is currently seeking a PhD in I-O psychology with 3-5 years of experience to join its HR Measurement Systems department at its corporate headquarters in St. Paul, Minnesota. This department has responsibilities for organizational surveys, employee selection, and performance management. Job responsibilities for this position include working on all phases of survey research, as well as directing additional research projects, assisting in the development of a new high potential assessment process and instituting a new survey action planning process.

Qualified candidates will possess a strong educational background in the following areas: Survey Research, Sampling, Item Writing, Research Methods, Psychometrics, Test Construction, Validation Strategies, Legal and Professional Guidelines for Testing. A premium will be placed on proven abilities in following areas: survey research, process consulting, change interventions, performance management, 360, competency modeling, litigation experience, and conceptual ability for integrating research and theory into practice. Demonstrated understanding of management development strategies and practices a plus. A highly competitive compensation and benefit package is offered.

3M provides an excellent benefits package with salary commensurate with experience. For confidential consideration please visit our web site at www.3m.com/us/careers and submit your resume on line for this open position or send resume to **3M Company, KAS-F01500, 3M Center, Bldg. 224-1W-02, St. Paul, MN 55144-1000**. 3M is an equal opportunity employer.

RESEARCH CONSULTANT. IBM has an immediate opening in the Global Customer Set/Industry Solutions Market Intelligence department for a research consultant. This position will interface with a team of professionals to assist with the execution and analysis of global tracking studies. Job responsibilities include statistical analyses of quantitative data, interpretation of findings, preparation of reports and presentations. This individual will be primarily responsible for working with large, ongoing multinational market research databases, producing planned statistical analyses ranging from simple descriptive to advanced multivariate analyses, updating and producing reports and presentations, and responding to a variety of unplanned requests for special analyses in an efficient and professional manner. In addition, there will be heavy interaction with internal clients located in business units throughout the world. Individual may also assist in other market research related capacities, including research design, analysis of qualitative and quantitative data and database maintenance.

The position is 1 year full-time and located in White Plains, NY (Westchester County). This individual will be a member of a newly formed global Market Intelligence function that reports into the Sales & Distribution organization.

Qualifications:

- MBA/MA with concentration in I-O, Marketing, Marketing Research, Statistics, or Quantitative Methods, or advanced graduate student in a PhD program in the social sciences.
- The ideal candidate will have a minimum of two years full-time or equivalent experience working with large survey databases
- Proficiency in use of SPSS, univariate and multivariate statistical analyses
- Knowledge of IT, high technology fields and/or business to business market research (desirable)
- Proven ability to work with internal teams, internal clients and external research suppliers, and to work independently

IBM is an equal opportunity employer.

Please forward resume and cover letter to: **Barbara Blume Ensign, Ph.D., IBM, 4111 North Side Parkway, Atlanta, GA 30327, bjblume@us.ibm.com, Fax: 404-238-5313**

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

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

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

Consultant

- Primary responsibilities include the development, analysis and implementation of selection, performance management, survey systems, and litigation support
- PhD or ABD in I-O psychology
- 1-2 Years of practical I-O related experience
- Strong research, quantitative, and data analytical skills, including management of databases; strong communication, interpersonal, and writing skills

- Experience with test validation, performance appraisal, and statistical software packages (e.g., SPSS, SAS)

Project Manager

- Primary responsibility includes management of project teams to develop and deliver products and services to our clients
- PhD in I-O psychology
- 5-10 years of human resources consulting or corporate experience
- Strong customer focus, project management, communication, interpersonal, and writing skills
- Experience with managing large projects and project teams, and significant experience in one or more of the following: selection and assessment, performance management, survey research, or training and development

Compensation is commensurate with qualifications and experience. We offer competitive salaries that include health benefits, 401K, and pension plans. Please send resume with cover letter to: **Barbara Earle, Applied Psychological Techniques, Inc., 1120 Post Road, Darien, Connecticut 06820, bearle@appliedpsych.com, fax 203-655-8288**

APT is an equal opportunity employer.

At **DEVELOPMENT DIMENSIONS INTERNATIONAL (DDI)**, now in its 30th year, rapid growth and expansion are creating multiple consulting opportunities for highly qualified candidates. We are looking for your innovative contributions to be a part of our continued success! The following positions are available in our world headquarters, Pittsburgh, PA.

Assessment Technology Consultant – Qualified candidates will possess a PhD in I-O psychology or a related discipline, combined with demonstrated experience in managing software development projects. Knowledge and experience with software development tools (e.g., HTML, Visual Basic, Visual InterDev, Active Server Pages, FrontPage) and applied experience in assessment design and analysis are critical to this role.

This position will focus on the development of assessment materials, procedures and systems for use with automated platforms. In addition, this consultant will play a key role in managing the projects and resources required, including both internal and external business partners/vendors, and support the implementation of automated solutions at client sites. Travel expectations are between 10-20%.

For more details, and a complete listing of opportunities, please visit us at http//www.ddiworld.com.

If you, or someone you know is interested in these roles, please contact us at: **Development Dimensions Intl., Code: EATIP, 1225 Washington Pike, Bridgeville, PA 15017, Fax: 412-257-5367 or 412-220-2958, E-mail: resumes@ddiworld.com**

To learn more about DDI, please visit us at: http://www.ddiworld.com. DDI values diversity and is an equal opportunity employer.

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Executive Coaches - Qualified candidates will have the ability to establish and maintain credibility with executives and prior experience in effectively delivering complex, sensitive feedback in an advisory/coaching role. Prior experience with assessment center techniques is required. In addition, successful candidates will have demonstrated abilities in both leadership and client service. High work standards and personal initiative are also critical to success. Expanded business experience preferred. Advanced degree in a related discipline preferred.

Executive Coaches are primarily responsible for the delivery of DDI's executive assessment/development technology. Further, these Coaches will carry an assessment caseload, provide feedback to executive participants, create development plans, act as an ongoing mentor, and have both project and client management responsibilities. Location: Pittsburgh and San Francisco area.For more details, and a complete listing of opportunities, please visit us at http://www.ddiworld.com.

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Executive Development Team Leader - Qualified candidates will posses a Ph.D. in I-O or clinical Psychology or a similarly related discipline. Significant applied experience with developing, managing and delivering assessment centers at the most senior level in an organization is critical to the role. Further, we seek candidates with demonstrated leadership capabilities, experience with clients at the executive level, and a high degree of business acumen. Candjdates for this role will have significant experience in team leadership, complex project management and exceptional client service orientation. Travel expectations are between 25-40%.

Staffing/Selection Team Leader - Qualified candidates will posses an advanced degree in I-O Psychology or a similarly related discipline. Prior experience developing, delivering and managing large projects in a consulting environment, as well as significant experience in selection and staffing is essential. Candidates for this role will have significant experience in team leadership, complex project management and exceptional client service orientation. Travel expectations are between 40-50%.

Both leadership positions will be involved in the delivery and management of projects, staffing and development of consultants,mary client interface. In addition, the team leader will also support business development activities.

For more details, and a complete listing of opportunities, please visit us at http://www.ddiworld.com .

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TULANE UNIVERSITY, DEPARTMENT OF PSYCHOLOGY, announces an opening for a tenure-track **Industrial-Organizational Psychologist** at the **Assistant Professor** level starting in August 2000. The successful applicant will be expected to establish a strong research program in the area of Industrial-Organizational Psychology. We would particularly like to hear from candidates who have I-O research and teaching interests in related areas of occupational health psychology such as worker health and safety training, occupational stress, safety climate, and safety performance. Teaching responsibilities include courses at the undergraduate and graduate level. The successful candidate also will have the opportunity to work closely with students and faculty in Tulane's School of Business and School of Public Health and Tropical Medicine. For information on Tulane University, interested candidates can refer to the Tulane University web site: www.tulane.edu . A letter of application, vita, reprints, and three letters of recommendation should be sent to **Dr. Michael J. Burke, Chair I-O Search Committee, Department of Psychology, Tulane University, 2007 Stern Hall, New Orleans, LA 70118. Telephone: (504) 862-3328. Fax: (504) 862-8744. Email: mburke1@mailhost.tcs.tulane.edu** . Review of applications begins immediately and will continue until the position is filled. Tulane University is an Equal Opportunity/Affirmative Action Employer.

The Department of Psychology at Colorado State University invites applications for two tenure-track positions in I-O psychology. Rank is open for both positions.

Appointment Date: August 15, 2000

Minimum Qualifications: A PhD from an I-O psychology program or equivalent, evidence of an active research program focused on traditional issues of Personnel Psychology, evidence of effective teaching and mentoring, and evidence of potential for establishing relationships with organizations in the community, and obtaining external funds to support research and graduate education.

Special Qualifications: We are particularly interested in persons holding expertise in Industrial Psychology. Research interests might include such topics as workplace diversity, leadership, training, and issues pertaining to human performance. Special consideration will be given to applicants who are able to teach Statistics/Psychometric Theory at the graduate level. More information on the Department can be obtained at http://www.colostate.edu/Depts/Psychology.

Applicants should send: a curriculum vitae, graduate transcripts (for Assistant Professors only), reprints/preprints of representative research articles, statements of teaching and research interests, evidence of teaching experience and effectiveness, evidence of advising effectiveness, three letters of recommendation, applicant's email address, and e-mail addresses of all references.

Chair: **Industrial/Organizational Psychology Search Committee, Department of Psychology, Colorado State University, Ft. Collins, Colorado 80523-1876, Telephone: (970) 491-6001, FAX:970-491-1032, e-mail: russell@lamar.colostate.edu.**

For full consideration, materials must be postmarked no later than **February 1, 2000.** The search may be extended if suitable candidates are not found.

Colorado State University is an equal opportunity/affirmative action employer and complies with all Federal and Colorado State laws, regulations, and executive orders regarding affirmative action requirements. The Office of Equal Opportunity is located in 101 Student Services. In order to assist Colorado State University in meeting its affirmative action responsibilities, ethnic minorities, women, and other protected class members are encouraged to apply and to so identify themselves.

ADVERTISE IN TIP AND THE ANNUAL CONVENTION PROGRAM

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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TIP is published four times a year: July, October, January, April. Respective closing dates are May 15, August 15, November 15, and February 15. The Annual Convention Program is published in March, with a closing date of January 15. **TIP** is a 5–1/2" x 8–1/2" booklet, printed by offset on enamel stock. Type is 10 point Times New Roman.

SOCIETY FOR INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY