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The Industrial-Organizational Psychologist

TIP THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST

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TIP The Industrial-Organizational Psychologist

Vol. 38/No. 1 July, 2000

FEATURED ARTICLES

EDITORIAL DEPARTMENTS

A MESSAGE FROM YOUR PRESIDENT

Nancy Tippins

One of the fun parts about being president of SIOP is talking about what's happening in the Society and writing this column. I want to take this opportunity to thank a large number of people for their efforts this past year, to let you know what's happening, to introduce you to new committee chairs, and to solicit your input in the coming year.

Successful 2000 Conference

Saying once again that the conference was successful is almost a cliché, but happily it's also a very true statement. This year we broke 3,000; 3,152 people registered for the conference. Of the total, 1,219 were students and 621 were not members of SIOP. We must be pretty interesting if 621 non-members are seeking out our conference!

Any way you look at 3,152 people, it's a crowd. I have sometimes felt that I can't find my friends at the conference because there are so many faces I don't recognize. I'm also aware that I tend not to know some of SIOP's newer members. Lee Hakel provided the Executive Committee some very interesting data that explain why I'm sometimes lost:

Decade of Degree	*Number of People Attending the Conference*
2000+	891
1990—1999	983
1980—1989	340
1970—1979	191
1960—1969	48
1950—1959	13
1940—1949	4

I often hear that the best part of attending the conference is having the opportunity to meet and talk to other people in our field. Thanks to everyone who attended and shared their experiences.

A very special thanks to our 1940s graduates (**Herb Meyer, Doug Bray,**

Bernice Bass and **Patricia Smith**) who still care enough to enlighten the rest of us.

The program this year provided something for everyone. The Program Committee, chaired by **Murray Barrick** (Chair), assisted by **Talya Bauer** (Vice-Chair) reviewed 767 submissions and produced 198 symposia, panel discussions, practioner's forums, conversation hours, poster sessions, master tutorials, and invited addresses. More than 1,500 people were on this year's program. Thanks go to Murray, Talya, and the 235 members of the Program Committee.

Congratulations to the 2000 award winners and new fellows, who are announced elsewhere in this edition of *TIP*, and many thanks to **Bill Macey** and **Fran Yammarino** for their work on the Fellowship and Awards Committees respectively. A tremendous amount of work goes into those few minutes at the presidential address when awards and fellows are announced.

One of the things I like about SIOP and our conference is our adaptability. We are willing to try new things! For the first time this year, we introduced "Expanded Tutorials." The purpose of the tutorials was to provide a longer and more in-depth opportunity to explore a particular area of research or methodology. We tried three this year:

- ***Organizational Justice***: Conceptual Background, Theoretical Issues, and Real Applications: **Jerald Greenberg**.
- ***Hierarchical Linear Modeling and Related Methodologies***: An Overview of the Logic, Applications, and Software Options: David A. Hofmann.
- ***Personality and Work***: **Timothy A. Judge** and Murray R. Barrick

All were well attended and well received so our appreciation goes to Jerry, David, Tim and Murray. A special thanks to David Hofmann for making the expanded tutorials happen.

Another sign of our propensity for continuous innovation was the dessert reception with the special recognition of donors to the SIOP Foundation. **Irv Goldstein**, the chair of the foundation's Board of Trustees, made some brief remarks regarding the success of the foundation. To date, the foundation has received over $500,000. The Executive Committee is currently developing proposals for funding to forward to the foundation. **Angelo DeNisi** made a special presentation to Lee Hakel for all her work on establishing the foundation. Then all the people who have donated $1,000 or more to the foundation were recognized. Then the fun began. Thanks to **John Cornwell**, who managed the local arrangements, the contributors led the second lining activity. I'd never heard of second lining but apparently it's an old New Orleans tradition. These esteemed donors led the dance and threw beads and doubloons to the assembled membership, which soon joined in. From my vantage point, the entire line dissipated into total hilarity!

Here's another worn but very true statement: "Our workshops once again were extremely successful." Thanks to the efforts of **Karen Paul**, chair of the Continuing Education and Workshop Committee, and her committee, 510 people registered for 16 workshops. That's all the people and workshops that can be accommodated. Many thanks go to the workshop presenters who provide outstanding continuing education opportunities for our membership.

The Doctoral Consortium also seems to have become a never-fail event. **Michelle Marks** and **Martha Hennen**, co-chairs of the Doctoral Consortium Sub-Committee, ran one more successful consortium with 40 students from 38 different programs. Thanks to Michelle, Martha, and all the speakers who contributed to the consortium.

The success of all our conferences is highly dependent on the administrative details. When things go well, like they did this year, we hardly notice how much work went into making things easy for the rest of us. **Kevin Nilan** once again handled registration. **Linda Sawin** ran Job Placement. John Cornwell handled Local Arrangements. All did a fantastic job and deserve our collective gratitude.

My thank-yous for a successful conference would be incomplete if I failed to note how much the SIOP Administrative Office continues to support not only the conference but our activities all year around. Every time you call or contact the administrative office, be sure to thank Esther Benitez, Larry Nader, Gail Nader, Gretchen Sommerfeld, and of course Lee Hakel for all they do all year long.

My final conference thank you is for **Ron Johnson**, the Conference Committee Chair, who pulls it all together every time.

Conferences in the Future:

Although the 2000 Conference is barely history, it's time to start thinking about future conferences. Despite our past success, there are a few opportunities for improvement. The Conference Committee is meeting this summer to plan the 2001 conference in San Diego and beyond. We will be looking at issues ranging from overflow rooms and alternative presentation formats to mechanized job placement and new kinds of festivities. If you have ideas, suggestions, or concerns about the conference, please let any of the following people know.

Nancy Tippins	President
Angelo DeNisi	Past President
Bill Macey	President Elect
Ron Johnson	Conference Chair
Jeff McHenry	Conference Chair-in-Training (future conferences)
Talya Bauer	SIOP Program Committee
Karen Paul	Continuing Education and Workshop Committee

Linda Sawin	Job Placement
John Cornwell	Registration
Lee Hakel	Administrative Office

Mid-Year Professional Development Workshops

Another indication of our organizational willingness to change and grow is our Mid-Year Continuing Education Workshops. Several years ago, the Executive Committee determined a need for and interest in additional continuing education opportunities. **Jack Kennedy** has chaired an ad hoc committee whose goal was to develop this kind of workshop. Thanks to Jack's efforts, **Mike Beer** will present our first Mid-Year Continuing Education Workshop, Developing Organizations' Fitness to Compete, in Boston on October 20, 2000. Registration forms are included in this issue of *TIP* and can also be found on our web site. Space is very limited so register soon.

Future Mid-Year Professional Development Workshops

Karen Barbera will be leading this ad hoc committee for the coming two years and planning the next set of workshops. Please send her your ideas for future workshops. She can be reached by email at kbarbera@pra-inc.com.

Revision of the Principles

For several years, the SIOP Executive Committee has contemplated a revision of SIOP's *Principles for the Validation and Use of Personnel Selection Procedures.* When the latest revision of the *Standards for Educational and Psychological Tests* began, SIOP decided to defer its revision of the *Principles.* Now that the revision to the *Standards* has been published, it's time for SIOP to get busy on the *Principles.* In addition to revising the *Principles*, a blue ribbon task force is also going to develop a user's guide to the *Standards for Educational and Psychological Tests* for I-O psychologists. The committee is composed of the following people: **Dick Jeanneret**, Chair; **Marcie Andberg, Wayne Camara, Jerry Kehoe, Elaine Pulakos, Paul Sackett, Mary Tenopyr, Shelly Zedeck**. Ex officio members of the committee include myself, Angelo DeNisi, Past President, **Steve Brown**, Chair of the Scientific Affairs Committee, and **Wanda Campbell**, Chair of the Professional Practice Committee.

Public Policy/Visibility Committee (ad hoc)

One of the struggles SIOP has faced in the past few years is the problem of visibility of our profession. As a society, we have struggled with ways to improve our communications with the general public, business leaders, policy makers, and other psychologists. Under **Katherine Klein**'s leadership, the committee began this past year working with APA editors to provide a readable synopsis of important journal articles that are relevant to other psychologists. In addition, the Executive Committee authorized limited funding for Clif Boutelle, a public relations expert, to develop media contacts in the general press, advise us on how to interact with them, and teach us how to prepare press releases. One outgrowth of this action is the letter on the SIOP Media Resources Database from **Gary Carter**, the new chair of the Public Policy/Visibility Committee, that was included in your dues statement. The committee is asking each member who is willing to speak to the press to provide a brief summary of expertise so SIOP can refer press requests to well-qualified members. Gary has also arranged for APA's media expert to provide brief training in dealing with the media to the Executive Committee in the fall. If this is useful training, we want to provide this kind of training to interested members at the conference.

APA/APS Relations Committee (ad hoc)

As the Executive Committee and members of the Public Policy/Visibility Committee have worked to define how SIOP should influence public policy and business leaders, it has become clear to us that we also need to have an impact on other psychologists. An ad hoc committee has been formed to explore how SIOP ought to interact with both APA and APS and how we can ensure our members our receiving the benefits of membership in both organizations. We are particularly fortunate that **Heather Roberts Fox**, who is a former full time employee of APA and still works there part time, agreed to chair the committee. Heather will be very busy for the next year explaining the inner workings of APA to the Executive Committee and learning about APS!

Two other serendipitous events are the return of **Dianne Brown Maranto** to APA as Director of Psychology in the Workplace and **Bill Horvath**'s new position in the APA Public Policy Office. With three SIOP members with close ties to APA, we ought to be able to figure out what's happening.

A number of things are already going on with APA. APA has formed a Commission on Education and Training leading to Licensure in Psychology. SIOP has been very fortunate to have one of our members, **Rich Klimoski**, appointed to the commission. SIOP does not have a representative to APA's Ethics Committee Task Force, but we plan to send an observer so we can keep tabs on what's happening. We're also watching what happens in the area of Executive Coaching. Several concurrent activities at APA suggest a movement toward specialty credentials that would apply only to licensed psychologists.

Feelings about APA in particular run strong. I'm hopeful that those of you who have an opinion will take the time to share your thoughts with Heather and the committee members (TBA). I'm also hopeful that those of you who are involved with APS will keep the committee informed about activities that affect SIOP so we can fully participate there too.

Education and Training Committee

With the yearly Doctoral Consortium and revisions to the Instructor's Guide, the Education and Training Committee, chaired by **Mickey Quiñones**, has a full plate of activities. The Instructor's Guide provides materials on industrial and organizational psychology for instructors of introductory psychology courses. The E & T Committee is updating the modules and writing new ones on Teams (**Todd Harris**), Decision Theory (**Elise Amel**), and Job Attitudes (**Jeff Stanton**). Jeff Stanton is also publicizing the Instructor's Guide. Look for a link from the APA webpage and an announcement about the guide in the *APA Monitor*.

Electronic Communications Committee (ad hoc)

Dave Dorsey, who chairs the Electronic Communications Committee, will be busy this year. In addition to evaluating the student proposal on electronic communications, Dave has put together a draft of policies for SIOP's website and internet resources. A major issue is with whom our site links and what kinds of endorsement a link implies. The Long Range Planning Committee is reviewing the document now.

SIOP 2000 Member Survey

Janine Waclawski and **Allan Church** conducted the 2000 SIOP Member Survey for the Professional Practice Committee, chaired by **Jeff Schippmann**. Janine presented the results to the Executive Committee in April. (The report on our Member Survey is in this issue of *TIP*.) Committee chairs are currently reviewing the survey results and will be determining what action is suggested. If you have suggestions on how SIOP should respond to its survey findings, please let the appropriate committee chair know.

Student Proposals

Based on a survey they conducted, a group of students from the University of South Florida and the University of Southern Mississippi presented a proposal to the Executive Committee. The proposal has lots of good ideas, some of which have already been implemented. One suggestion that has been implemented was to include students in the SIOP Directory to facilitate their communication with each other and us. Other proposals have been referred to the appropriate committees for review. For example, our new ad hoc Committee on Electronic Communications, which is chaired by Dave Dorsey, is reviewing the request for a SIOP sponsored network for the exchange of information, experiences, and advice. The Long Range Planning Committee (**Ann Marie Ryan, Mike Burke,** and Katherine Klein) is reviewing other aspects of the proposal and will make recommendations at the Fall Executive Committee meeting. Please send your comments on the student proposal (to any member of the Long Range Planning Committee.)

New Professional Practice Monograph

The Executive Committee authorized a new monograph book series on professional practice issues. The monographs will be brief, research-based books that are practice-oriented and might be used by HR managers. **Ed Salas**, the editor of the Professional Practice Series Committee, and his committee are working on a recommendation for a name of the series, an editor, potential topics, and so forth. Please send your suggestions to Ed.

International I-O

We're still working on our international relationships with other industrial and organizational psychologists around the world. I did want to report that at the request of **Jim Farr**, a past president of SIOP, and on behalf of the SIOP Executive Committee, I have written a letter of greeting and support of their conference to the Industrial Psychology Division of the Chinese Psychological Society. It's not much in the way of international relations, but perhaps it's a start!

The next to last thing I want to do is to recognize the outgoing committee chairs for their service to SIOP, and thank them for their hard work. The next time you see these people, please thank them.

SIOP 1999–2000

Officers

Past President	Elaine Pulakos
Financial Officer	Jeff McHenry
Member at Large	Jan Cleveland

Committee	**Chair**
Awards Committee	Fran Yammarino
Fellowship Committee	William Macey
Long Range Planning Committee	Jan Cleveland
Membership Committee	Adrienne Colella
Professional Practice Committee	Jeff Schippmann
Program Committee—SIOP	Murray Barrick
	Talya Bauer
Scientific Affairs Committee	Fritz Drasgow
State Affairs Committee	Kalen Pieper
Extended Tutorials	David Hofmann
Committee on Ethnic and Minority Affairs	Beth Chung

Professional Development Workshops Committee	Jack Kennedy
Public Policy Initiative Committee (Visibility Committee)	Katherine Klein

Finally, the last thing I want to do in this column is to introduce you to the new committee chairs for 2000–2001. As the society has grown, it's become more and more difficult to maintain close relationships with a large proportion of the other SIOP members. I fear our size will reduce the number of people offering their comments and speaking out on important topics. I hope *TIP* will keep you informed about what is going on in SIOP and this column will encourage you to contact the members of the Executive Committee or committee chairs and share your point of view. All SIOP officers and committee chairs along with their contact information is published at the end of each *TIP* issue. I look forward to hearing from you.

SIOP 2000–2001

Officers

President	Nancy Tippins
Past President	Angelo DeNisi
President Elect	Bill Macey
Secretary	Janet Barnes-Farrell
Financial Officer	Ray Johnson
Members at Large	Ann Marie Ryan
	Mike Burke
	Katherine Klein
Representatives to APA Council	Georgia Chao
	Neal Schmitt
	Mary Tenopyr
	Wayne Camara

Standing Committees

Awards Committee	Tim Judge
Continuing Education and Workshop Committee	Karen Paul, Kalen Pieper
Education and Training Committee	Miguel Quiñones
Fellowship Committee	Jan Cleveland
SIOP Foundation Committee	Irwin Goldstein
Frontiers Series	Neal Schmitt
Long Range Planning Committee	Ann Marie Ryan
Membership Committee	Irene Sasaki, Beth Chung

Professional Practice Committee	Wanda Campbell
Professional Practice Series	Ed Salas
Program Committee– APA	Janis Cannon-Bower
Historian	Laura Koppes
Program Committee– SIOP	Talya Bauer
(Chair Training)	Adrienne Colella
Scientific Affairs Committee	Steve Brown
Society Conference Committee	Ron Johnson
	Jeff McHenry
State Affairs Committee	Mort McPhail
TIP Committee	Allan Church

Ad Hoc Committees

Committee on Ethnic and Minority Affairs	Dana McDonald-Mann
Professional Development Workshops Committee	Karen Barbera
Public Policy Initiative Committee (Visibility Committee)	Gary Carter
APA-APS Relations Committee	Heather Fox
Electronic Communications Committee	Dave Dorsey
Placement Committee	Linda Sawin
(Chair in Training)	Earl Nason

Competency Modeling

The Professional Practice Committee and the Scientific Affairs Committee have recently concluded a 2-year investigation of competency modeling. The report will be published in the Autumn 2000 issue of *Personnel Psychology*. The citation is Shippmann, J. S. et al. (2000). The practice of competency modeling. *Personnel Psychology, 53*.

From the Editor: Lazing on a Sunday Afternoon

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

Here we go again! You hold in your hands the July 2000 issue of *TIP*. I know that you know that I know that you know what I'm going to say about the contents of this issue—that is, it's chock full of goodness (and some badness too, no doubt)—so I won't repeat myself yet again on the subject. If you do find something interesting to read in these pages during those warm Saturday and Sunday (and weekday, too, for some of you) summer afternoons, however, let me know what it was and why! I enjoy hearing from you. As always, you can e-mail me at allanhc@aol.com.

Lost on Bourbon Street

I don't know about anyone else, but I thought that this year's SIOP conference in New Orleans was quite an event! Actually I do have a sense, and one look at some of the contents of this issue, both in words and pictures, should convince those nonattendees—you know who you are—that the SIOP conference is an annual event NOT to be missed.

Nonetheless, my experience was characterized by great sessions, great participation, great food, great spirits (of all sorts), great connections with both old and new friends, great location, and great adventure! What do I mean by adventure? Well, I am not referring to the harrowing flights down, the alligators in the swamp tours, the abundance of beads flying wildly during the SIOP dessert reception on Saturday night, or even our three post-midnight walks back to the Hyatt from Bourbon Street (which I found out later from **Mike Burke** should have been an adventure all their own!). No, our biggest adventure was losing someone on the strip and the discussion about the meaning of I-O psychology, business, and life that ensued as a result. Here's what happened.

Late Sunday night, following the ExComm dinner after a full afternoon of presentations, discussion, and debate (yes, despite the title of this column and whatever else you might think, the ExComm does work hard), several of us went out for a walk down Bourbon Street. This ragtag band of SIOP officials and guests included **Talya Bauer, Irene Sasaki, Steve Kozlowski, Georgia Chao, Janine Waclawski, Heather Roberts Fox, Murray Barrick**, and myself. Our final destination was to be Pat O'Briens, but in the voice of Rod Sterling, some of us were simply not destined to make the journey. Soon after we left the sanctuary of the restaurant, we hit a mob of people (so what else is new on Bourbon Street?). Although we made an effort to hold hands and keep the SIOP circle unbroken, powerful internal needs drove the group into smaller bands and left us unprotected against the ravages of the crowd.

By the time the two smaller units had reconnected. However, we had lost Murray, Heather, and Irene. Steve, Georgia, Janine, Talya, and I mustered our strength and made the trek to Pat O'Briens to meet them there.

When we arrived, however, they were nowhere to be found. In fact, nobody was there, really. It seemed unusually uncrowded for the world famous Pat O'Briens. Shortly thereafter we realized there was indeed a good reason for this—we were in a place called Port Orleans instead. We had been tricked! The management there had obviously concocted a devious and highly complex plan to confuse our information processing systems to make us believe we had entered that "famous" place rather than their own establishment.

So we gathered our remaining wits (yes, we did still have a few), walked out the door and took another left past another place called Rhythm & Blues. Shortly thereafter, we finally arrived at the real Pat O'Briens. Unfortunately, Murray, Irene, and Heather were still nowhere to be found. So we waited. Of course, since it was Pat O'Briens, we did decide to do battle with the famous weather-named drink there—after all, not having a Hurricane at Pat's is like not attending the presidential address at SIOP, right?

Anyway, sitting there drinking and craning our necks for any signs of our missing crew, we had an interesting discussion regarding the state of the field of I-O psychology and the direction in which SIOP is headed. Although some of you might be thinking that only true I-O nerds (or worse) would be talking about the field at a time, place, and state of mind, such was the discussion.

Basically we discussed the convergence that seems to be emerging among trends in content presented at the conference this year, the results of the SIOP member survey (see elsewhere in this issue), and the movement in industry, research, and consulting toward a greater emphasis among practitioners and academics alike on organizational (broadly defined) rather than industrial issues. Although traditional "I" concerns (selection, individual differences, and so forth) are still important areas for research and practice (and made up some of the more popular sessions in New Orleans as well), as someone noted, the notion of being called an "industrial psychologist" in the post-industrial age seems somewhat anachronistic.

Moreover, forces in the marketplace point to the need for major change as well. These include (a) the re-emergent popularity of OD and related areas such as HRD; (b) the challenges associated with keeping I-O faculty in psychology programs (as opposed to being drawn to business schools instead); and (c) increasing competition in the marketplace from various types of practitioners (HRM, MBAs) graduating from MBA programs. New organizational forms and new ways of working and relating are also posing challenges that the field must first meet and then get in front of if it is to survive.

Or to put it another way, some of us came to the conclusion that I-O is probably more O than I these days and it's time SIOP changed its mindset, name, and focus to recognize this shift before it's too late. While I don't want to give the results of the member survey away, one of the major areas members and students felt that SIOP leadership needs to direct its attention to is the relationship to business and the outside world. Some of the write-in comments were particularly acerbic about this subject.

SIOP is moving to address these issues as **Nancy Tippins** mentions in her column in this issue, so there certainly is hope! Plus, I would not want to give the impression the SIOP leadership is unaware of these issues. In fact, previous features and columns from many, including past President **Angelo DeNisi**, have raised related concerns as well. Given the potential influx, and/or competitive pressures from clinicians, MBAs, IT consultants, HRM practitioners, and other various groups who some have argued are trying to muscle in on I-O, it's time we consider refocusing our mission and making a stand for what it means to be an I-O—or perhaps simply an O-psychologist. Although the notion of a name change for the Society, which was included in last year's member survey met with inconclusive results, a name is intended to represent the core nature of what it is we do. Perhaps it's time to revisit this issue. The Society for Work Psychology? The Society for Organizational Psychology? Let me know what you think. I am all ears.

Oh yeah, to finish the story part—the next morning (Monday) at the continuation of the ExComm meeting (at 8:30 a.m. no less), I learned that Murray, Heather, and Irene had ultimately ended up at a place called Rhythm & Blues (see above) after a goose chase looking for us. Go figure.

Open the Door and Let 'Em in

You know the drill—listed below is an overview of this issue's features, departments, news, and other items of interest. I hope you enjoy the issue.

Featured Articles

In her first column as SIOP President, Nancy Tippins takes us through a detailed review of all of the "goings on" within the society. Aside from providing some data on the success of our conference and the initiatives of the public policy/visibility and APA/APS relations committees (which relate directly to my comments above), she also highlights many other activities, including the upcoming professional development workshop, student membership, the SIOP Foundation, electronic communication, and the newly approved professional practice monograph series (get those proposals started!). It looks like it's going to be an exciting next few years.

Following on the heels of the last issue's report from **Mickey Kavanagh**, staff reporter **Jose Cortina** provides us with the news feed of this year's SIOPen in New Orleans. More on this story at News 11:00.

Hardly content to sit on his laurels from his last inflammatory piece on MBAs (which is still yielding Missives), **Bill Verdi** is back this issue with an article focused on the pros and cons of the unionization of psychology. The reactions to this one should be interesting. Who knows what to expect next

from those crazy practitioners in New York?

Moving right along and starting off what is sure to be interpreted as survey mania (and perhaps overload) in this issue, Stephen Vodanovich and Chris Piotrowski provide the results of their survey of the teaching of legal issues in I-O programs. Both their study and their findings are quite timely, given the increasing coverage of such issues in prior issues of *TIP* alone.

Naina Bishop takes us back to New Orleans for yet another personal story. Instead of ending with a rant about the state of the field as I did, however, her message is far more uplifting.

Speaking of surveys, Jack McKillip and Jennifer Owens provide the results of their work on the nature of professional certification processes. This is a timely and important piece for the Society. SIOP may well need to consider a formal certification process itself—whether to protect the practice of our own members or to assist others (for example MBA types or clinicians) in becoming credentialed in I-O tools, methods and theory. Other professional organizations such as the Academy of Human Resource Development and the American Society for Training & Development are exploring the possibility of certification in their own areas as well.

Finally, Janine Waclawski and I present the results of the 2000 SIOP Member survey (see, I knew you'd be sick of surveys) that was conducted this past February. Aside from the addition of some new satisfaction questions regarding SIOP services and membership (hey, as survey practitioners we couldn't resist!), this survey effort also included responses from associates and Student Affiliates. There are some interesting findings here as I'm sure you will agree. And don't forget to check out which aspect of SIOP membership received the highest satisfaction rating overall!

Don't forget to peruse the series of pictures taken at this year's conference in New Orleans. Perhaps you will be in one of them (and hopefully not in an attempt to obtain beads).

Editorial Departments

This issue's edition of **Practice Network** finds **Mike Harris** perplexed about the nature of and challenges facing a subject he once heard about in school some 22 years ago—organization development (OD). Although he didn't ask me for my comments (I wonder why?), he did receive some interesting information from Steve Bloom, **Don Cole, Irwin Jankovic,** Allan Maram, and **Matt Montei**. I found the discussion of OD and the Internet (one of Mike's favorite topics these days it seems) particularly intriguing.

In case you thought there were no more survey results to be reported in this issue, you were wrong. In this issue's **TIP-TOPICS for Students, Kim Hoffman** and her new collaborator **Tom King**, present the outcome of their own survey of SIOP Student Affiliate members among other things. Unlike the more general SIOP member survey effort described above, however, their data are primarily focused on the possibilities and challenges regarding the formation of a student network.

Moving right along, Janine Waclawski proves that OD does NOT stand for "organized definition," as she focuses this issue's edition of **The Real World** on the subject of organization development as well with contributions from Ken Murrell, Karl Kuhnert, and myself. And, when compared with Mike's column, it should be readily apparent that OD is a wide-open playing field for sure!

On the Legal Front, a new entry in our editorial department from **Art Gutman** at Florida Institute of Technology, begins this issue with a brief introduction followed by an extended discussion of a recent ruling which, among other things, limits the scope of the Age Discrimination in Employment Act.

This edition of the **International Forum** focuses on the state of I-O psychology in Mexico. **Dirk Steiner** introduces us to **Federico Díaz Sustaeta**, a Senior Consultant with Servicios Psicológicos Integrados in Mexico City. Federico presents a nice historical perspective of psychological research in Mexico and a review of where it is headed in the future.

Following on a theme he began a few issues back, **Steven Rogelberg** turns once again in **Informed Decisions** to the topic of writing for that persnickety practitioner audience. This time around, however, the issue is writing or editing a whole book. Steven somehow managed to talk **Joan Brannick** into providing a nice interview style piece on the whole book process with comments from authors, editors, publishers and even an agent. Some of the SIOP contributors include very familiar names like **Dave Bracken, Bill Byham,** Adrienne Hickey, **Mary Dee Hicks, Dick Jeanneret, David Peterson, Rob Silzer,** and **Leanne Atwater.**

Switching to the lighter side of I-O, **Paul Muchinsky** explores his statistical nature in his satirical column **The High Society.** Paul has a way of making even a story about the "Cornwall-Dinky Algorithm" very entertaining.

Once more the **Early Careers** team of **Lori Foster** and **Dawn Riddle** provide an in-depth interview with a well-known SIOP member. Who is it this time? Well, despite the attention paid to Sirius the wonder dog, some interesting information is provided on his owner—SIOP President Nancy Tippins. Next, Lori and Dawn explore the overlap (or lack thereof) between I-O and the HR generalist (who is sometimes seen as an evil being I might add—just ask Catbert) with help from **Rogers Taylor** and **Jerry Kehoe.**

Our final entry in the Editorial Departments is yet another new addition to *TIP*. **Steve Katzman** of KPMG LLP has put together his first SIOP Crossword puzzle which is sure to keep you busy during those summer days. The answers will be printed in the October issue, but if you can't wait, feel free to E-mail Steve in advance. I am still amazed that someone finally wanted to try this one (it was suggested 2 years ago at the Meet TIP session at the SIOP conference)! If you enjoy the crossword and would like to see more of them, by all means let Steve know.

News and Reports

While news and report items never get the same detailed write-up from me (hey, I run out of steam), I do want to mention that these items are very important and one of the primary means by which SIOP leadership communicates with our members. So be sure to read these too and stay connected!

As always, starting this section off is the latest installment of **Building Bridges** from **Denise Bane**, *TIP's* official representative from CEMA. This time around she provides a nice summary on the benefits of networking, as well as some updates on CEMA itself. Other items of interest include a new (and soon-to-be regular piece) from **Beth Chung** and Irene Sasaki that recognizes new SIOP members (what a concept—why haven't we done this before?); a troubling article from Allen Kanner and Tim Kasser regarding advertising and children; and an introduction from **Jack Kennedy** to the new SIOP Professional Development Workshop being offered this October by **Mike Beer** at Harvard (what a concept—being in Boston in the fall—why haven't we done this before either?). In addition, **Deniz Ones** provides a look at some of the program offerings at APA this year in her role as associate programs chair of Division 5 (Evaluation, Measurement, Statistics), and **Jan Cannon-Bowers** provides an overview of the Division 14 program.

There are also important notices and reports from SIOP Secretary **Janet Barnes-Farrell,** past President Angelo DeNisi, APA Representative Georgia Chao, the latest list of SIOP Fellows and award winners, and last but not least a report from **Michelle Marks** and **Martha Hennen** on the 15th annual I-O Doctoral Consortium.

Finally, what issue of *TIP* would be completed without **David Pollack's** comprehensively compiled list of upcoming conference dates and locations for next year, and the usual set of TIP Missives, IOTAS, announcements, and job postings? Trust me, it wouldn't.

Well, that's about it for the July 2000 edition. Thanks to Janine Waclawski and Murray Barrick for their helpful comments and feedback on this piece. As always, please email me your thoughts, suggestions, ideas, comments and so forth to Allanhc@aol.com. I look forward to hearing from you!

TIP MISSIVES

Dust in the Wind

Allan,

I noticed in the Jan *TIP* some discussion (Angelo's column) about clinicians moving into "I-O" activities. I really believe that unless and until I-O psychologists are licensed as such, we will have no protection – from clinicians, MBAs, or any other individuals engaging in HR consulting. I would love to be licensed as an I-O psychologist, but in Michigan I cannot. As a matter of fact, as I read the Occupational Regulations of the Michigan Public Health Code, I cannot practice psychology. In Michigan, the practice of psychology means treating emotional or mental disorders. The code further says, however, that I can use the term "psychologist" as long as I don't practice psychology! Figure that one out.

Rick S. Tallarigo, PhD
Psychometrist
Mott Community College, Flint, MI 48503

To Publish or Perish?

TIP Editor:

In a day and age when the published research of our discipline is often criticized for being trivial and irrelevant, it seems to me to be non-productive that we actually publish articles "counting up" how many articles we publish. This type of effort reinforces the idea that our discipline sponsors publishing contests and that somehow the winners are the better psychologists. Furthermore it would seem that the senior author of the "Most Published Authors" piece appearing in the April *TIP* could find a more subtle manner for announcing that she has discovered herself to be one of the most prolific authors. I suggest that one reason these ego trips and this kind of competition is encouraged is because it is relatively easy to count names listed in journals. A serious search for quality performance in our discipline might involve more meaningful parameters such as the quality of problems addressed, types of projects undertaken, results achieved, the cost/effectiveness of interventions, and so forth. Such parameters are more difficult to study but, as for myself, I already knew that Schmidt and Sackett are prolific writers and that most of us don't have time to publish in journals.

Clyde C. Mayo, PhD
SIOP Member
Mpsmayo@aol.com

Why Verdi is OK, or Point-Counterpoint

[Bill Verdi (BV)] Dear Mr. Gallardo.

I am responding to your e-mail regarding my article in the October 1999 issue of *TIP* and the responses reported in the January 2000 issue of TIP Missives to obtain some clarification. That way I can respond appropriately and accurately include your opinions in print. Thank you for your comments and I look forward to your response. [Editor's note. Mr. Gallardo is not a native English speaker].

William Verdi, PhD

[BV] Do you feel that business schools have overly commercialized I-O psych interventions and work?

[Abel Gallardo (AG)] Not exactly Psychology schools, but... business is business, and as such, specialty school have an insignia. It depends on the cultural variables and the regional motivations about the world. But, if you ask me of my opinion on what passes in Latin America, yes, I assure you that commercial motivations exist and are evident!

[BV] *Is it correct to say that you feel that many I-O practitioners are left in the position of "cleaning up-after" the mistakes of our business school counterparts?*

[AG] Yes I feel that our mission is being manipulated in that sense.

[BV] *Is it correct to say that you feel many I-O practitioners have lost wages and status due to the MBA people working in the field?*

[AG] Yes, I corroborate that. I have proven it in my occupational practices. Even some of my decisions in consultancy matters have been modified by MBA specialists.

[AG] I have tried to answer your questions adequately, and regret any language confusions. For me it is sufficiently clear, at least in the Latin American countries, that there is an intromission that obeys to highly commercial motivations on the part of some professional business schools. It is important to maintain a positive attitude in the profit of the development of our science, but we must be careful to not be passive and let irrelevant intromissions and deterioration happen in the specialty Psi/I-O.

In any event, this may be something that you want to analyze. If so, you will find me prepared to collaborate with you. I find your points of view of professional practice and its legitimate limits interesting. I suggest that any investigation that you may want to make in this geographical region on these topics might include me. For my part, I find myself very isolated, and I am only the second member SIOP of this country. Thanks and I hope that you are very well.

Good bye Mr. Verdi.
Abel Gallardo
M.S. Psi/I-O
Chile-Southamerica
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What Department Are You In?

Dear Dr. Harris:

While reading through my April 2000 *TIP* last evening, I came upon your article regarding the I-O–HRM issue. I thought that you might find this amusing, at least in terms of role confusion:

I am trained as an I-O psychologist—but have the primary administrative and teaching responsibilities for an undergraduate Human Resource Management emphasis—located within a (primarily healthcare provider staffed) psychology department. I regularly teach courses ranging from intro psych to Labor Relations and Compensation (often on the same days)!

I am curious (as well as confused). Do you know of any other HRM undergraduate programs that are housed in a psychology department?

Thanks,
Brian Loher
bloher@mnsfld.edu

Taking Care of Business

Hi Dawn & Lori,

Just a quick note to let you know I *really* enjoyed your *TIP* column on early careers—some of the things you talked about in the "advantages & disadvantages of pursuing academic research on the side" and "advice for new consultants" are exactly the kinds of things that have been on my mind lately. Especially as I try to squeeze preparing a SIOP presentation into a full day of consulting—let's just say I'll be spending a few nights (and all this weekend) finishing it up! :)

Anyway, I'm really glad you came up with the idea to write a column on early careers—I find it really helpful! Hope you are both doing well – maybe we can catch up at SIOP.

See you,
Michelle Donovan
michelle@terranovaconsulting.com

Acquisitions Among Us

Dear Janine,

I am just completing an assignment in which I used a process I developed called Organizational Fitness Profiling to aid in integrating an acquisition by a UK hotel company of another UK hotel company. I gave a workshop on this process at SIOP last year. Essentially, we asked the top team of the acquiring company to ask the acquired company's management to appoint a task force of their best people. These people were trained to interview a cross section of management people in their company with the question "*What are there strengths and barriers in your company in implementing the strategic direction of the acquired company.*" The management team of the acquiring company developed the statement of strategic direction in advance. The task force then fed back to top management of the acquiring company their findings, using the process we developed. Essentially, the task force sat in a fishbowl and discussed their findings around the themes they developed. This data was then used by the acquiring company in making plans for the integration. They will feedback their plans to the task force for their critique before going forward with the integration. The process not only provided important info about the acquired company's culture. It built trust and open communication.

Mike Beer
Harvard Business School
mbeer@hbs.edu (Michael Beer)

***

Janine,

Boeing and McDonnell Douglas merged in 1997 shortly following the acquisition of Rockwell Space Systems in the previous year. We will complete our planned merger with Hughes Space and Communications later this year. The complexity of mergers and acquisitions should never be underestimated and the role of I-O psychologists should not be overestimated. The phrase "people are what make mergers succeed or fail" is a terrible oversimplification of the issues that senior leaders face.

With that caveat, I-O psychologists do have a set of skills that are useful for addressing a number of business issues related to mergers and acquisitions. For example, at The Boeing Company, I-O psychologists have played roles in the creation of our executive and managerial development programs, the tracking of critical people issues within the company, facilitation of strategic planning for the new company, and in the assessment of employee and leadership skills in the new company. The following are descriptions of the specific role that I-O psychologists at Boeing played in the first two areas.

Over the last year, a Boeing Leadership Center was established to create a crossroads where executives and managers can engage with leaders from across the company to understand, discuss, and impact the company's strategic direction. It is a place where people from all merged companies and all management levels can co-create a new company. Among other things, I-O psychologists have brought expertise in executive assessment processes, needs analysis, training design and evaluation to ensure the Leadership Center (training center) is hitting the mark. I-O psychologists have the skills to simultaneously ensure these processes are grounded in research and aligned with the business strategy of the company.

I-O psychologists have also brought the ability to quantify the "people" issues that can get lost in the complexity of demands and decisions that must be faced in a merger. For example, I-O research suggests that communication, the role of the first-level manager, and the creation of a high involvement culture are critical to merger success. At Boeing, the employee survey offered one way to quantify and track these issues and ensure that they are available and salient to senior leadership. Once again, this is an area where I-O psychologists have the skills to ensure that the work is aligned with the business and that the process is valid, rigorous and reliable.

Paul R. Yost & Mary Mannion-Plunket
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Gods Confounded By Leap Year: SIOPen Unimbrued By Inclement Weather

Jose M. Cortina
Staff Writer

New Orleans—In unprecedented fashion, the 4th Annual SIOPen was mysteriously and suspiciously not cancelled or otherwise impugned by meteorological cataclysm. It has since been confirmed that the reason for the fabulously unlikely and exiguous amount of precipitation recorded for April 13, 2000 in greater New Orleans was that the gods whose responsibility it was to heap untold quantities and qualities of catastrophe onto the SIOPen location were offput by the inexplicable presence of an extra day in the year 2000 calendar. "We gods don't need to add any 29th day to February" said one god who spoke on condition of anonymity. "We just have seconds that are fractionally longer than yours. How hard is this? Duh!"

As a result, all manner of torrent was unleashed from an infinity of black and gravid clouds onto the city during the afternoon of April 12th, which the gods believed to be April 13th. "Imagine the consternation over a screw up of this magnitude" said another anonymous source, his wings twitching, the hand holding his cigarette shaking uncontrollably. "We all went out to celebrate a job well done, pat each other on the back, hoist and topple a few, the usual stuff. Then we drag ourselves out of bed the next day, grizzled and bleary, only to see that the SIOPen was underway! Now I know how the Grinch felt when every filthy little Who in Whoville started singing those vacuous, monosyllabic idiolallas after he had gone to all of that trouble to relieve them of their bourgeois trinkets and baubles. I hope I never have to experience that kind of panic again. We must have set a record for wailing and gnashing of teeth." And then he wept.

By the time the gods figured out what had happened, it was too late. They whipped up the best storm that they could, but it didn't arrive until midnight, when the SIOPen participants were safely ensconced in Pat O'Briens, the sweating glasses of innumerable hurricanes teetering precariously at the edges of the wrought iron patio tables.

SIOPen Victors Dave Woehr, Wink Bennett, Eric Day, and Bryan Edwards.

Among them (the participants, not the glasses) was **Dave Woehr**, whose team (**Wink Bennett, Eric Day,** and **Bryan Edwards**) rode a shamelessly perfidious handicap all the way to the winner's circle. A net 57 was enough to beat out the team from George Mason led by **Dave Thornton**. Although Dave received some

consolation from the fact that he was one of the long drive prize winners, his teammates, **Eric Barger, Sean Marsh,** and **Brian Griepentrog**, received little more than tepid beer and piping hot squaddoush for their efforts. The Woehr team received $400 in gift certificates financed in part by American Express (by which I mean that the company donated funds, not that the winners ran up their credit cards in the pro shop).

The Vanquished, seeing double, as usual.

Other award winners were Jason Miller (long drive), **Thomas Dallam** (Closest to the pin), and **Neil Hauenstein** (Closest to the pin). Neil, in fact, was so pathologically devoted to the prize that he saw fit to eliminate all pretenders to the throne by acing the hole. He did not, however, see fit to enter his team in the Skins competition, thereby recklessly jettisoning an opportunity to defray the cost of the balls that he and his teammates lost on holes 14 and 15. "We'll get him next year" snarled yet another anonymous source while glaring into his vodka Gibson and pounding his cocktail onions into porridge. "So help me, at the next SIOPen, Hauenstein won't be able to make water."

The team led by Shirley and Tom Plunkett had the unimpeachable honor of winning the first annual high net score prize. For their efforts, they and their teammates, Chera Haworth and **Diane Govern**, won golf shirts generously provided by Clear Picture Inc.

Finally, the teams led by **Jose Cortina (Chuck Lance, David Costanza, and Stephen Gilliland)** and **Oscar Spurlin** (Carl Swander, **Brent Ransom, and Johnny Fuller**) tied for low gross. That and $1.42 would get them a grande espresso at Starbucks. The Cortina team benefited enormously from the opprobrious tergiversation of **Ron Landis** on the **Jeffrey Schneider, Valentine Arnold, Matthew Redmond** team. The Spurlin team benefited from the fact that Ron didn't tergiversate to them.

The Ace of Clubs, Neil Hauenstein

All participants in the SIOPen received golf balls generously donated by Allyn-Bacon Publishing and unceremoniously sliced into lateral hazards by the recipients.

None of which makes the gods very happy. The 5th annual SIOPen will be held at a course to be named later in San Diego, and those in charge of putting the kibosh on the event are soliciting suggestions for how to best go about doing so.

Psychologists Seek Protection Under the Union Label[1]

Bill Verdi
Long Island Railroad

Members of the New York State Psychological Association (NYSPA) have agreed to seek *affiliate* status with the American Federation of Teachers (AFT). This agreement directly affects the 3,200 PhD-credentialed and licensed psychologists who are members in the NYSPA and indirectly affects the practice of psychology. This will have a minimal impact upon the 400,000 or so members of the AFT. The AFT represents teachers in kindergarten through grade 12, college professors, nurses, and some public employees.

This is not the first time highly trained and skilled professionals have sought the protection that comes with union membership. Recently licensed medical doctors have sought protection by unionizing. Also the National Labor Relations Board (NLRB) has given its acceptance to residents in medical training seeking the right to either organize a union or to join a preexisting union. The NLRB is the federal agency whose purpose it is to enforce the rights of employees to organize and collectively bargain (negotiate). These and many other rights are guaranteed by the National Industrial Recovery Act (1933, part of FDR's New Deal). The NLRB also oversees the processes of employees trying to unionize (union certification election) or employees seeking to leave and/or replace a labor organization (union de-certification election).

The 3,200 members of the NYSPA predominantly (but not exclusively) perform therapeutic services in a variety of private practice situations. This could complicate the organizing process, since the National Industrial Recovery Act does not apply to independent contractors, managerial employees, and supervisory personnel who wish to organize into or join a preexisting bargaining unit (i.e., union). Special exemption has been given in the past to Major League Baseball (1969), soccer (1978), and other endeavors (professional football, motion picture and stage actors/actresses).

Why Unionize

One could ask, "Why are highly trained, certified, licensed and well-compensated individuals who have earned the right to work in their chosen specialties as entrepreneurs seeking to unionize?" The answer for the NYSPA membership is the de-professionalizing of the practice of therapeutic psychology due to managed care.

Members of the NYSPA want to fight against: (1) the influx of less-qualified and noncertified practitioners into the field, (2) the shortening of therapeutic

[1] All opinions expressed are the author's and not the opinions of the Long Island Railroad, or the Metropolitan Transit Authority. Nor is it to be assumed that the author's opinions are representative of or supported by either the Long Island Railroad or the Metropolitan Transit Authority.

time and visits by managed care providers, (3) managed care providers making treatment decisions without practitioner input, (4) managed care providers rejecting certain types of practitioner-recommended treatments, (5) the desire to fight against cost cutting at the patient's expense, and (6) the need for a greater voice or input into the legislative process.

Advantages to Union Membership

NYSPA members will receive some obvious and unintended benefits by being AFT members (or in this case affiliates). Some unintended but worthwhile benefits are: a sense of professional community from being in an organization of like-minded professionals, group-rate health benefits (probably from a managed care provider), some form of union-sponsored pension plan (maybe an annuity or 401[k]-type options), reduced-rate professional (liability) and personal (life and disability) insurance, and access to legal advisory services. Many of these benefits are redundant with benefits currently provided by regional (NYSPA) or national (APA, APS) organizations. If so, there is nothing wrong with having a choice.

Intended benefits of affiliate status with the AFT are: increased political clout in the state (New York legislature) and national legislative process (e.g., lobbying power) on issues of licensure; professional practice (who can and cannot perform therapy); medical reimbursement; access to superior regional and national organization (e.g., letter-writing campaigns etc.); increased influence on the political process via political action committees and campaign contributions; and a concerted effort to increase the caliber of therapeutic treatment. This is because the NYSPA members would be speaking with the voice of over 400,000 members from the AFT and not just with the voice of 3,200.

Disadvantages to Union Membership

Unfortunately, the costs of union membership are greater than the advantages. NYSPA members will be surrendering money each month for membership dues. While the fee is probably minimal, when you consider all the other professional memberships a person maintains, the cost can be considerable. There is the loss of status—people view union members as individuals who work with their hands and not their heads for a living. People think of the person who assembles a car, not the person who designs one as a union member. As much as there is a perception of managed care de-professionalizing the practice of psychology—union membership will only exacerbate this perception. The NYSPA membership has agreed (like the medical doctors who unionized) not to engage in strikes or work slowdowns. This will limit their negotiation stance and bargaining power. Even though strikes and slowdowns are the tactics of last resort, it is unwise for the NYSPA membership to eliminate these negotiation tactics.

The NYSPA affiliate status does not include or make provisions for non-

PhD providers of therapy to become members—such as psychiatrists, social workers, and PsyD recipients. Failing to incorporate such skilled therapeutic providers will make it easier for managed care providers to ignore the demands of the NYSPA-AFT union and reimbursement-alternative (nonunion) providers of therapy. Managed care organizations could put the nonunion therapists on lists of preferred providers. Patients would have smaller co-pays and/or out-of-pocket expenses when visiting a preferred provider. Any success at union organizing and negotiating with managed care companies will require that minimal alternatives are open to managed care providers. Such a situation recently happened within Major League Baseball (MLB). The MLB Umpires union planned to take specific action against the MLB team owners. Unfortunately, the MLB Umpires union failed to organize the umpires in the minor leagues. So when the MLB umpires union threatened to withhold their services (i.e. not officiate baseball games) the owners promoted the minor league umpires to the major league. This coupled with internal dissension within the MLB Umpires union destroyed their bargaining position. Unfortunately, failing to organize other credentialed providers of therapy could lead to equally disastrous results.

The NYSPA members will be affiliates of the AFT—not full members. Why the distinction in membership status? This raises a concern: what if the lobbying interests of the AFT and the NYSPA diverge? Where would the full force of the lobbying, organizing and financial support go? Such an issue may come up: for example, what if the AFT decides that their membership would be best suited to provide on-site counseling and/or support to students. Would only students in the 'at risk' category see a licensed and certified psychologist and/or counselor? This directly relates to one of the NYSPA's membership concerns: entry of less-qualified professions into the therapeutic setting. The NYSPA members would be forced to accept the decision made by the AFT senior officers. There is a certain amount of control lost when you join a union.

Lobbyists' time with legislators is short. Whose issues are going to be the highest priority? Would this be decided on an issue-by-issue basis or would a more pragmatic basis be used—the issues of the larger supersede the issues of the few (400,000 AFT members vs. 3,200 NYSPA members).

Because the NYSPA members are entrepreneurs and the National Industrial Recovery Act forbids independent contractors from organizing, the AFT would not be able to negotiate on their behalf with regard to the issues most important to all union members: *pay, work conditions and scope of work.* Pay deals directly with the reimbursement scale for services; the setting of fair compensation rates for various services (administrative, individual vs. group therapy); and the shortening of therapy time. Work conditions addresses where services are to be provided and is not an issue since many NYSPA members either work in private practice (they chose the workplace) or work in one of many treatment facilities (which are monitored by various federal, state and local oversight agencies.) Scope of work addresses the key issue of: What is therapy: What therapeutic treatments are allowed: and Who may perform such treatments and what credentials are required.

Two final considerations are financial and legal. A key financial consideration for NYSPA members is since many work as independent contractors and/or private practitioners they can deposit greater sums of money into a KEOGH or SEPA IRA account than individuals covered under a pension plan or 401(k). The initial difference is sizable and the difference over time can become staggering. The legal consideration is the access to low-cost legal advisory services: Who does the attorney work for, and where are his/her responsibilities? In essence, is the lawyer providing legal services to the NYSPA-AFT or to you? The answer to that question sets the stage for where the lawyer's responsibilities and obligations belong.

Alternatives to Union Membership
Options to Consider

I agree that the NYSPA members need to take action before their situation worsens, but organizing under the AFT or any other existing union may not be the answer. Some alternatives are:

1. Organize with other similarly credentialed practitioners who are facing the same concerns and/or issues—such as members of the psychiatrist, social workers, PsyD, EdD community. You would avoid the issue of becoming lost in a colossal labor union (become "assimilated into the borg"). This ensures your concerns will be heard as a unified voice that does not have to jockey for position on the lobbyist's agenda.

2. Revisit the licensure requirements—are there people being refused entry due to some arcane rule that has failed to keep pace with reality? You can increase your membership base without sacrificing quality or standards. A larger membership base makes for superior lobbying efforts and for a stronger voice.

3. Perhaps the NYSPA along with some of the other groups mentioned should hire their own lobbyist(s) and advertising specialists and not utilize another organization's. If your name is on the lobbyist's check then there is no question where their loyalty lies (or at least their priorities).

4. Seek a nationwide consortium with other state associations (of psychologists) to influence national legislation. I doubt that the issues faced and concerns raised by the NYSPA exist only in New York State. National legislation may not be binding at the state level, but it could lead to a greater awareness of the issues and lead to rationale discourse. Many other regional psychology associations are watching the outcome of NYSPA's affiliation with the AFT.

What does it mean to I-O

Applied researchers— I-O psychologists face tremendous issues that make many wonder, "Wouldn't unionization help us?"

Practitioners have had to face many dilemmas: (1) budgetary crunches—doing more with less and maintaining quality; (2) walking the moral/ethical tight rope of downsizing—initiating it but not being able to influence it; (3) entry of less skilled individuals into the industry; and (4) being treated as a cost center during this economic boom.

Would unionization provide I-O practitioners protection from mistreatment, from having their research misapplied, not appreciated, or ignored? Union membership may provide practitioners an advocate who would represent their interests and inform organizations of their value. Given this, should I-O practitioners begin to explore the possibility of unionization?

Let me know what you think at 2Verdi@compuserve.com.

The Teaching of Legal Issues: A Survey of Graduate I-O Programs

Stephen J. Vodanovich and Chris Piotrowski
University of West Florida

The extant research offers little guidance as to how (and to what extent) legal material is presently taught in graduate I-O programs. Yet a key development in the growth of I-O psychology, particularly in the area of human resources, has been the proliferation of legal literature (see Casio, 1998; Gatewood & Feild, 1998). Survey data have indicated that a course in "legal issues" was rated by former I-O master's graduates as the second most useful factor in obtaining a first job (Erffmeyer & Mendel, 1990). Recently, we described the framework for an Internet-based graduate course in "Legal Issues" within the I-O psychology master's program at the University of West Florida (Vodanovich & Piotrowski, 2000). However, there is a dearth of literature that addresses the content, format, and/or method of instruction used to teach such material in I-O psychology. To this end, this paper summarizes the findings of a recent survey from a sample of I-O faculty regarding what "legal issues" are currently being emphasized in graduate training and the pedagogical methods that are being used to facilitate such instruction.

Findings

A 3-page survey was sent to 97 master's and doctoral I-O programs in the United States. Addresses for these programs were gathered from the 1999 list of SIOP members. The survey included a series of 5-point scales, ranging from 1 (*never*) to 5 (*extensively*), which asked the respondents to indicate *what* legal topics were covered, *how* the material was taught, and the extent of perceived drawbacks regarding the teaching of legal material.

An average of two surveys were sent to each I-O program and a total of 38 usable forms were returned. Although this number appears low, it is likely that only one person in a given department was primarily responsible for the teaching of I-O-related legal issues. A sizeable majority of the respondents were male (64.9%), from PhD institutions (62.2%), and have taught I-O courses for an average of 14.8 years (SD = 9.1).

Approximately one third (35.1%) of the participants indicated that their departments offered an individual course on legal issues. Respondents were also queried on the extent to which they teach legal material within their program *outside* a specific course in legal issues. These results are summarized below:

Teaching Mode	*Mean*	*SD*
Personnel selection course	3.6	1.2
Graduate seminar	3.1	1.3
I-O survey course	2.6	0.9
Practica/Internships	2.6	1.1
I-O current issues course	2.5	1.1
Research projects	2.3	1.1

(*continued*)

We asked respondents to indicate the extent to which they teach a variety of legal topics. As can be observed in the table below, the most common legal issues covered were related to discrimination (e.g., Title VII) related to employment testing. This is not surprising since this topical area overlaps with psychometric material (reliability, validity) that is central to personnel psychology.

Issue	*Mean*	*SD*
Employment testing	3.9	1.1
Civil rights acts	3.8	1.1
Adverse impact	3.8	1.1
Affirmative action	3.6	1.1
Differential treatment	3.5	1.2
ADA	3.3	1.2

Some surprises occurred regarding the legal material that is not frequently covered (see results below). For example, the lack of coverage of OSHA law is somewhat at odds with the recent emphasis on occupational health topics, particularly regarding funding initiatives for graduate training programs (e.g., Fox, 1999; Quick, 1999). Also, given the controversy surrounding the passage and potential consequences of the Family and Medical Leave Act (FMLA), it seems that more didactic attention would be given to this Act.

Issue	*Mean*	*SD*
Seniority systems	1.8	0.9
Compensation	2.0	1.1
FMLA	2.1	1.0
OSHA	2.1	1.3
Racial harassment	2.5	1.4
Polygraph testing	2.6	1.0

Finally, we asked the respondents to indicate the degree to which they have experienced problems in teaching legal material. Individuals in our sample did not indicate or endorse any major drawbacks in this regard. The most common concern was in keeping current with the legal literature and the time commitment involved in teaching material in this area, but both means were less than 3.0 (2.9, 2.4, respectively).

Conclusions and Implications

Our findings indicate that a variety of legal issues germane to the field of I-O psychology are being emphasized in graduate training, particularly in personnel selection coursework. Surprisingly, about two-thirds of the programs in our sample do not have a separate legal issues course as part of their curriculum. Secondly, the legal material pertinent to employment testing and discrimination are apparently receiving the most focus. Although other topical issues in this area continue to be taught, the coverage seems to be relatively moderate. Perhaps it would be beneficial for I-O faculty to reconsider the degree and comprehensiveness of didactic exposure to legal topics within I-O graduate programs (and address the incentives and resources needed to do so) in order to meet the future educational and professional needs of students. This would be a worthwhile response to the growing emphasis on such training by prospective employers (e.g., Bena & Mendel, 1980; Erffmeyer & Mendel, 1990). Moreover, future studies that examine the nature and content of individual legal issues courses would provide useful information in determining an appropriate breadth of coverage and use of instructional resources in this area.

In summary, our findings prompt several questions that may need to be addressed in the future, such as:

- Are legal issues in I-O psychology being adequately covered in I-O graduate programs? (Should detailed coverage of this material be required of I-O graduates?)
- What is the appropriate level of faculty training required to teach legal issues?
- Is there sufficient summary material (e.g., texts) to enhance the teaching of legal material in I-O?
- What specific legal issues deserve the most coverage?
- Is it efficacious to offer a separate course in legal issues?

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SIOP 2000 Annual Conference Highlights

Executive Committee:
Front row from left: Karen Paul, Jan Cleveland, Ron Johnson, Allan Church, Nancy Tippins, Lee Hakel, Mary Tenopyr.
Second row: Irene Sasaki, Wanda Campbell, Kalen Peiper, Talya Bauer, Angelo DeNisi, Linda Sawin, Adrienne Colella, Heather Roberts Fox, Mike Burke, Beth Chung
Back row: Mickey Quiñones, Jeff Schippmann, Ray Johnson, Ed Salas, Ann-Marie Ryan, Jack Kennedy, Janet Barnes-Farrell, Bill Macey, Morton McPhail, Dana McDonald-Mann, David Hoffman, Steve Brown.

My First SIOP Race

Naina B. Bishop
Barrett & Associates Inc.

I casually flip through the *TIP* pages one February morning and see a description of the SIOP 5K race.

No, Wait a Minute, it Says *Fun* Race.

I read the description carefully, and my heart starts pounding. Every year, like most people I make a New Year's resolution to get in shape and somehow, the year seems to end with not much change. But, this is different, it's the year 2000, the new millennium. I am excited. Maybe, I could sign up for this race and use it as an excuse to get in shape! What a great idea, and I have 2 months to train. Or at least so I think, in the moment of excitement. I scarcely breathe as I check the box against the row "5k race" on the registration form. I send in my $15 and sit pretty in anticipation of getting in shape.

Conceiving the Idea is the Easy Part

Well, as always, conceiving the idea is the easy part. Translating this beautiful idea into action is another matter. I don't actually start running until 2 weeks prior to D-day. I run for 5 minutes and I want to stop. My goodness, how in the world am I going to run 3 miles, I can barely run half a mile. Well, I tell myself, "today is your first day, it will get better."

In the days to follow, I conjure up several interesting ways to get myself out of this. After all, I have only told a couple of friends and my husband about it. There will not be much face loss. Nay, there is still a week to go, I will try. The Sunday before the race, I run 3 miles on a treadmill. Finally, I run the race distance for the first time during training and severely scrape my little toes in the process. I realize upon speaking to experts, that you must wear thick socks when running.

So, here I am 4 days to the race, buying thick socks and running shoes. My salesperson is a high school kid, a state champion, and he runs a "4 minute" mile! I have been jogging at a very comfortable 15-minute-per-mile pace. He is helpful, nevertheless, and gives me useful tips. He tells me not to run more than a mile the day before the race.

Chased by a Duck!

I am in the Big Easy. Yes, I learned this was a nickname for New Orleans. I tell several people that I plan on participating in the race. Now, there's no turning back, my pride is at stake.

I go for a run the day before the race. I am in the Armstrong Park running alongside a lake. I see three pretty ducks sunbathing by the water. Tranquillity

is rudely interrupted by a very angry creature, as I hear a "quack, quack…." an obviously territorial duck charges at me, beak wide open. I am startled and stay clear of this angry creature. I am a little embarrassed and amused at being scared off by a duck! Well, what can I say, I have heard these creatures can get nasty when provoked. I do not heed the advice of my salesperson friend and run 6 miles the day before the race. The hotel receptionist gives me a concerned look as I limp up the stairs to my room. I am worried I have injured my foot.

The Race

Race morning. I am up and ready to go. As I start getting nervous and a million doubts start surfacing in my mind, I remind myself that it's a *Fun* race. I was told by a friend, "Don't worry, there will be people of all levels. There will be walkers!" Well, I get there, the whistle is blown and a mean, lean, hard-core running group takes off. My God, everyone seems to be flying! Where are the slow runners? Where are the walkers? I finally spot a group of slower runners who are slightly faster than me. I tell myself, "Stay close to these folks, or you won't finish the race." I feel like I did 2 weeks ago during my first run. 5 minutes into the race and I want to stop. My heart is pounding too hard, too early in the game, and I am just so tired all over.

We are at the beautiful Audubon Park; I try to distract myself with the beautiful scenery. The Spanish moss hanging over the road in silvery veils is mesmerizing. I tell myself, "Don't look at the watch, just keep running." We are about half-way done, and people are returning, running, in the opposite direction of us slow pokes. Finally, we are at the midpoint of the race. I expect my newly acquired friends to stop for a drink at the table. My futile expectations are rudely shattered. They drink while running and chuck the empty cup with such savvy into the trash can. I struggle to keep up with this race-like act.

We are two-thirds into the race and I see a lake that I thought was near the finish line. I am wrong, there are many such lakes. My mind starts to swim and the urge to stop running is very strong. Now, I distract myself with the philosophy of the race of life. I think, there is no first place and last place. Everybody's race is just as challenging and important. The important thing is to *stay* in the race. Everyone is a winner. Now, bodies appear to be floating orbs in my philosophical delirium. I know we are close to the finish, but I just can't seem to go on. I stop for a millisecond. I start running again, at my own pace. I am trying to find the *fun* in the race as I agonize in pain. I see the finish line. I am right behind my friends as I cross the finish line, clocking at 37 minutes, a whole 8 minutes faster than my treadmill time 4 days ago!

The man at the finish line is truly surprised at my pure joy for he does not know my story. Staying in the race and finishing the race was my victory. I tell my running companions that I have only been running for little over a week. They are amazed and tell me that if I could run so well with no training, I would do really well with training. I am encouraged. But really, I am very proud of myself for changing old habits and starting new ones. My husband restores me with a genuine "Wow" over the phone when I tell him my time. I can hear my four-year old twins saying in the background, "Mommy ran a race." A friend jokingly said to me later, "You don't believe in easing into things do you? You just jump into them!" I suppose, sometimes you do have to grab life with your arms wide open. And, yes, I am still running.

Thank you SIOP organizers for providing me with such a great opportunity to experience life so fully.

Voluntary Professional Certifications: Requirements and Validation Activities

Jack McKillip and Jennifer Owens
Southern Illinois University

Voluntary professional certifications have grown steadily over the last 30 years as a method of verifying competence in a proliferation of professional and occupational specialties (Barnhart, 1997; Hamm, 1996). The promise and value of professional certification arise from interrelationships between certification requirements and competence on the job. Certifications verify competence through an array of requirements, including education, experience, and examinations. A goal of these requirements is to persuade certifiable professionals, their employers, and their customers that those who are certified exhibit high levels of job performance. Persuasive power derives from the relevance and reasonableness of the requirements for the particular profession, that is, the link between requirements and "the jobs that fill the breadth and scope of the profession" being certified (Cox & McKillip, 1997).

Linking certification requirements and job demands involves a mixture of validation activities including logical analyses, expert judgments, and empirical observations. Several activities have been recommended in the literature, including job analysis and psychometric analysis for development of exams (Hamm, 1996; Joint Committee on Standards for Educational and Psychological Testing, 1999), assessment of educational and experience requirements, and comparison of the job performance of the certified and the noncertified (McKillip & Cox, 1998). Kane (1994) labels the result of such activities an "interpretive argument" for the validity of a certification. The *Standards for Educational and Psychological Testing* (Joint Committee on Standards for Educational and Psychological Testing, 1999) judge that for validating the relationship between certification exams and job demands: "There is not a single correct or even a preferred method of inquiry for establishing this linkage." However established, activities that validate certification requirements underlie the utility and, ultimately, the success of voluntary professional certification.

Research for the present project identified more than 1,000 professional certifications, sponsored by nearly 350 organizations. While there are several prescriptive discussions of the development of certification requirements (Cox & McKillip, 1997; National Organization for Competency Assurance, 1999), little descriptive information is available on what and how requirements are developed and validated. Based on a survey of sponsoring organizations, this paper examines the frequency, co-occurrences, and correlates of certification requirements. It also examines the frequency and correlates of various types of validation activities.

Methodology

Three hundred forty-six organizations that sponsor professional certifications were identified by Barnhart (1997) and by searches of the Internet. Together, the organizations sponsored more than 1,000 professional certifications. For each organization, one certification was chosen randomly for coverage by this survey. Several contacts were made with each sponsoring organization during the fall of 1999, including at least two by U.S. mail and one by telephone. Sixteen organizations were dropped from the study for various reasons: 11 because of bad addresses, 3 did not certify individuals, and 2 had been dissolved. One hundred seventeen of the remaining organizations (37%) responded to the survey.

The survey questions covered characteristics of the organization and certification (e.g., year established, number currently certified), requirements for certification (education, experience, examination, recertification), and validation efforts for certification requirements (e.g., job analysis, psychometric analysis of examination).

Results

Organizational and Certification Characteristics

Table 1 presents characteristics of the sponsoring organizations that responded to the survey and characteristics of certifications that they sponsored.[1] Most sponsoring organizations were professional associations or not-for-profit organizations. Three professional areas dominated the certifications with business and management the most frequently occurring. One half of the certifications were first offered before 1980 and half since that year (median), with about as many certifications having started before 1970 as were started in the 1990s. The median number of professionals that hold a certification was 2,500, with one-third of the certification organizations having more than 10,000 members.

Table 1. *Characteristics of Sponsoring Organizations and Certifications.*

Sponsor type		*Year started*	
Professional association	51%	Before 1970	19%
Not-for-profit organization	55%	1970s	28%
Both	11%	1980s	35%
Other	5%	1990s	18%
Professional area		*Number certified*	
Business & management	39%	<100	7%
Medical	27%	100 – 999	28%
Science & technology	19%	1,000 – 9,999	31%
Other	15%	10,000 – 49,000	28%
		50,000+	6%

[1] Many organizations sponsor multiple certifications. We randomly selected one certification for study at each sponsoring organization.

Professional area was related to the type of sponsoring organization.[2] The business and management and other certifications were more likely offered by professional associations (60% and 67%, respectively). Medical and science and technology certifications were more likely offered by not-for-profit organizations (75% and 68%, respectively).

Medical certification organizations have more members (median 12,000) and business and management and science and technology certification organizations have fewer members (medians 1,079 and 1,745, respectively) than average. There was tremendous variance within professional area in size and year started. Older certification organizations tended to have larger memberships, except for science and technology certification organizations, where the opposite is the case.

Fourteen percent of certifications were legally required for employment. These tend to be certification organizations with fewer members. Thirty-seven percent of certifications with fewer than 100 members in the organization were legally required for employment compared to 12% for other certifications. Certifications took a median of 36 months to complete, with medical certification taking a median of only 24 months and business and management certifications a median of 48 months.

Certification Requirements

Experience. Eighty-three percent of certifications required experience. The median amount of experience required was 36 months. About half of these certifications (48%) substituted education for some (or all) of the experience requirement. Experience requirements did not differ by professional area but were less likely for certification organizations with the most members (fewer than 10,000, 88%; 10,000 or more, 72%).

Education. Forty-seven percent of certifications required specific coursework. Seventy percent of the sponsoring organizations taught the courses themselves, except for Medical certifications where it was only 36%. Overall, outside schools and colleges taught courses for 58% of the certifications that required them. This percentage was higher for medical certifications (93%) and for science and technology certifications (71%). Newer certifications were less likely to require specific coursework; 76% of those established before 1970 required specific coursework versus 25% of those established in the 1990s.

Examinations. Exams were required for 92% of certifications. Of these, 71% of sponsoring organizations administered and 59% scored the exams themselves. Independent testing companies (ITCs) administered exams for 33% of the certifications that required exams and scored them for 40%. Other groups administer and/or score exams for about 10% of the certifications. Medical certifications differed from this overall pattern with only 42% administering their exams and 26% scoring them. ITCs administered medical certification exams for 65% of sponsoring organizations requiring examinations and scored them for 68%. ITCs were more likely to administer and score exams for the larger certifications. ITCs also tended to administer and score exams for more recent certifications.

Special study programs are available for the exams for 65% of the certifications that required them. Most of the study programs were provided by the sponsoring organizations themselves (69%). Other companies and schools and colleges also offered special exam preparation classes for 43% and 24% of certifications, respectively. Medical certifications (42%) were less likely than others to provide their own exam preparation programs.

Most certifications (68%) required a single exam, with 17% requiring 2 exams and 15% requiring 3 or more exams. Table 2 presents the types of questions included on examinations. Although the multiple choice question type was ubiquitous, almost half of the certification used more than one question type (48%), and 23% used 3 or more question types. Use of only the multiple choice question type was more characteristic of medical certifications (74%) and less of business and management certification (37%).

Table 2. *Examination Question Types*

Question type	*% Certification (N=98)*	*Question type*	*% Certification (N=98)*
Multiple Choice	99%	Skills test	13%
True-False	29%	Other	13%
Short answer	19%	Peer review essay	8%
Mathematical computation	16%		

The median cost of exams was $250. The source of these payments divided certifications almost evenly: for 35%, the individual professional typically paid for the exam; for 34% the employer typically paid for the exams, and for 30%, both typically shared the cost of exams. Medical certifications deviated from this pattern, with 59% reporting the individual alone covered costs, and only 6% reporting costs were covered by the employer alone.

Multiple Requirements. As shown in the Figure 1, almost all certifications had multiple requirements (89%). The most popular configuration of certification requirements was the combination of experience and exam (42%), followed by the combination of experience, exam, and a specific set of courses (34%). Science and technology certifications were more likely (59%) and other certifications less likely (29%) to have the experience and exam configuration only.

Certification organizations established before the 1970s were most likely to require all three requirements: experience, exam, and coursework (52%). Those established in the 1990s were most likely to require both experience and exam (60%).

[2] Only statistically significant relationships ($p < .05$) are presented and discussed.

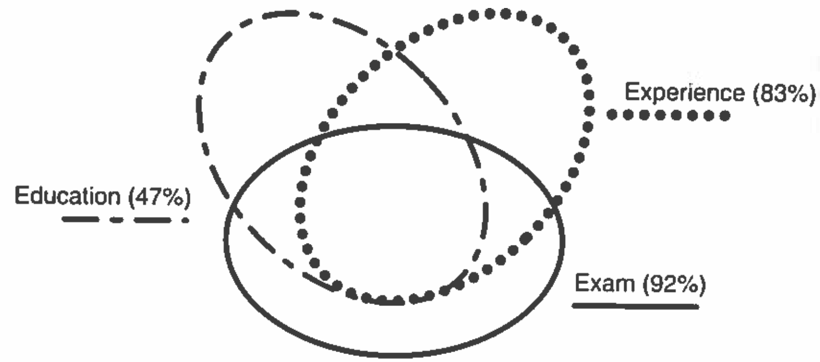

Figure 1: Venn Diagram of Requirements for Professional Certification. N=116

Certification renewal. Eighty-two percent of certifications required renewal, most of these by continuing education (83%). One quarter of those requiring renewals mandated retake of the certification exam, and 16% had other renewal requirements. Medical certifications were more likely to require a recertification exam (40%). Also, larger certifications that required renewal were more likely to require a recertification exam than smaller certifications (41% vs. 17%). Median time for certification renewal was 36 months.

Validation Activities

Experience. Of the certifications that required experience, 42% used employer records or other checks on self-reported experience. The majority of the certifications requiring experience have examined its length (58%) but only 42% report an evaluation of the validity of this requirement. The most recent examination of the experience requirement occurred within a median of 18 months.

Education. Of the certifications requiring specific coursework, 56% have evaluated the validity of this requirement. This evaluation occurred a median 6 months previous to completion of the survey.

Examination. Most certifications used a "formal job analysis…in developing the certification program" (66%), although only 38% of certifications reported that the job analysis had been completed within the previous 10 years. Such a current job analysis was most characteristic of medical certifications (63%).

Of the certifications requiring examinations, 70% had conducted a psychometric analysis of the exam. This analysis was conducted by outside consultants for most certifications (65%). A committee of certification members was involved in the assessment for 40% of the certifications. Seventy-six percent of the psychometric analyses had been conducted in the previous 5 years—

representing about half of the certifications requiring examinations.

A critical part of the development of a certification exam is the procedure used for setting the passing score. This standard was set as a percentage-of-items-passed for most certifications (63%). Empirically derived passing scores (e.g., using the Angoff method) or basing the standard on the job performance of those who perform well on the job were used by relatively few certifications (32% and 7%, respectively). Medical certifications were more likely than others to use an empirically-derived passing score (59%).

Criterion Validity. Eighteen percent of certifications that were not legally required for employment had compared the job performance of those who have received the certification with those who were not certified.

Discussion

Respondents to this research sponsored voluntary certifications (86% were not legally required for employment), that had been established for many years (half are now at least 20 years old), and that had healthy memberships (65% had at least 1,000 members and 34% had at least 10,000 members). Almost all certifications required an examination (92%) and nearly this percentage had multiple requirements (89%). Education was required by less than half of the certifications. Older certification organizations were more likely than others to require education along with experience and an examination while newer certification organizations tended not to have an education requirement. Most certifications required recertification (82%) based on continuing education rather than reexamination.

Findings point to distinctions among professional areas, especially between the medical and other professional areas. Medical certification organizations were likely to have more members than other types of certification organization. Medical organizations were also less likely to administer their own certification exams to individuals and to allow other organizations to provide educational and exam preparation programs. Organizations that offer medical certifications were more likely to have performed a recent job analysis and to have used the recommended, empirically derived passing scores (*Standards for Educational and Psychological Testing*, 1999, Standard 14.17).

A third important finding from the present study is the lack of validity activities demonstrating that certification programs adequately prepared individuals for a profession, that exams used were valid and reliable, and that certified individuals performed better than those who are not certified but working in the same profession. Validation activities linking certification requirements to on-the-job performance were typically engaged by a disappointingly small percentage of organizations. Less than half of the certifications that had an experience requirement (42%) studied whether those with experience outperformed those without. Slightly more than half of certification organizations with educational requirements (56%) examined whether those fulfilling the requirement outperformed those who had not. Although two in three certifications with an examination had performed a job analysis, more than half of these were at least 10 years old (62%). Also, half of the psychometric analyses of examinations were at least a decade old. Finally, only a small minority of certification organizations reported evaluating whether those they certified performed better on the job than those not certified (18%). This low percentage fits with the absence of published studies (McKillip & Cox, 1998).

Questions can be raised about the validity of the certification programs for organizations that have not examined the effectiveness of the requirements for their certifications. Certifications should begin with a mapping of the knowledge, skills, and attitudes needed for competence in a profession, vis à vis a job analysis of some kind. Studies should be conducted with focus on the correlation between experience and education and competence on the job, since these are two areas that relatively few organizations have focused on. Criterion studies, which compare job performance of certified and noncertified individuals, should be conducted to determine if certification is an asset in professional life.

Study Limitations

The biggest limitation of the present study is the low response rate of organizations to the survey. Despite numerous contacts by mail and phone, some organizations were reluctant to provide information about the certification program offered. Another reason for the low response rate may be due to the infrastructure of the organizations that were surveyed. Organizations that contracted out educational and examination-related tasks may not have had the required information available. Related to the low response rate, a second limitation to the study is the underrepresentation of proprietary certifications, for example Microsoft Certified System Engineer, (McKillip, 1998). Most of the organizations that responded to the survey were professional or not-for-profit organizations.

A final limitation of the study is also a direction for future research in the area of voluntary certification. The present survey did not ask specific questions about characteristics of people certified by each organization. Therefore, little is known about who is more likely to seek certification for a particular profession. Future research should focus on what types of people seek certification and may wish to survey individuals who are certified by each organization. These types of studies will help in completing the picture of voluntary certification.

Overall Conclusions

The results of the study should provide sponsoring organizations with a means for comparing their certification process with other certifying organizations. For example, it may be useful for an organization to compare how much their certification exam(s) cost with the mean cost of the exam(s) across organizations involved in the present study. It should be helpful in pinpointing

ways to improve the certification process used by each organization. Clearly, additional validation activities are called for. Overall, the purpose of the present study was to provide a review of the requirements and validation activities of voluntary certification programs. Future research should attempt to complete this review by focusing on the reflections of certified individuals.

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The 2000 SIOP Member Survey Results Are In!

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The annual SIOP member survey was conducted in February 2000. Surveys were mailed to a stratified random sample of 1,542 SIOP Fellows, Members, Associate Members, and Student Affiliates. Completed surveys were received from 404 respondents, giving us a response rate of 26.2%, which represented an increase from the response rate of 13% in 1999. In terms of survey content, the 2000 member survey contained 25 member satisfaction items, 39 member interest items, 6 write-in commentary questions, and 7 demographic questions used for analysis purposes.

The following results were presented to the SIOP Executive Committee on April 16, 2000 in New Orleans, after this year's annual conference. The purpose of the 2000 member survey was twofold. First, we wanted to assess the satisfaction of Society members and Student Affiliates with respect to member benefits. Second, we wanted to assess areas of interest for future conference and workshop planning purposes. The survey solicited member and Student Affiliate input and will help the Executive Committee better plan for the future of the Society.

An Important Milestone: Student and Associate Member Voices Were Heard

The 2000 member survey represents the first time that Student Affiliates and Associate Members were asked to complete the annual SIOP survey. This was done in effort to be more responsive to the thoughts and opinions of these two important constituencies with respect to planning for the future. A listing of the survey response rate received from each constituency can be found in Table 1.

Table 1. *Survey Responses by Constituency in 2000*

	Surveys mailed	*Surveys returned*	*Response rate*
Fellows	45	14	31.1%
Members	862	251	29.1%
Associate members	82	17	20.7%
Student affiliates	556	110	19.8%
Total	1,542	404	26.2%

Note. Total surveys returned includes 12 additional responses who did not indicate constituency type.

In addition, the survey responses received by job type and by years since obtaining a PhD also reflect SIOP's diverse population (See Tables 2 & 3.)

Table 2. *Survey Response by Job Type in 1999 and 2000*

	University	*Other academic*	*Non-profit*	*Public sector*	*Private sector*	*Consulting*	*Other*
2000	36%	3%	5%	9%	16%	27%	4%
1999	35%	2%	5%	6%	16%	32%	4%

Table 3. *Survey Response by Years Since PhD*

	1 to 4	5 to 9	10 to 14	15 to 19	20+
2000	18%	19%	15%	15%	34%
1999	21%	21%	18%	15%	26%

Another Important Milestone: Member and Student Member Satisfaction was Assessed

The 2000 SIOP member survey also represented another important milestone in that it marked the first time that Fellows, Members, Associate Members, and Student Affiliates were asked to rate their satisfaction with specific aspects and/or benefits of SIOP membership. These new satisfaction items asked for ratings of satisfaction on important topics such as *TIP*, society communications, the quality of hotel accommodations at the annual conference, SIOP member benefits compared with those of other professional organizations and the role of SIOP in promoting I-O to business.

Each of the 25 satisfaction items was rated on a standard 1 to 5 scale (where 1 = *very dissatisfied*, 2 = *somewhat dissatisfied*, 3 = *neither satisfied nor dissatisfied*, 4 = *somewhat satisfied*, 5 = *very satisfied*, 6 = *don't know*). All responses to each of the items were tallied and average scores by item were computed. "Don't know" responses were not included in this average. The results of these satisfaction questions can be found in Table 4.

Table 4. *Satisfaction Ratings for 2000*

	Survey item	*Total mean*	*Member mean*	*Student mean*
8.	***TIP***	**4.53**	4.55	4.49
11.	**SIOP *Membership Directory***	**4.38**	4.44	4.24
7.	**Administrative office**	**4.35**	4.33	4.46
12.	SIOP web page	4.29	4.23	4.44
23.	Value of my SIOP membership	4.27	4.22	4.42
24.	SIOP as a professional organization	4.25	4.21	4.39
21.	Quality of hotel accommodations	4.21	4.12	4.44

Table 4. *(continued)*

	Survey Item	*Total Mean*	*Member Mean*	*Student Mean*
9.	Professional Practice series	4.18	4.20	4.19
10.	Frontiers series	4.14	4.13	4.26
5.	Reporting Society election results	4.13	4.16	4.07
13.	SIOP job placement services	4.05	4.08	4.00
18.	Conference city location	4.04	3.91	4.34
25.	Member benefits compared with other organizations	3.98	3.96	4.05
16.	Quality of posters at the conference	3.95	3.88	4.19
1.	Strategic direction and objectives of SIOP	3.94	3.91	4.06
17.	Quality of presentations	3.93	3.87	4.08
15.	Mix of topics comprising session content	3.90	3.78	4.19
4.	Candidate nomination process	3.88	3.92	3.78
19.	Conference costs	3.85	3.78	4.03
14.	Conference submission selection process	3.81	3.78	3.92
20.	Pre-conference workshops	3.68	3.68	3.70
6.	Committee volunteering/assignment process	3.65	3.67	3.66
2.	**Promoting I-O to other areas of psychology**	**3.53**	3.50	3.68
3.	**Promoting I-O to business**	**3.22**	3.13	3.46
22.	**Hotel room availability**	**2.60**	2.56	2.67

Our results indicated that the 3 highest areas of member satisfaction are *TIP* (4.53), the SIOP *Membership Directory* (4.38), and the SIOP Administrative Office (4.35). Respondents were very positive about these benefits of SIOP membership.

Conversely, the data also showed that the three lowest rated areas of membership satisfaction were those regarding hotel room availability at the annual SIOP conference (2.60), SIOP's ability to promote I-O to business (3.22), and SIOP's ability to promote I-O to other areas of psychology (3.53). These areas of lower satisfaction were consistent across all respondent types (i.e., academics, practitioners, members vs. students, etc.). It should be noted, however, that practitioners, as one might expect, were slightly more dissatisfied with SIOP's success in promoting I-O to business than were academics.

Students Gave Higher Ratings Than Members

Despite some of the recent commentary in *TIP* regarding Student Affiliate issues and concerns, the results from this survey showed very clearly that Student Affiliates are in general quite satisfied with their SIOP membership. In fact, while Student Affiliates responded similarly to members, they were generally more positive overall in their ratings. More specifically, Student Affiliates gave SIOP more positive ratings than did members on *18 of the 25* satisfaction items on the 2000 member survey. Seven of these differences were statistically significant. Conversely, while Student Affiliates gave SIOP less positive ratings than did members on *7 of the 25* satisfaction items, none of these differences was statistically significant. The significant differences between members and Student Affiliates are summarized in Table 5.

Finally, with respect to Student Affiliates surveyed, an overwhelming majority of respondents (81%) said that they intended to join SIOP as members upon the completion of their graduate training. The remaining 19% indicated only that they were "uncertain" as to whether or not they would join SIOP. None of the Student Affiliates in our response set indicated specifically that they did not intend to join SIOP upon graduation. While this finding may represent a response artifact of sorts (only those interested in SIOP in general were willing to respond at all), it does nonetheless bode well for the future of the society.

Table 5. *Statistically Significant Higher Ratings by Student Affiliates*

	Survey item	*Member mean*	*Student mean*
12.	SIOP web page	4.23	4.44
21.	Quality of hotel accommodations	4.12	4.44
18.	Conference city location	3.91	4.34
16.	Quality of posters at the conference	3.88	4.19
15.	Mix of topics comprising session content	3.78	4.19
3.	Promoting I-O to business	3.13	3.46

Note. All differences are significant at $p < .05$

Some Improvements Students Would Like to See

Despite these optimistic trends, however, Student Affiliates were less positive with respect to three issues that emerged from the write-in commentary portion of the survey. More specifically, when asked what were the *least* positive aspects of SIOP membership in their opinion, 14% of the Student Affiliates responded that they would like student names to be listed in the *SIOP Membership Directory*, 10% wanted to see an improvement in job placement services, and another 10% of Student Affiliates said that they were displeased with the conference submission review process.

Member Interest Areas in 2000

As in prior member survey efforts, respondents were also asked to rate their level of interest in attending conference and workshop sessions organized according to a set of 39 topics (most of which have been assessed in prior years as well). This dual rating process, however, represented another important milestone in the SIOP member survey effort. More specifically, this was the first time that members and Student Affiliates had been asked to differentiate specifically between their interest in potential conference sessions *and*

workshops (as opposed to more general interest questions in prior surveys).

Interest areas were rated on the following scale: 1 = *no interest*, 2 = *slight interest*, 3 = *moderate interest*, 4 = *a good bit of interest*, 5 = *extremely interested*, and 6 = *don't know*. Responses to each of the items were tallied and average scores were computed. Don't know responses were not included in this average. Table 6 provides a listing of these results in detail.

Table 6. *Member and Student Affiliate Member Ratings of Interest Areas*

Specific content areas	*Conference*	*Workshop*
Organizational change	3.80	3.45
Technology and I-O (e.g., Internet, ERP, video-based)	3.75	3.44
Leadership (e.g., issues, training)	3.72	3.23
Selection/testing tools and approaches	3.68	3.35
Culture/climate	3.59	3.09
Work groups/teams	3.53	3.05
Impact/payoff of HR practices	3.51	3.09
Executive development/coaching	3.49	3.33
Consulting practices/issues	3.49	3.22
Motivation	3.42	2.91
International I-O/global HR practices	3.41	2.93
Training (e.g., techniques, evaluation procedures)	3.40	3.10
Impact of communication and IT on research and practice	3.40	3.02
Job performance/The criterion	3.39	2.94
360/multirater feedback applications	3.37	3.08
Applied research methodology	3.37	3.04
Changing role of HR function	3.34	2.84
Group Process/Dynamics	3.33	2.83
Validation issues and methods	3.32	2.95
Legal issues	3.31	2.96
Performance appraisal	3.31	2.94
Employee surveys	3.21	2.87
Ethics	3.18	2.74
Job analysis/competency modeling	3.14	2.74
Attitude measurement	3.13	2.70
Gender/ethnic/diversity issues	3.11	2.69
Succession planning	3.10	2.80
Reward systems/compensation	3.09	2.75
I-O career development	3.09	2.65
Career management	3.07	2.75
Decision making	3.00	2.55
Stress in the workplace	2.99	2.56
Qualitative research methods	2.98	2.76
Statistical techniques	2.97	2.81
Work and family issues	2.94	2.62

Note. Means are sorted from high to low by conference interest areas.

Write-in Commentary Responses

In addition to the closed-ended survey items, respondents were also asked to provide their thoughts on 6 open-ended or write-in commentary questions. Two of these were modeled after a typical OD approach to survey efforts in organizations (see Tables 7 and 8), while the others were geared toward more specific issues of concern to the Society (as reported in Tables 9 and 10).

In general, response rates for these write-in items were quite good. In particular, 74% to 85% of members who completed surveys also responded to at least one of the 6 write-in commentary questions. In addition, 47% to 54% of Student Affiliates who returned completed surveys took the time to provide write-in commentaries to at least one of the 6 questions.

Responses to each of the 6 questions were content coded to identify major themes for each question asked. Next, the number of like responses was tallied for each major theme. This was done separately for members and Student Affiliates. The results to each of the questions can be found in Tables 7-10 and Figures 1-2 below.

Table 7. *What are the Most Positive Aspects of SIOP Membership?*

	205 member responses	*94 student responses*
Annual Conference	25%	25%
TIP	22%	21%
Networking; building relationships	17%	10%
Belonging to community of professionals	7%	6%
Learning; continuing education	7%	8%
Job placement	4%	10%
SIOP publications (Frontiers, PP, Ethics)	4%	2%
SIOP Membership Directory	3%	2%
Sharing ideas with colleagues	3%	2%
S-P focus	2%	1%
The credentials	2%	1%
SIOP Web site	2%	8%
Good value for the money	0%	4%

Table 8. *What are the Least Positive Aspects of SIOP Membership?*

	205 member responses	*94 student responses*
SIOP's role in promoting I-O to business	**23%**	**17%**
Overly focused on academics	**15%**	0%
Lack of hotel availability	**8%**	4%
Too much "I" not enough "O"	6%	4%
SIOP is "clique-ish"/old boy network	6%	2%

Table 8. *(continued)*

	180 member responses	*75 student responses*
Nothing	6%	5%
SIOP not relevant to world today—too isolated	5%	2%
Getting on committees and elections	5%	0%
Content at the annual conference	4%	2%
Conference submission review process	4%	**10%**
Conference is too expensive (hotels)	3%	6%
Conference location	3%	1%
Paying APA dues	2%	0%
SIOP Administration Office	2%	2%
The quality of TIP articles	2%	3%
Cost of workshops	1%	0%
SIOP dues	1%	0%
Create more oportunities for CE credits	1%	0%
Job Placement	1%	**10%**
Status gap between MA and PhD	1%	3%
Overly focused on practitioners	1%	1%
Students should be in the directory	0%	**14%**
Relationship with APA	0%	6%
Web site	0%	8%

Table 9. *What Current Event or Emerging Trend Will Have The Greatest Impact on the Field of I-O Psychology Over the Next Several Years?*

	205 member responses	*89 student responses*
Internet/technology	**72%**	**66%**
I-O in business	**8%**	**5%**
Globalization	4%	13%
Selection assessments	3%	1.5%
Legal issues	2%	3%
Changing worker demographics	2%	1.5%
Unprepared people in I-O	2%	1.5%
Organization development	2%	1.5%
Telecommunications	1%	0%
Clinicians moving to I-O	1%	3%
Diversity	1%	1.5%
Business process improvement	1%	1.5%
Stress in the workplace	1%	1.5%

Table 10. *What Critical Issue Would You Like to See the SIOP Executive Committee Address?*

	133 Member Responses	*59 Student Responses*
Web-based I-O (e.g. selection and testing)	27%	24%
Licensing of I-O psychologists	16%	13%
Clinical psychologists practicing I-O	11%	0%
Our visibility and relationship with APA	6%	10%
Mentoring	5%	3%
Enforcing specialty standards in I-O	5%	6%
Getting practitioners more involved in SIOP	3%	0%
Reducing society costs	2%	0%
Ethics	2%	6%
Diversity and Multinational I-O	2%	5%
"Just say no" to licensure	1%	0%

Figure 1. Do You Intend to Join SIOP Upon the Completion of Graduate School?

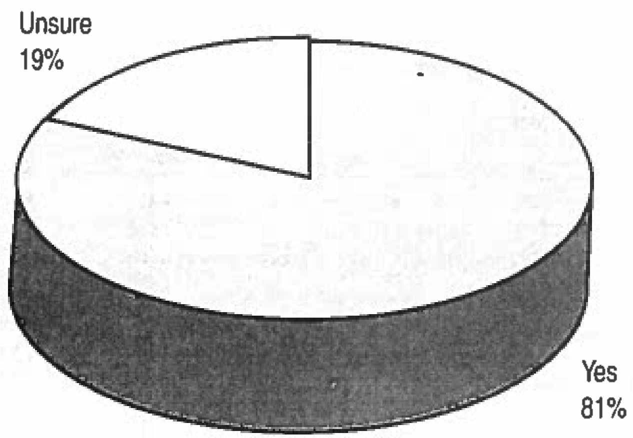
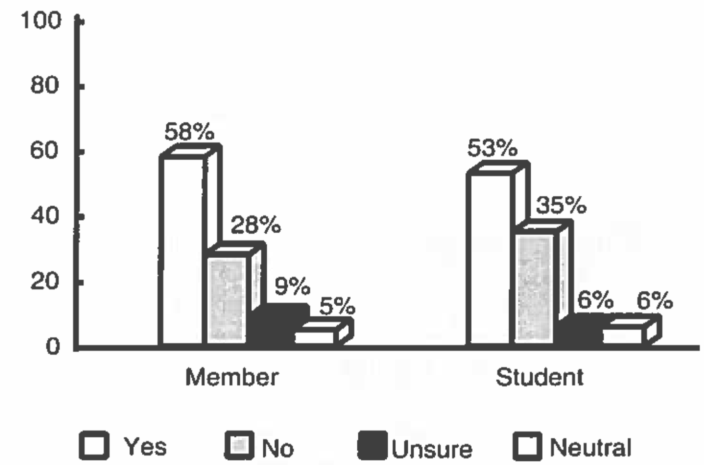


Figure 2. Are You in Favor of Holding the Conference at Multiple Locations?



In Summary

As verified by both the quantitative (closed-ended) and qualitative (open-ended or write-in) survey items, SIOP members appear to be *most* satisfied with: *TIP*, the Annual Conference, and the SIOP Administration Office.

Members seem to be *least* satisfied with hotel room availability at the Annual Conference, and with efforts to promote I-O to business and other areas of psychology. These areas of lower satisfaction are certainly a good place to start when considering changes and improvements for the future of the Society.

With respect to interest areas, members appear to be most interested in conferences and workshops focused on topics such as organizational change, leadership, culture/climate, technology and I-O, selection/testing tools, executive development/coaching, and consulting practices/issues. Conversely, members expressed less interest in conferences and workshops focused on topics such as I-O issues for academicians, job design, downsizing/outplacement, absenteeism/turnover, work and family issues, and decision making. Clearly, these are meaningful findings to consider when planning for future conferences.

When all is said and done, however, it is important to remember that any survey effort is only as good as the action which results from it. Our experience in presenting this to the SIOP Executive Committee was a very positive one. More specifically, the committee members were keenly interested in the results and expressed a strong and sincere desire to follow up on many of the issues raised by the survey. In fact, we anticipate seeing a formal response from various committee members to the issues raised here in a future issue of *TIP*.

Thank You!

We thank the following people for their invaluable help and support in conducting the 2000 SIOP member survey. First and foremost we would like to thank **Jeff Schippmann** (the outgoing Chair of the Professional Practice Committee) for asking us to sponsor and conduct this year's survey. As survey practitioners, it was an intriguing and exciting prospect to turn our methods on SIOP itself (hence, the addition of the satisfaction questions this year)!

It goes without saying (but should be said in print nevertheless) that we could not have conducted the survey without the database and mailing assistance of Lee Hakel and the rest of the excellent SIOP Administrative Office staff. Thanks also to Mary Zippo and **Seth Berr** of W. Warner Burke Associates, Inc., who were of invaluable assistance to us (as always) in entering the raw data and working on the write-ins. We also thank the Executive Committee for their helpful suggestions into the process and the survey content itself.

And, last but certainly not least, a round of thanks to all of you who took the time to respond to the 2000 member survey. We appreciate your candor in the process and sincerely hope that you found this to be a worthwhile endeavor.

Practice Network

The Love Bug Virus and Organization Development: *What Do These Two Topics Have in Common?*

Michael M. Harris
University of Missouri—St. Louis

The topic of organization change makes me think back to an undergraduate course I took at some point in my junior or senior year of college, about 22 years ago. I was pretty excited at the time because at long last I was going to have an opportunity to learn about my chosen career: clinical psychology. Alas, to my great dismay, things didn't go too well in the first half of the course. Although I do not recall my exact grade, my mid-term grade was not an "A" and my paper (an in-depth analysis of two undergraduate students) won few praises from the instructor. My only comfort, besides the potential alternative career of computer programmer, was that the second half of the course, organization development (OD) and organization change (OC), sounded more interesting and seemed to be more understandable. The instructor, who will remain anonymous, mentioned to me that there was another side to organizational psychology, which he referred to as industrial psychology. He indicated that he would introduce me to the department's industrial psychologist, which he eventually did. One look at this industrial psychologist (who will also remain anonymous) and I was hooked on the "I" side of the fence. Well, suffice it to say that the industrial psychologist referred to above eventually left my university and I later worked with **Paul Sackett**, as well as other faculty, as a graduate student.

Back to the story of OD. While I never did any work in this area, I have always been intrigued by the topic, especially given those early connections. I have found over the years, however, that I have practically no contact with OD practitioners and rarely, if ever, read anything about OD/OC. Writing a column for Practice Network on OD/OC therefore seemed like a wonderful opportunity to obtain an update on this interesting topic, and quite frankly, I needed a topic to write about! So, I contacted five individuals who were knowledgeable about OD and asked them three basic questions:

What are cutting edge concepts or theories in OD/OC today?
How has the Internet affected our understanding of OD/OC?
What is the future of OD/OC practice?

The answers, as always, were intriguing.

What Are Cutting Edge Concepts or Theories in OD/OC Today?

One of my respondents discussed the application of chaos theory to OD/OC. According to chaos theory, the environment can be completely stable, completely unstable, or somewhere in between. This latter stage is referred

to as "bounded stability," meaning that there is some stability and predictability. Strategic planning can therefore be performed to some degree. However, because things are not completely stable, the organization must be flexible and must be able to adapt and adjust. Being a learning organization is therefore important, as is the ability for managers to communicate changes as they occur.

Another respondent provided a general model of change readiness, which suggests that employees are ready for change when they perceive that the benefits of change (e.g., dissatisfaction with present situation, knowledge of first steps) outweigh the perceived cost of change (e.g., emotional, financial). This kind of model has always made sense to me.

Many of the basic approaches to OD/OC seem similar to ones I recall from the class I took 22 years ago. One of my respondents discussed four basic types of interventions, ranging from large scale group interventions (e.g., team building on an organizational level; high performance organizations) to organizational redesign (e.g., the latest model mentioned was referred to as networking). I must admit I did not hear anything new that would suggest that OD/OC had changed much since my class 22 years ago. How about you, my reader, am I missing something?

How Has the Internet Affected Our Understanding of OD/OC?

My respondents seemed to all agree that the Internet has "speeded things up." That is a cliché today—but what does it mean? One of my respondents explained the implications this way: Traditionally, OD focuses on getting the right sponsors for a new initiative, while seeking employees' input. Combined together, these two forces build ownership, which in turn leads to change. But the advent of the Internet makes things go faster, so that the timeframe within which one has to make change is much shorter. What I think this means is that OD/OC practitioners often don't have the luxury of time to get their interventions to work one step at a time—a change effort has to be much faster today than in the past (parenthetically, however, a student in an MBA class recently described her *Fortune 500* company's transformation to work teams as taking 5 years to complete! So perhaps not all OD interventions are that fast today.)

Another respondent described how the expectation for speed has affected his OD work by compressing interventions that normally might take much longer. As an example, rather than having a team-building process that would normally take 1 year, an organization may take the position that even a multi-day retreat is too long! This leads me to wonder whether some OD/OC experts may have tried an Internet-based intervention. If one can do web-based training, why not web-based OD/OC (WOD/WOC)?

While the critical importance of speed is widely noted, one respondent asserted that the impact of speed on OD/OC has yet to be widely recognized. It seems to me that this is a ripe area for research as well!

Yet another effect of the Internet on OD/OC may be the increased democratization and decentralization of the workplace. For example, as I have indicated in previous columns of **Practice Network**, the use of the Internet increases the amount of data that is potentially available and increases the ways in which it may be used. It would appear that OD/OC interventions might be facilitated because of this feature. Moreover, because people are more interconnected by the Internet (e.g., through e-mail), it may be possible to influence more people in an OD intervention. At the same time, we need to realize the potential downside of being more interconnected, as illustrated by the recent Love Bug virus! And now you know what the Love Bug virus has to do with OD/OC!

In short, it seems that the Internet will have an effect on OD/OC, but I believe the precise effect has yet to be completely understood. And, as one respondent did argue, the Internet does *not* change our basic assumptions about OD/OC, other than changing our understanding of the speed with which change must be managed.

What is the Future of OD/OC Practice?

Well, in a word, I would use the expression "healthy." Everyone I talked with indicated that there was a great need for OD/OC practitioners. A common theme was that we are now at the stage of having OD/OC specialists. For instance, there are those who specialize in OD for merging organizations and those who specialize in OD for Enterprise Resource Planning (ERP) implementations. Yet another important application of OD/OC was to make the latest technology (e.g., the Internet) more personal and meaningful. Given that marketers are grappling with this same issue, there is an opportunity for some interesting interdisciplinary work here. The emergence of specialty areas clearly indicates the growing complexity and sophistication of the OD/OC field.

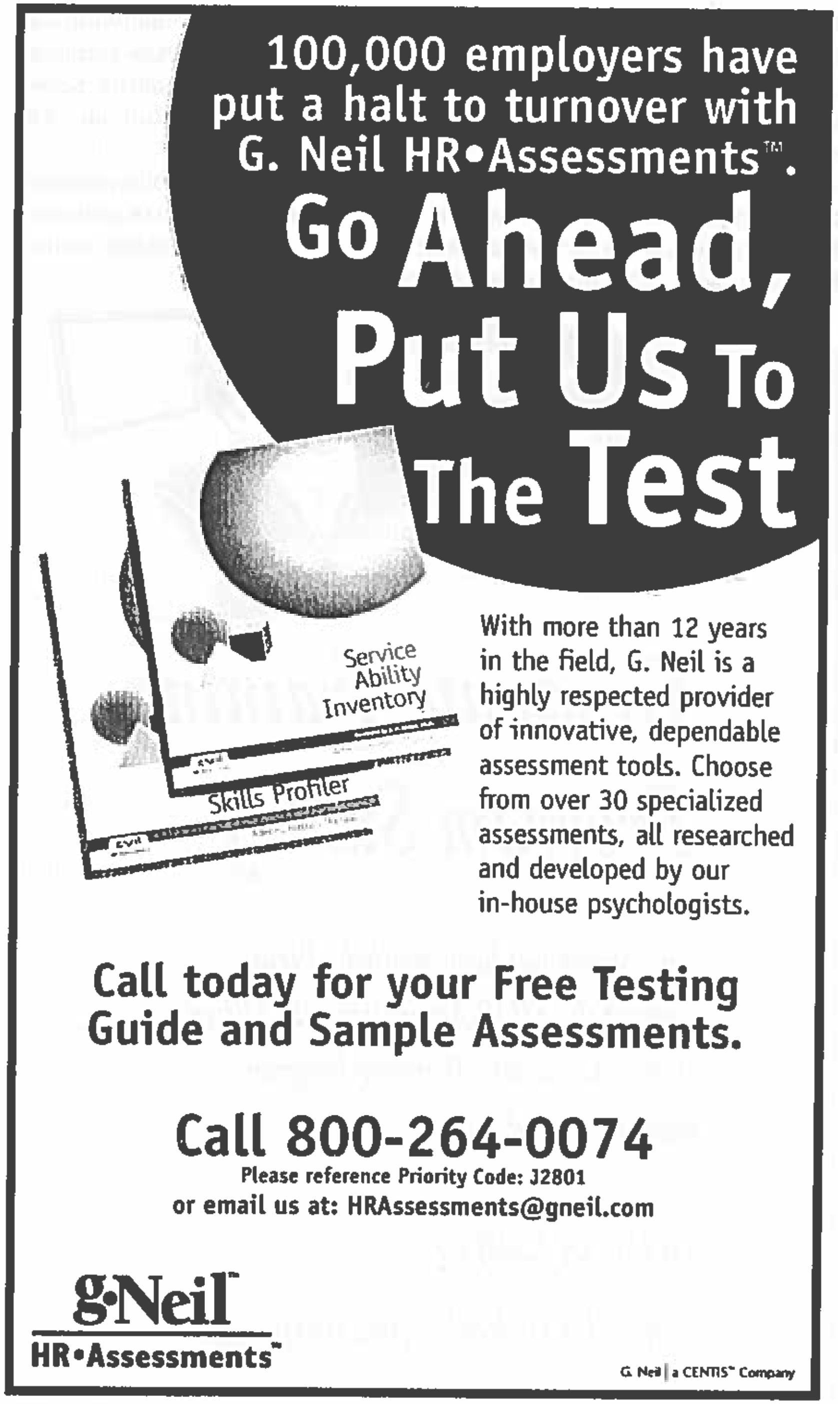
A second feature of OD practice that I believe bodes well is the increased linkage to the "bottom line." According to one respondent, most organizations are only interested in OD/OC if the effects on profits or other key criteria can be demonstrated. I might add that I think growing business interest in a variety of behavioral and financial measures will gain momentum and it is to our advantage as I-O psychologists to take the time to understand and learn more about the key metrics. Given the quantitative nature of our field, this should not be too difficult for us.

Another respondent discussed the role of case studies, simulations, and related techniques to conduct OD/OC interventions. This interest was primarily driven by speed considerations and presents some interesting ideas about new intervention methods. Finally, one of my respondents discussed an entirely different purpose for OD—that is, helping to solve political conflicts throughout the world. I believe this is a lofty goal that might prove to be more valuable than all the work we do combined!

In conclusion, enjoy the summer and make sure you don't get bitten by the

Love Bug or any other viruses. Please continue to contact me with your comments—they are fun to read! Please e-mail me at mharris@umsl.edu, call (314) 516-6280 or fax (314) 516-6420, or snail-mail: 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: Steve Bloom, Somerville Corporation; **Don Cole**, Organization Development Institute; **Irwin Jankovic**, Productive Measures; Allan Maram, Influence LLC; and **Matt Montei**, S.C. Johnson & Son.



TIP-TOPics for Students

Kim Hoffman
Tom King
University of South Florida

Another conference has come and gone, which signifies the end of another year in grad school. And for me, that means my tenure as the **TIP-TOPics** columnist is half over. As I've warned you before, my creative juices are slowing to a drip. So, to preserve the integrity and tradition of this column (actually to make sure you don't get bored reading this…) I recruited (read this as conned) another lost soul to help me fill these pages. As of this issue, **Tom King**, a fellow USF-er, will take on the dubious honor of co-columnist for the remainder of this tenure. Tom, of course, is properly skilled in the fine art of wit and wisdom mixed with humor and a splash of insight. So, you can look forward to another year of profound sarcasm.

In **Making the Right Connections,** we present our concept for a SIOP Student Network. In addition, we discussed the work that has been done thus far to develop and implement such a network. To illustrate the interest in and support for a network, we publish the most relevant results of the SIOP Student Survey, administered via the Internet during March 2000. In **TIPs for Balancing**, we again attempt to share our revelations and musings as we experience the trials and tribulations of grad school. As we all know, grad school easily consumes your life and threatens to drown your perspective in a sea of details and sleepless nights. We try to keep that perspective by looking at the big picture. And we encourage you to look for your own ways to maintain the big picture and learn to balance the crises and pleasures of both personal and school life. As always, feel free to contact us should you feel the need to spend your 2 cents.

Making the Right Connections

Unless you have been living in a cave or under piles of research materials, you know just how important networking is to your career. And you are well aware that it's never too early (or late) to start. Evidence abounds at the SIOP Conferences where eager graduate students can be seen chasing down those elusive (and crafty) "players" in the academic and practitioner worlds. Opportunities for networking are quickly becoming hot commodities on the black market.

In past installments, we have extolled the virtues and benefits of networking with I-O and business types, professionals, and students. Well friends, we can take a passive role no longer, it is time to take the initiative and orchestrate action to create new opportunities to meet our networking needs.

SIOP Student Network

Enter a SIOP Student Network! Envision access to 2,000 SME's, willing to tell their stories and impart wisdom to the newbies; or a central repository for knowledge, ideas or chat sessions. Envision picking the brains of the masters in the field via the Internet or giving SIOP student input on issues facing the I-O community. Dream no more, this is the vision that a group of us are attempting to make into reality.

We have developed a proposal for a framework to support this network, with the idea that it will evolve according to the needs and ideas of current and future grad students. Basically, though, we are proposing that SIOP provide space on the Web site for student affiliates, complete with news and tidbits, bulletin boards, chat rooms, and other relevant informational postings. And, we would like to appoint a student representative to attend Executive Committee (ExComm) meetings to provide student input and suggestions concerning the issues before the committee, although this representative would not be a voting member of the committee. He/she would simply act as a liaison between students and regular members to open a dialogue and more fully integrate students into the professional community.

The proposed Network would include a variety of other specific functions including developing a directory of student affiliates, possibly including profiles and research interests. Student Network committee members would also coordinate various activities for students during the conference including: inter-program dinners (to give students from various programs a chance to mingle with each other), social activities, a roundtable discussion for students concerning relevant topics, arranging for blocks of hotel space at nearby hotels for students (at more affordable rates, if possible), and orchestrating a student reception at the conference to meet with Executive Committee members.

And to facilitate networking between students and members, we hope to implement regular chat sessions featuring a respected member of the I-O community. Perhaps once a month, a SIOP member would volunteer some time to chat on-line with students about his/her area of expertise. The student representative to the ExComm would disseminate information to students via a listserv and postings on the web site. Conversely, student input and suggestions to the ExComm would be solicited from the bulletin board, chat room, e-mails, and conference discussions. As we already mentioned, the Network we have proposed can develop as the needs and desires of current and future grad students change.

The motivation for this venture is simply a desire and need to network with other students and with members; to create a mechanism, in this technologically advanced era, through which SIOP student affiliates can share ideas and experiences and benefit from yet one more resource offered by SIOP. More formally, this gives those who would like it, the opportunity to be more involved with (or at least aware of) issues facing SIOP. As we have been coached throughout our training thus far, it is critical to have an open dialogue with other members of the professional community. We believe this is the best way to open such a dialogue (among students) and strengthen the foundation of SIOP. If all of this is too abstract for you, then take a virtual jaunt to the Academy of Management web site (www.aom.pace.edu) and peruse their Student Network. Unless you are an AOM affiliate, you will not be allowed access to all of the amenities, however you will find basically the same structures we are proposing. AOM affiliates have bulletin boards and chat rooms where they discuss ideas and give sage advice. The coordinators of this network also post relevant news items, including links to additional resources for grad students. Some of you have discovered the I-O forums supported on the www.delphi.com site and valuable information and advice circulated there as well. Unfortunately, this is not an official part of the SIOP Web site and, therefore, many students are not aware of it. We believe that it would be extremely helpful for all student affiliates (and prospective students) to have access to these types of benefits on the SIOP Web site and as part of their student affiliate dues.

'State' of the Network

So why hasn't this happened yet? In the past year, a (growing) group of grad students has been diligently working on developing, refining, and implementing the proposal we have briefly presented here (the actual proposal to the ExComm is more detailed, particularly in administrative functions, and therefore is not reproduced here). Unfortunately, we have run into some barriers. The major concern of the ExComm, at first, seemed to be interest on the part of student affiliates. Seeing this as a legitimate concern, we developed a survey to assess the level of interest in the target population (all SIOP student affiliates). Using a list supplied by SIOP, we sent e-mails to over 1,500 addresses, containing a link to the survey Web site. More than 500 e-mails were discovered to be "undeliverable" or belonging to individuals who were no longer students. We were able to reach a total of 948 affiliates from all across the country, in a wide range of programs (I-O, business, HR; master's or PhD), representing a diverse demographic background. With 481 responses (51% response rate), we felt the results were quite representative of the thoughts and desires of affiliates in general.

The survey was designed to assess student affiliate expectations for opportunities to network with others, satisfaction in those opportunities, and interest in the type of network we have proposed. In addition, we included several open-ended questions as a means to collect more ideas and suggestions regarding this endeavor. Open-ended responses will be used to further develop this network idea and to incorporate the desires of more students to truly make this representative of the majority of student affiliates.

We also arranged with the outgoing SIOP president, **Angelo DeNisi**, and the current SIOP president, **Nancy Tippins**, to host a conversation hour at the

SIOP Conference in New Orleans to give students the opportunity to gather and discuss their thoughts on this proposal. In an attempt to get the word out (before the conference), we sent another e-mail to the list of student affiliates, hoping for a turnout that would send a message. Unfortunately, only a handful of students (8–10) showed up for this discussion. We fear this was interpreted (on the part of the ExComm) as lack of interest. In defense, the meeting was scheduled on Saturday at 5:00 p.m. (after a long day of sessions, interviews, and for some, hangovers), competing with at least two other sessions of particular interest to students. During the discussion, we did present the results of the survey, which suggested an overwhelming interest in this idea. Although a few of you have already received an electronic copy of these results, the most significant and informative items are presented at the end of this segment (due to space limitations, complete results are not published). If you would like an electronic copy of the results (excluding open-ended questions), feel free to send an e-mail to Kim requesting such and we will forward them ASAP.

Now what, you ask. The latest proposal was submitted to ExComm to be discussed during their meeting at the annual conference in April. As of this writing (in May) we are awaiting word from them concerning the next steps to move this project forward. Fortunately, a few more "friends" we met at the conference volunteered to assist in developing the Network. The biggest obstacle, it seems, is to convince SIOP's ExComm and regular members that we, the students, would like to have the opportunity to have a more active role in SIOP, if (individually) we so choose. This is a positive and beneficial venture for students, members, and SIOP as a whole.

What Can You Do

The point is: YOU CAN HELP (if you are interested)! Choruses of "what can I do?" ring through our ears. Glad you asked. First, if you would like to know more details about the Student Network we are proposing, feel free to contact Kim (info at end of the column) via e-mail. Or if you have suggestions or ideas about the form, structure, or activities, please pass those along as well. Specifically, if you would like to see a SIOP Student Network developed (before you leave those hallowed halls for financially greener pastures), then please start making some noise! It is vital to let the Executive Committee know that a large (and "representative") portion of student affiliates are interested in and support this idea and would like to pay dues (which have increased from $10 per year to $25; a 250% increase) for more than just *TIP* and conference fees.

In the interest of organization, we would like to recruit some additional volunteers (ideally, one at each program, although we will settle for less right now) to be points of contact for their program and/or region. This would help us disseminate information better and motivate more student affiliates (and grad students who have not yet found the time to join SIOP) and to orchestrate a grass-roots campaign to show the ExComm that there is indeed overwhelming

interest in networking among students and that the interest is more widespread than just our organizing group of students. Indeed, we need to make the ExComm aware that we value SIOP and want to be more involved through this Network and through a student representative. So, the short answer to "what can I do?" is volunteer to be a contact. To calm your fears, it does not involve much work or responsibility on your part; we would simply ask you to talk to others in your program, gauge their interest in and response to this idea and let us know what you (and your fellow students) are thinking or would like to see proposed for a Student Network. We can collect and organize these thoughts to then pass to ExComm or we may ask you and other interested folks, to write brief e-mails to the members of the committee, illustrating your interest and support of the idea.

The point is—if you want something, you must ask for it! And that's what we are doing. We want a SIOP Student Network and are asking for the ExComm's approval and support of it. If you feel the same way (and we think a lot of you do), then let us know. If you want to be on a distribution list to keep abreast of this proposal, then send an e-mail to Kim. Or if you choose to be more active, let us know (with an e-mail) that you want to be a contact person for your program and begin talking it up with your friends and colleagues. Or if you want a copy of the proposal or survey results report, then again, send an e-mail and let us know. We are happy to have more discussions about this with any other student affiliates and will gladly share our experiences from the past year in trying to implement this Network.

Here's your chance to make some opportunities for yourself! Your fellow students today are the ones you will be calling on later for opportunities—don't miss this chance to network with thousands of them! We hope to hear from you soon!

The SIOP Student Network organizers include:
From USF: **Kim Hoffman, Rachel Day, Tom King**
From USM: **Mike Fetzer, Jana Fallon**

If you would like more information about topics in this segment or have suggestions, feel free to contact Kim (khoffma2@mindspring.com).

To contact the TIP-TOPics columnists:

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Table 1. *SIOP Student Affiliate Survey Results*

Survey Item	Disagree	Agree
1) When I joined SIOP as a student affiliate:		
a) I expected to be able to communicate with students in other programs more often than just at the SIOP annual conference. **(3.32, .98, 479)**	117 (24%)	242 (51%)
b)I expected that student affiliates would have the opportunity to voice ideas, comments and/or suggestions to the decision-making body of SIOP (Executive Committee). **(3.58, .91, 480)**	72 (15%)	295 (62%)
2) I am satisfied with opportunities to exchange information or ideas through SIOP-sponsored activities with students enrolled at other programs. **(2.86, .94, 479)**	189 (39%)	132 (28%)
3) I am satisfied with my current level of contact with students from other programs (I-O, Human Resources, Business). **(2.51, .98, 480)**	284 (59%)	94 (20%)
13) Have you visited the SIOP Web site during the spring 2000 semester? **No=29.1%, Yes=69%** *(1.9% did not answer)*		
a) There is an adequate amount of information devoted to student related topics on the web site. **(3.19, .93, 340)**	88 (18%)	140 (29%)
15) I am interested in opportunities to meet with students in various programs within my field. **(4.08, .84, 471)**	30 (6%)	382 (79%)
16) If an online forum existed where graduate students (in I-O or related fields) could discuss relevant issues (i.e., problems, questions, student experiences), I would be likely to participate. **(3.82, 1.00, 474)**	65 (14%)	350 (73%)
17) Given the opportunity, I would participate in activities at the annual conference tailored specifically toward student affiliates (student socials, interprogram dinners, roundtable discussions, and so forth). **(3.89, .92, 472)**	48 (10%)	358 (74%)
18) If SIOP sponsored a student listserv and/or chat room, I would contact other student affiliates on a regular basis (once a month or more) to exchange information or network. **(3.56, 1.09, 475)**	95 (20%)	289 (60%)
19) If a meeting were held at the annual conference to address student issues, I would be likely to attend. **(3.72, .94, 475)**	67 (14%)	332 (69%)
20) I would like SIOP to provide opportunities for student affiliates to network with one another year round. **(3.92, .82, 475)**	26 (5%)	354 (74%)
21) If the following services were available to student affiliates, I would be likely to participate in or utilize them:		
a. A directory of student affiliates. **(4.11, .80, 473)**	25 (5%)	407 (89%)
b. Formal student activities at the annual conference **(3.86, .86, 473)**	42 (9%)	351 (73%)
c. A forum in which to develop volunteer peer/mentor type relationships among advanced and beginning graduate students. **(3.62, 1.06, 471)**	79 (16%)	284 (59%)
d. Exchange of information between students concerning graduate experiences (i.e., thesis/dissertation processes, internships, coping skills, etc). **(4.09, .88, 474)**	34 (7%)	393 (82%)
22) I would like to see the following changes made to SIOP student affiliate benefits:		
a) Increased opportunity for student involvement in SIOP. **(3.85, .81, 472)**	27 (6%)	333 (69%)
b) More information on internship opportunities **(4.24, .85, 473)**	21 (4%)	394 (82%)
c) More student input concerning conference programs. **(3.65, .85, 471)**	39 (8%)	283 (59%)
d) A student representative to SIOP's decision-making body (Executive Committee) who will solicit input, suggestions, and feedback regarding concerns from student affiliates. **(4.01, .82, 470)**	20 (4%)	363 (76%)
e) Access to a listserv and/or chat room via the SIOP Web site where students can discuss issues related to graduate school. **(3.87, .94, 470)**	40 (8%)	334 (70%)

Note: Scaled items based on a Likert-type scale from 1–5 (where 1 = strongly disagree, 3 = neutral, and 5 = strongly agree); however for frequency information data in like categories were combined (1 and 2s were combined; 4 and 5s were combined). Results are shown in parentheses as (Mean, SD, n) below the item in bold. Frequencies (and percentages) of responses are shown to the right.

TIPs for Balancing Life and Graduate School

We have all done it. We have all sat through lectures and seminars and at some point asked (or at least thought), "OK, yeah, but how does this fit into the big picture?" Such a question is invariably met with slightly amused looks and less than satisfying answers from both the professor and n^{th} years, and though we walk away with our thirst unquenched, we are somewhat satisfied that we can still check our I-O blinders at the door. Shuffling off to lunch or the next class, we reinforce each other with comments like, "What did that have to do with anything?" or "He/She needs to get a life…"; and we feel better knowing we have maintained some semblance of normality. We, after all, are still young and relatively untouched by the long arm of academia—so who knows better how to live it up than us? Unfortunately, it is we, the students, who are most often the biggest culprits of not "keeping the big picture."

The error of our ways revealed itself in an epiphany. In one day, three separate events, all unrelated, culminated in such a revelation. First, two faculty members were discussing possible strategies to optimize conference attendance in Europe's best cities (now who's got the life?). Shortly thereafter, someone used the word homogeneity in casual conversation. Finally (as if the homogeneity comment wasn't enough), that same night, one of us found a Hemingway novel at a local Borders, and actually thought, "I already have enough articles to read…I don't have time for this. What if reading Hemingway will somehow interfere with my I-O stream of consciousness? What if, due to limited storage capacity, enjoying a novel means displacing Locke's goal-setting theory or Karasek's job-strain model from long-term memory?" At what point did all that is non-I-O become a distraction? Where was that elusive and famed "big picture" we are always searching for?

As quickly as the fear came, it subsided. We understood all the looks in response to the big picture questions—the type of knowing look that says "I've been through what you're going through and have come out the other side…don't worry, it'll come." The first 2 years of graduate school is as much an initiation as anything else—a type of mental boot camp designed to instill commonality and then encourage variance. Yes, friends, the big picture is out there. But do not ask your major professor or big sib to show it to you; do not form a study group to try to parse it out; don't try to do a lit search on it either—you won't find it. It will come from within, and like everything else in life, it will come when you're ready.

Throughout the tenure of this column, this **Balancing** segment has focused on how to break up the monotony of graduate school with taking personal time and leisure (e.g., keeping up with family and friends, road trips, etc.) While doing all these things are necessary for maintaining sanity, we implore you to go further, and make a departure from your normal routine. Try to read good fiction every few weeks (no, the *Monitor* doesn't count), take up a new hobby that requires significant training and time investment, or plan to make a trip to Europe or Asia that will truly impact your life (though some would probably argue that New Orleans did just that). Keeping the big picture means more than taking a break from grad school, it means keeping it in perspective. We are convinced that doing so will allow us (and you) to be more effective and well-rounded practitioners and academicians (for the remaining brave few) when we eventually do break free. Without the big picture, it will be difficult to put theory into practice in a new and unique way. So get up, take a French class, learn to kayak, or become a big brother or sister—do something to make yourself more interesting without thinking about your vitae!

Finally, for those of you who are preparing to enter grad school, or for current grad students still in denial, we have one piece of advice… *We've been through what you're going through and have come out the other side…don't worry, it'll come.*

The Real World: Organization Development for Dummies

Janine Waclawski
W. Warner Burke Associates, Inc.

One of the inalterable and somewhat depressing realities of life is that when you become a "grown-up," summer is not so fun anymore. Nope, it ain't what it used to be but then again, what is?

The Other Side of Summer: Don't Fear the Reaper

For example, once you become an adult you could in theory eat ice cream for breakfast, lunch, and dinner but do you? I think not. *Why*, because it's fattening and not really a "well-balanced" diet. Sure, once you become an adult you can have your own swimming pool, but do you enjoy it? I think not. *Why*, because instead of lolling around in it like the models in the *Frontgate* catalogs do, you have to vacuum, chlorinate, shock, and skim it (not mention the always fun task of removing small dead rodents from your pool filter). Besides, wouldn't you enjoy it so much more if you could sit by your pool and eat an ice cream? I think not. *Why*, because you wouldn't be able to fit into your bathing suit, which is the last and most depressing part of being an adult in the summer—the bathing suit. Yes, to sit by my pool and eat an ice cream while looking like a "Baywatch" babe (or at the very least a *Frontgate* model) in my bikini would make summer a really great time of year for yours truly. I'm not asking for much, am I? I mean I'm not asking for self-actualization, spiritual enlightenment, world peace, an end to poverty, or even disgustingly enormous amounts of material wealth. I just want to be able to eat ice cream AND look really good in a bathing suit. Alas, yet another paradox in my life that can't be reconciled.

What's worse is that despite my chronic whining and negative feelings about this season, it still comes around every year! On the bright side, if I'm lucky I will only have to endure another 40 maybe 50 summers—tops! At which point summer, ice cream, swimming pools, bikinis, Baywatch, *Frontgate* and existential angst will all cease to be problems for me. So you see, despite some people's thoughts to the contrary, I don't need psychotherapy because in another 40 or 50 years I will be cured of all my problems: mental, physical, spiritual, economic, and otherwise. Yes, time truly does heal all wounds.

So, what does this have to do with I-O psychology you may ask? Nothing, absolutely nothing. It was just the first thing that popped into my head when I thought about summer and therefore the July issue of *TIP*. Yes, it really is fun to be me! You must understand that I just recently joined a health club so I am a bit depressed. I am depressed mostly because I really don't like exercise, in fact I absolutely, positively detest it. The thought of exercise is an anathema to me. I know that's not something I am supposed to admit openly. I'm supposed to say "I love to work out!" I love step aerobics, pilates, spinning, and yoga! I'm also supposed to say that I love eating green vegetables and fiber. Conversely, I'm definitely not supposed to admit that I secretly crave and even fantasize about eating big hunks of fatty, practically raw, red meat cooked on a carcinogenic charcoal grill, or that I enjoying smoking cigarettes, drinking like a fish, and being a couch potato. So I won't. Suffice it to say that I am a tortured soul. I want to look good in a bathing suit, but I don't want to live like a monk to do it. Unfortunately the only other alternative is to try to get a deal like Dorian Gray did (i.e., sell your soul to Satan to stay young and cute). I don't think that would work too well for me. Among other things, I don't like to buy on credit. Well, that is all I have to say except, happy 4th of July and have a nice summer!

My Momma Always Said, Stupid Is As Stupid Does

Guess what, I have yet another pet peeve to share with you, specifically, *Dummies* books. You know the ones, *Windows for Dummies, Wine for Dummies, Mortgages for Dummies*, and so forth. For starters, I always found the title to be rather insulting. Who in their right mind would buy a book that insults their intelligence like that? If I want to be insulted I can just start up a conversation with my husband! Seriously though, I know I'm a dummy but I don't need to broadcast it to everyone in Barnes & Noble by buying a book that definitively states that I am one and proud of it. I must admit though, it is a brilliant marketing ploy–capitalizing on people's feelings of low self-worth. I mean there is so much of that to go around, why not exploit it?

I can just imagine how the idea of "Dummies books" got started in the first place. Picture the scene, a bunch of hard-nosed corporate executive publishing types sitting around a board table somewhere in midtown Manhattan. The head suit says "People, we have a problem. Our extensive market research shows that there is a big segment of consumers that we have not yet tapped into. Specifically, people with low self-esteem. Our research shows that there are tons of people out there who have very low opinions of themselves and more importantly for us, these people will buy a product in droves if it confirms their already entrenched feelings of inadequacy. We need to get on top of this one before the competition does! Any ideas?" Then, a young, ambitious, and slightly nervous, up and comer says "I know, let's put out a series of insulting and completely degrading how-to books. Ones that expose our readers as the addle-pated dimwits they truly are! The first would be called *Even You can Garden, You Absolute Moron* which we would follow up with *Cooking for Complete and Utter Imbeciles*." Well there you have it folks, history was made! The whole thing just evolved from there. Hey, I just heard that the American Medical Association is considering launching a "Surgery for Dummies" series starting with *Quadruple Bypasses for Dummies* followed soon after by *Endoscopic Sinus Surgery for Illiterate Idiots*. If all goes well we will see an IPO sometime in the fall trading on the NASDAQ under the ticker symbol "DMMY." Yes, I'll

take 30 shares of DMMY at 24 1/8, please.

Seriously though, the real reason I don't like the Dummies books is that you don't have to be dumb (and actually dummy is not politically or definitionally correct—it should be stupid) to buy one of these books. You just have to want to learn something which is the exact opposite of being dumb (or more correctly, stupid). However, since I am not one to miss out on the opportunity to capitalize on the interest that can be generated for a book (or in this case a column) by the strategic placement of the word dummies in the title, I decided to use it anyway. Yes, I am a complete hypocrite without a shred of decency living in a state of excessive and perpetual moral turpitude (in other words I'm a consultant). So what?

What is OD? Tools and Techniques for I-O Psychologists

This past April at the annual SIOP conference in New Orleans I had the pleasure of co-chairing a symposium with **Allan Church** on OD techniques for I-O psychologists. The session (much to my surprise) was standing room only which I think was due largely to the excellent panel of presenters we were lucky enough to have. Given that the topic was of such great interest to SIOP members (and actually came up as the number 3 highest-rated interest area on the 1999 SIOP member survey) I thought it would be nice to dedicate a column to the topic. Specifically, I wanted to write a column that highlights the similarities (and differences) between I-O and OD practice. This is a subject near and dear to my heart since I practice in both arenas, and I have the feeling that a lot of other SIOPers do as well. In addition, I am currently working on a coedited book (with Allan Church of course) for the SIOP Professional Practice Series called *Organization Development: Data Driven Methods for Change*, which will (if all goes well) be published in 2001.

At this point you may be wondering why all this emphasis on OD. You may even be asking yourself something like "Didn't that 'touchy feely' stuff die out at the end of the 1960s?" Well, actually OD is not really all that touchy feely and it is more popular than ever. Further, in my opinion, I believe that as we leave the industrial age and enter the information technology age, organization psychology and organization development tools and techniques are going to be more important to businesses than ever before. Who will be more qualified and skilled than us to help organizations deal with such emerging issues as the people side of managing technological change and the impact of changing organizational structures (e.g., virtual organizations, telecommuting, etc.) on the people who work in them? Hopefully, no one. I think the combination of using I-O methods (surveys, feedback, etc.) within the OD framework will be a powerful combination. If the turnout at our session this year is any indication of anything at all, I think there are others who would agree with me as well.

Moreover, I think that there truly is a substantial degree of overlap or convergence between the two fields. Many of the tools and techniques used by

I-O psychologists can be applied within the OD approach and are used on a daily basis by OD practitioners—some of whom know absolutely nothing about I-O. So, with that all said, I decided to turn to some OD experts and see what they had to say about the matter. Hence, the following Q&A.

(1) How would you define oganization development?
(2) What are the primary benefits of using organization development?
(3) How do you practice OD (i.e., what tools, techniques, processes do you use)?
(4) What are the areas in which you see an overlap or convergence between I-O and OD practice? In what areas do you see them in conflict?

Subj: Re: Our OD Symposium at SIOP
From: kmurrell@uwf.edu (Dr. Kenneth Murrell)
To: J9151@aol.com

Janine, moments before your deadline I would like to offer the following comments in response to the four questions you posed. Thanks for such a great session in New Orleans and I enjoyed the chance to finally meet you. Here are my responses:

(1) OD is the application of the behavioral sciences in settings where there can be an agreed-upon understanding of a shared purpose and strategy for improving social settings in ways consistent with the following core values: respect for human dignity and the assumption that working together we can improve both the effectiveness and the humanity of the organization; that OD offers a way for organizations to help liberate the human spirit and to help those organizations serve the society they are a part of; to accept the fundamental assumption that human growth is a necessary condition of a good life and that settings to promote that can be created.

(2) These are best determined by the organization itself, but the field has successful practices that can help improve the performance of several bottom lines. The two most critical benefits are tightly integrated and should never be separated in order to assure long-term benefits. These two core benefits reflect enhanced performance of the organization to help meet the needs of its community or society, and the creation of a human system which contains within it the conditions that will assist and support the development of the individual.

(3) My practice of OD revolves around working with the organization as a client and contracting with managers and leaders to identify how the field of OD can benefit the two goals of every long-term successful

organization. My primary concern is in helping to better establish working cultures and communities that are able to foster increased responsibility for everyone taking a role in creating and developing the organization they want to work in. The work I do as a university-based consultant relies heavily on educational strategies as well as business and organizational strategic thinking. I work to help integrate the many performance needs of the system in order to create a more effective and healthier environment for work.

(4) We share a core academic base with I-O while OD also has very close ties to all of the other behavioral science disciplines. Our values are congruent not in terms of a larger field but in terms of the individual change agent and his or her orientation. There are a large number of people who profess either of these core value sets, but whose behavior would reflect something different. For this reason the individual case is the most important for comparison and in terms of that, we again will find a large range of values in use. Areas where we often are in conflict center around the assumptions inherent in action research principles and process consulting styles that tend not to encourage us in OD to act as the expert. We strongly believe in valid partnerships with clients and the systems they are a part of. OD practice also requires a high level of transparency and also a high degree of inclusiveness in the change process. Both fields believe their role is to be helpful in aiding human systems, but an OD time perspective is often much longer and the OD practitioner's open systems view and ethical guidelines require them to at times be in conflict with management and or ownership because of the potential for organizations to cause harm to humans. In the future, I can see the potential for each field to help better inform the other. Joint projects offer the opportunity for each field to grow.

One final comment: OD is in the midst of a major transition in which it will be developing itself and reestablishing its unique set of core values in relationship to the major changes affecting how we think about work and our lives in this new century. My dream is that we will take advantage of the opportunity to bring forward and reintroduce to a larger audience the notion of human spirit, workplace community, wisdom, and the nature of transformational change processes to a world in desperate need of these things. In doing this we will be attempting to create a century in which work and love, the two concepts Freud claimed as universal, can be integrated for a much larger percentage of the human race. In doing this we have room for all of us, and also the potential to find immense benefit for ourselves and each other in the process.

Thanks for the chance to be helpful.

Ken Murrell
University of West Florida

* * *

Subj: Re: Thank You: Our OD Symposium at SIOP
From : kkuhnert@arches.uga.edu (Dr. Karl Kuhnert)
To: J9151@aol.com

Hi Janine.

Attached are my comments for *TIP*.

1. There are about as many definitions of OD as there are people in the field! OD is a very eclectic field with diverse professionals. For me, organizational development is a field of study and practice devoted to working with people to improve themselves, their institutions, and the world through promoting values such as freedom, trust, honesty, democracy, collaboration, dignity, and authenticity.

2. The demand for OD skills has never been greater. As we know, information and communication technologies have transformed how organizations create value for their customers, compete with one-another, and build and manage their own internal business operations. These new technologies, in turn, change how work gets done, the skills and training employees need, and the kind of careers they can expect. In short, the world of work has radically shifted and become more ambiguous for people. The OD professional helps people bridge the past to an anxious and uncertain future.

3. For the past 10 years I have worked with organizations, both large and small, using the process of survey/feedback. A passion of mine is working with companies on how to effectively use survey data to facilitate productive change. As an I-O psychologist, I try to move people and enterprises through data. In particular, survey data can be a powerful driver to motivate people. I see implementing changes from survey data to be a rapid growth area for I-O and OD professionals. The Internet has changed most everything, including organizational surveys. With more Internet firms specializing in survey administration, it is increasingly difficult to build a business model that does not include interpreting and implementing survey results. As a result of the Internet, survey administration costs will continue to decline and the speed of getting survey data into the hands of managers will become ever more important. For I-O and OD professionals, however, the real value in survey work—not touched by the Internet—will be in assisting managers with the answers to the key questions. "What does this survey data mean?" "How can we use it to make us better?"

4. I see I-O psychology and OD as much the same in that they share many of the same techniques, processes, and goals. The way OD and I-O differ is that OD practitioners, as a discipline, have spent more time working through their professional values, ethics, and beliefs than the field of I-O. It is hard not to be impressed with the OD practitioners' humanistic stance toward their theories and their keen awareness of the social systems in which they practice. Why the difference, I am not sure, but both OD and I-O have very different histories with different intellectual leaders.

Karl Kuhnert
University of Georgia

* * *

Subj: Re: Thank You: Our OD Symposium at SIOP
From: AllanHC@aol.com
To: J9151@aol.com

Here are my comments.

1. Let me offer my own somewhat different yet still normative definition: *Organization development is a process of promoting positive humanistically oriented large-system change in organizations through the use of theory, research, and behaviorally based data collection and feedback techniques.*

2. From my perspective, the primary benefits of applying an OD approach are fourfold: (a) the social-psychological—that is, a view of the organization as a total system comprised of interconnected and interdependent parts or subsystems; (b) an enhanced focus on the interpersonal element (also known as the human processual—that is, emphasizing human relationships, group processes and team dynamics, conflict management); (c) a wide range of theoretical and philosophical perspectives and interventions at the practitioner's disposal, including many of the tools traditionally thought of as belonging to other areas such as I-O or HRM, or HRD; and perhaps most importantly (at least for some practitioners); and (d) a concerted focus on alignment between the needs of the individual and the needs of the organization. Both OD, and I-O for that matter, stand somewhat apart in my mind when compared to a whole host of other types of more typical management science disciplines.

3. In our group at work we specialize in data-driven methods for organizational change. Thus, our primary methods include behaviorally based multisource

feedback, large-scale organization assessment and diagnostic surveys, and interviews and focus groups. All of our work is based on the simple Lewinian assumption that it takes personalized data (in some form—whether from a departmental survey, feedback from clients and coworkers, personality assessments, or direct observation of someone in a group setting) to create energy in people to change. By using applied tools that adhere (as much as possible) to both good psychometric principles and good "common sense" in terms of linkages to the existing organizational systems and strategies, we attempt to mobilize and provide concrete direction regarding where and how individuals need to improve as leaders and managers in their (or perhaps some other) organization.

4. Well, given that I consider myself to be primarily an organizational psychologist with an OD orientation (though I am active in both professional arenas), I guess you could say that my description above is an example of at least one way in which these two fields can converge. If I had to slice myself down the middle (which would be unpleasant to say the least) I might describe the differences like this: On the one hand, the I-O side of me tends to be more concerned with research methods, appropriateness of analysis, solid item writing, linkage to existing theory and research, and understanding the human condition at work. The OD side of me, on the other hand, tends to be focused more on the interpersonal element and the organization as a system cares little for what has been done before—after all, the best ideas are created on the spot—and is focused on doing consulting work that is positively charged or directed. In short, doing something that makes a difference.

Although these two sides might sound like they work well together, I do find myself arguing with myself all the time (funny how no one else wants to hear these discussions). More to the point, I think there are significant conflicts between I-O and OD (or any field for that matter) when either perspective starts to polarize. In my view, at their worst, the I-O perspective can sometimes be overly concerned (i.e., to the detriment of the situation) with measurement, structure, analysis, formality, and minutiae. Conversely, the OD perspective can sometimes be overly process-based, scattered, soft, flaky, obtuse, ungrounded, and unconnected to prior work in the field. The trick is to pull the best elements from each perspective and capitalize on them for effective organizational interventions and consulting efforts.

Allan H. Church
Editor, *Organization Development Journal*
Editor, *The Industrial-Organizational Psychologist*
W. Warner Burke Associates, Inc.

Well there you have it—some very insightful and I hope you will agree helpful definitions, applications, similarities and differences of OD work. From my own perspective, I think OD is best operationalized by three defining elements: (a) It is based on the Action Research model (i.e., OD practitioners use behavioral science data to solve real organizational problems); (b) It requires a "total systems" approach to change (i.e., OD practitioners should consider the impact of what they are doing on the entire organization and how this work can and can't be integrated into what is already taking place in the organization), and (3) It is values based and is conducted within a normative and humanistic framework (i.e., OD practitioners believe in improving the human condition at work not just improving performance and productivity). Based on their comments, I think my contributors would agree with my summation as well.

I want to thank all of my contributors (Ken, Karl, and Allan) not only for providing their comments to this column but also for agreeing to be a part of our symposium in April. Among other things it has been a lot of fun.

As always, I would love to hear from you! Please feel free to contact me at W. Warner Burke Associates, Inc. 201 Wolfs Lane, Pelham, NY 10803 or by email at j9151@aol.com.

SIOP Foundation Celebrates Charter Year in New Orleans

The SIOP Foundation celebrated the charter year of their first campaign by honoring our contributors at the dessert reception at SIOP's annual meeting in New Orleans. At the reception, a brochure was presented listing more than 130 contributors to the foundation who as a group gave a total of over $480,000. The list of contributors is presented below. We owe everyone a warm round of applause and thanks. Every contribution, large and small, is important to the future of SIOP. Our contributions are placed in an endowment which grows and gives us the opportunity to help our membership in the pursuit of its goals. Please remember to keep giving to help promote activities which will benefit both the practice and science of I-O psychology. Your contributions are tax deductible. Please contact the SIOP Administrative Office for further information on how to make a contribution.

During this summer, we will be publishing our first annual report of the activities of the foundation and we will be sending everyone a copy. Also, the Foundation Committee will be meeting this summer to consider funding various proposals that will benefit our membership. We look forward to receiving any ideas you have.

Many thanks to all of our contributors. They are listed below.

Legacy Donor: Ronald G. Downey.

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Gifts have been made in honor of: Earl A. Alluisi by Robert Magoon; Jack Bartlett by Irv and Micki Goldstein and Ben Schneider; Bernard Bass by Wayne Cascio; Joseph M. Burke by Michael Burke; Harold E. Burtt by Edwin and Pauline Fleishman; Richard Campbell by Rick Guzzo, Joel Moses, and Mildred Katzell; Larry L. Cummings by Kania School of Management, University of Scranton; Edwin Ghiselli by William H. Mobley and Lyman Porter; Irv Goldstein by Georgia Chao; Robert Guion by Frank Landy; Mason Haire by Lyman Porter; C. H. Lawshe by Lewis E. Albright; John Mathieu by Jennifer Martineau; E. J. McCormick by Lewis E. Albright; Howard McFann by Edwin and Pauline Fleishman; Michigan State University I-O Program Department of Psychology by Jeff Schneider; William A. Owens by Lewis E. Albright; Erich Prien by Mark A. Jones and William H. Macey; Carroll L. Shartle by Edwin and Pauline Fleishman; Neal Schmitt by Ronni Haston; William E. Scott, Jr. by Kania School of Management, University of Scranton, Joseph Tiffin by Lewis E. Albright; Paul Thayer by Eugene Mayfield; Don Trumbo by Miriam Graddick and Frank Landy.

The generosity of the people named above has made this year a wonderful success for the SIOP Foundation. Please join with the Foundations Board of Directors in thanking all who contributed. Without them, the Foundation would not be reality.

On the Legal Front

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Last fall, **Allan Church** invited me to join the Editorial Board of *TIP* with the purpose of organizing quarterly contributions on legal issues. I told him it would be both an honor and a pleasure. And so, with this volume, we launch a new column entitled **On the Legal Front** (one of several titles suggested by Allan). It is our hope that you, our colleagues, will continue to provide us with your perspectives, reactions, and suggestions. Over the years, *TIP* has featured cutting-edge pieces on salient court rulings and related legal issues. Articles have been written on every major Supreme Court ruling, major lower court cases, and critical issues relating to the teaching and practice of I-O psychology. We hope to enhance this process in the following ways.

First, we would like to solicit contributions. For example, my personal wish list includes a piece on being an "expert witness." I listened to such a presentation at the recent SIOP conference (by **Gerald Barrett**) and came away convinced that this is stuff every practicing I-O psychologist must have. What issues would you like to visit and whom should we solicit?

Second, also at SIOP, I listened to several poignant reactions to recent legal articles, most notably, on adverse impact, affirmative action, punitive damages, and the ADA. I think those reactions are important and are worth passing on. Feel free to comment on any legal article published in *TIP* and we will pass these on with or without credit (depending upon your wishes) and without additional editorial commentary.

Third, I often hear "tidbits" of information. For example, a colleague phoned me with (what I considered) a startling piece of news in relation to the *Lanning v. Septa* ruling (see the October, 1999 *TIP* article written by **Jim Sharf**). It seems that several police chiefs attended a legal workshop in which it was recommended that in view of this ruling, they eliminate agility tests from the selection process. Tidbits such as this are, I think, crucial and we would like to assemble, collate, and pass them on.

Fourth, I suspect some of you would like to dig into the legal dialogue but, for some reason, cannot get off your inertia. If you have a piece you have written or would like to write and would like presubmission help—by all means, send it along and we promise you a quick, honest, and confidential response.

In short, please feel free to pass on any idea(s) or topics. You can e-mail me at artgut@aol.com.

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In terms of legal activity in this issue of *TIP*, Stephen Vodnanovich and Chris Piotrowski address the importance of teaching graduate students about legal issues and whether it is "efficacious" to do so in a separate course (I agree with them—what do you think?). **Bill Verdi** addresses the decision by members of the New York State Psychological Association to seek affiliate status with the American Federation of Teachers. He discusses some critical advantages and disadvantages of unionization and asks whether unionization would help (or hurt) I-O psychologists (I'm clueless; what do you think?). Below is a discussion of my own that addresses the Supreme Court's recent ruling in *Kimel v Florida Board of Regents*, which limits the scope of the Age Discrimination in Employment Act.

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In 1974, Congress exercised its authority under Section 5 of the 14th Amendment to extend coverage of the Age Discrimination in Employment Act of 1967 (or ADEA) to state entities. However, recently, in *Kimel v. Florida Board of Regents (2000)*, the Supreme Court ruled that Congress had exceeded that authority. In the current term,[1] the Supreme Court will also review *Alsbrook v. Arkansas (1998)*, on whether Congress exceeded its Section 5 authority by covering state entities in the Americans with Disabilities Act of 1990 (or ADA). The key issue in such cases is tension between the 11th and 14th Amendments.

The 11th and 14th Amendments

In an early Supreme Court case, a South Carolinian recouped inheritance money from the Georgia state treasury (*Chisholm v. Georgia, 1793*), prompting an enraged Congress to initiate and the states to ratify the 11th Amendment on *sovereign state immunity*. The catalyst to the 14th Amendment was failure by the states to enforce the 13th Amendment.[2] Therefore, the *Equal Protection Clause* of the 14th Amendment was written to impose on all states the duty to protect individual federal rights. Section 5 of the 14th Amendment authorized Congress to abrogate 11th Amendment immunity, if necessary, and *Kimel* and *Alsbrook* are the latest in a series of Supreme Court cases on the groundrules for appropriate expression of that authority.

At stake in any 14th Amendment claim is the level of scrutiny a state must adhere to when expressing authority over its citizens. Three levels are depicted in Table 1. The lowest level (*rational basis*) applies mainly to privileges (e.g., driving a car), whereas the highest level (*strict scrutiny*) is reserved for fundamental rights (e.g., free speech, privacy, etc.) and other *"suspect"* classifications that Congress can justify under its Section 5 authority. The intermediate level (*moderate scrutiny*), though important in its own right, is

[1] Oral arguments in *Alsbrook* were heard on April 26, 2000. Therefore, by the time the July, 2000 issue of *TIP* is published, we will likely know the outcome of that case.

[2] The 13th Amendment ended slavery. In modern times, Section 1981, a 13th Amendment statute, has been used in discrimination claims based on race, color, religion, and national origin against private entities.

less relevant to the present discussion[3].

Table 1. *Levels of Scrutiny*

Rational Basis	There must be a reasonable relationship between a law and a legitimate governmental objective
Moderate Scrutiny	There must be an important government objective and a solution substantially related to that objective
Strict Scrutiny	There must be a compelling government interest for a law and a solution narrowly tailored to that interest

Historically, the Title VII classes have long been deemed *suspect*, meaning that under the 14th Amendment heightened scrutiny applies to state laws for discrimination based on race, color, religion, sex,[4] and national origin. Furthermore, in *Fitzpatrick v. Bitzer (1976)*, the Supreme Court ruled unanimously that extension of Title VII coverage to state entities in the EEO Act of 1972 was a valid expression of Section 5. In contrast, even prior to *Kimel* and *Alsbrook*, the Supreme Court had already ruled that age (*Massachusetts Bd. of Retirement v. Murgia, 1976*) and disability (*Cleburne v. Cleburne Living Center, 1985*) are ***not*** suspect classifications. Consequently, under 14th Amendment rules, states need only a rational basis for restrictions based on these classifications. The *Kimel* ruling further protects states from age-based claims and the *Alsbrook* ruling poses the threat of doing likewise for disability-based claims.

The rational basis test is by no means a "slam dunk." For example, in *Cleburne*, where the Supreme Court ruled that mental retardation is *not* suspect under the 14th Amendment, the Court also ruled that under the rational basis test, a state law requiring a "special use permit" for a group home for mentally retarded people was *irrational*. Nevertheless, in relation to the ADEA, the rational basis test has more often been used to support exemptions, including, for example, forced retirement of appointed state judges at age 70 (see *Gregory v. Ashcroft, 1991*).

[3] Readers interested in issues relating to moderate scrutiny are directed to Supreme Court rulings in *Adarand v Pena (1995)* and *US v Virginia (1996)*.

[4] Under current Supreme Court precedents, moderate scrutiny applies to gender discrimination and strict scrutiny to discrimination based on race, color, religion, and national origin.

The Kimel Ruling

In *Kimel*, the Supreme Court consolidated the claims of (a) professors at the University of Montevallo, Alabama; (b) professors and librarians at Florida State University (including Daniel Kimel); and (c) a prison guard at the Florida Department of Corrections. The Montevallo plaintiffs claimed that their university evaluation system had an adverse impact on older faculty, as did the Florida State plaintiffs with respect to refusal by the Florida Board of Regents to allocate funds for a previously agreed upon market adjustments for salary increases.[5] The prison guard claimed age discrimination in promotion. The Supreme Court's ruling in *Kimel* means that none of these plaintiffs are entitled to a federal remedy against their states under the ADEA.

The Montevallo district court ruled that (a) Congress had clearly intended for the ADEA to cover state entities, but (b) it had not exercised its Section 5 authority for that purpose. In both Florida cases, the district courts ruled that (a) Congress had used its Section 5 authority to abrogate 11th Amendment immunity, and (b) this authority was valid. Combining these cases into one appeal, the 11th Circuit sided with the Montevallo district court. In a 5–4 decision, the Supreme Court ruled that Congress (a) did clearly express Section 5 authority in 1974 to abrogate 11th Amendment immunity, but (b) in so doing, that authority was exceeded.

As a starter, Justice O'Connor asserted the Supreme Court's role in determining the "*substance*" of the 14th Amendment's restrictions, stating:

> Section 5 of the Fourteenth Amendment is an affirmative grant of power to Congress. ....That power includes the authority both to remedy and to deter the violation of rights guaranteed thereunder by prohibiting a somewhat broader swath of conduct, including that which is not itself forbidden by the Amendment's text. Congress cannot, however, decree the substance of the Fourteenth Amendment's restrictions on the states. The ultimate interpretation and determination of the Amendment's substantive meaning remains the province of the Judicial Branch.

O'Connor then struck down application of the ADEA to the states based on the "*congruence and proportionality*" test, itself a measure of heightened scrutiny on when Section 5 authority is appropriately expressed. Accordingly, Congress must: (a) Provide evidence of past purposeful discrimination, and (b) apply a proportional remedy. On the issue of *congruence*, O'Connor ruled that:

> Older persons ...unlike those who suffer discrimination on the basis of race or gender, have not been subjected to a "history of purposeful unequal treatment"... Old age does not define a discrete and insular minority because all persons, if they live out their normal life spans, will experience it.

[5] These would have been tough claims anyway, as the Supreme Court strongly implied that adverse impact claims are suspect under ADEA rules in *Hazen v. Biggens (1993)*.

And on the issue of *proportionality*, O'Connor ruled that the "substantive requirements the ADEA imposes on state and local governments are disproportionate to any unconstitutional conduct that conceivably could be targeted by the Act."

Prior Case Law

In earlier discrimination cases, the Supreme Court seemed to avoid the Section 5 issue whenever possible. For example, in *EEOC v. Wyoming (1983)*, the Court upheld application of the ADEA to states under the *Commerce Clause* of the Constitution, an issue related to implied states rights under the 10th Amendment. Interestingly, the *Wyoming* ruling was a divided one (5–4) in which the Court expressly refused to rule on Section 5 authority in relation to 11th Amendment immunity, even though every lower federal court that had considered the issue up to that time concluded application of the ADEA to states is a valid expression of that authority.

Subsequently, in *Atascadero v. Scanlon (1985)*, a California state hospital challenged application of Section 504 of the Rehabilitation Act of 1973 to state entities. In another 5–4 ruling, the Supreme Court skirted the Section 5 issue, ruling instead that Congress did not state in "unmistakable language" its intention to abrogate 11th Amendment immunity in crafting Section 504, thus barring the lawsuit. The Supreme Court reached the same conclusion in a 5–4 ruling in *Dellmuth v. Muth (1989)*, this time in relation to the Education of the Handicapped Act of 1982 (or EHA).

Then, in *Will v. Michigan (1989)*, Will lodged a Section 1983 equal protection claim hoping for monetary damages from the Michigan State Police. Section 1983 is the major 14th Amendment statue, clearly authorized under Section 5. Nevertheless, in yet another 5–4 ruling, the Supreme Court held that Congress had not unmistakably abrogated 11th Amendment immunity in crafting Section 1983 itself.

More recently, however, the Supreme Court was forced to rule on Section 5 authority in *City of Boerne v. Flores (1997)*. In reaction to *Department of Human Resources v. Smith (1990)*, in which the Supreme Court upheld the right of the State of Oregon to prohibit peyote use for religious purposes, Congress abrogated 11th Amendment immunity in the Religious Freedom Restoration Act of 1993 (or RFRA). Indeed, the RFRA demanded that states justify under strict scrutiny any law burdening free exercise of religion. The Supreme Court struck down the RFRA via the congruence and proportionality test, although this time, the ruling was 7–2.

Conclusions

Since the *Alsbrook* ruling will likely be available before this issue of *TIP* is published, I will refrain from predictions regarding application of Section 5 authority to disability claims. Regarding age discrimination, two things must be noted. First, the *Kimel* ruling means there is no *federal* remedy for *individuous* age-based claims, including, for example, failure to hire, promote, or train, harassment, and/or discriminatory discharge. Such claims must rest on applicable state laws.[6] Second, any *class action* challenge to a state law, policy, or custom would have to be deemed irrational in order to be struck down (as in *Cleburne*). On a more general level, *Kimel* continues the trend of the Supreme Court to limit federal infringement on states' rights.

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[6] In her Kimel ruling, O'Connor noted that most states have such laws, citing 47 states in particular.

International Forum

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It's back to the North American continent this issue with a visit to the United States' neighbor to the south. Our Mexican colleague, Federico Diaz Sustaeta, explores our field in his country.

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Industrial -Organizational Psychology in Mexico: A General Overview

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Mexico stretches beyond the southern border of the United States. For a long time both countries have been what Alan Riding called distant neighbors (1985). That is, in spite of physical closeness, for many years suspicion and lack of mutual knowledge prevented a closer relationship. Nevertheless, globalization and NAFTA have brought more commercial, and more importantly, interpersonal and intellectual openness.

Mexico is one of the twenty most important countries in the world in terms of population, territorial size and GNP. Many of the world's premiere international organizations are settled within its land, both oriented towards local consumption as well as to a constantly increasing exportation sector. There is also a considerable emerging entrepreneurial class, grown up in an atmosphere of constant economic uneasiness, that is responsible for the creation of thousands of small and medium business firms.

Mexican culture is the fusion of two traditions: the indigenous and the Spaniard. There is evidence that native cultures possessed some basic psychological knowledge primarily oriented to healing practices (Valderrama, 1985). During the colonial epoch some psychological ideas emerged through Scholastics and early Modernism. In 1849, in the mining city of Zacatecas, Teodosio Lares published a compilation of articles written by French authors under the title, *Elements of Psychology*. Shortly after the publication of that volume some of the first lessons with elements of psychology that were offered in Mexico took place at the local institute (Valderrama, 1985). Some years later, other pioneer courses in psychology started in the cities of Jalapa and Puebla (Mouret & Ribes, 1977).

According to Díaz Guerrero (1980), scientific psychology started in Mexico in 1893, when Ezequiel A. Chávez was appointed as the first professor of psychology at the prestigious *Escuela Nacional Preparatoria*. It was precisely Chávez who translated into Spanish Titchener's *A Primer of Psychology* (Ardila, 1971). That book was to be the standard textbook in Mexico for the next 25 years.

The first university programs were instituted at the National University in 1911 (Valderrama, 1985), at the National School of Superior Studies during a conference cycle delivered by American psychologist James Mark Baldwin. In 1916 also at the National University, Enrique O. Aragón installed the first experimental laboratory, much like Wundt's in Germany (Valderrama et al., 1994).

Mexican revolution stopped those first efforts to give birth to psychology in Mexico. It wasn't until the fourth decade of the 20th Century that the first formal university program commenced at the Philosophy and Literature School at the National University. In 1943 began the first Master in Psychological Sciences program at the same University (Valderrama, 1994) and in 1950 the Universidad Iberoamericana became the second university in Mexico to offer a Master's Degree in Psychology (Meneses, 1976).

Since then, a great number of universities all over the country offer undergraduate and graduate programs in psychology. In the second half of the 20th century, psychology developed in Mexico primarily in four fields, both from the academic and professional perspectives. These are Clinical Psychology, Educational Psychology, Industrial Psychology and Social Psychology.

At present, several universities and institutes offer graduate programs in I-O Psychology. Among them are the National University of Mexico (UNAM), the University of Guadalajara, the University of Chihuahua, the University of Nuevo León, the University of Querétaro and formerly the Universidad Iberoamericana. The Monterrey Institute of Technology (*Instituto Tecnológico y de Estudios Superiores de Monterrey*), offers a bachelor's degree (*licenciatura*) in Organizational Psychology at several of its campuses. Most other institutions include I-O Psychology courses as optional subjects within their undergraduate programs.

I-O Psychology in Mexico relies heavily on American research and practices. Many of the general books in the field available at bookstores and libraries are translations from American editions. Some examples are B. Bass' (1972) *Organizational Psychology*, I. Rubin's (1989), *Organizational Psychology*, L. Siegel's (1973) *Industrial Psychology*; and D. P. Schultz' (1991), *Psychology and Industry Today: Introduction to Industrial and Organizational Psychology*. To a much smaller extent, some books and textbooks by Mexican authors can be found, such as the following: A. Jiménez (1976), *Behavioral Analysis*

Applied to the Industrial Scenario, H. Marchand (1988), *Support Material for Productivity and Organizational Stress*, M. Rodríguez Estrada (1996), *Psychology of Mexicans at Work*, M. Rodríguez Estrada (1981), *Psychology in Organizations: A Toolkit for Experiencial Learning* and F. Zepeda (1999), *Organizational Psychology*.

In the last decade Mexican psychological journals have published a good number of I-O Psychology-related articles. These include a wide variety of topics and usually find support in methods and findings generated outside the country. The following are some examples of recently published research related to the field: *A Structural Model of Work Avoidance* (Aguilar, 1996), *Validation of an Organizational Diagnostic Scale at Ciudad del Carmen* (Espinosa & Reyes, 1998), *MMPI-2 Reliability in a Sample of Workers* (Gómez-Maqueo & Barcelata, 1998), *Structural Models in Conflict Networks in Formal Organizations* (Hurt, Luna & Valdés, 1994), *Team Work Effectiveness: Intercultural Comparison Using an American Standard with a Sample of Tijuana Entrepreneurs* (Moreno, 1998), *An Evaluation of Work Space and Different Components of Work Satisfaction* (López et al., 1998), *Effects of the Design of Two Offices on the Organizational Climate and on the Emotional Response of People* (López, Ortega, & Acuña, 1990), *Motivation at Work, Cognitive Style and Sickness* (Lara-Tapia & Trejo, 1988), *Organizational Characteristics, Stress and Quality of Life in Medium Level Managers* (Ortíz, 1992), *Psychophysical Judgments of Equity: Some Implications for the Allocation of Salary Increments* (Santoyo & Bouzas, 1992), *Attitudes Towards Work in University Mexican Students and Concepts of Success, Failure, Work and Philosophy of Life* (Solís-Cámara, Gutiérrez, & Díaz, 1996), and *Job Performance and Self Esteem in Working Mothers* (Vite, 1990).

Much other research has been done in universities as part of graduate dissertations and undergraduate final research papers. Nevertheless I-O Psychology students have been traditionally more attracted by clinical than by I-O Psychology in terms of research subject preferences. For example, some years ago at the Universidad Iberoamericana 33 percent of graduate dissertations were related to clinical matters and only 5.5 percent could be classified into the I-O Psychology category (Lartigue & Díaz Sustaeta, 1987).

On the other hand, I-O Psychology has recently gained attention as a profession. In Mexico I-O Psychologists work mainly in big private organizations, both domestic as well as international, in the governmental sector and as independent consultants. The main areas for work for I-O Psychologists in Mexico are recruitment and selection, including testing and assessment methodologies, training, organization development, and compensation.

Mexican I-O Psychologists use many of the most well-known tests and instruments that were developed in the United States, such as the Weschler Adult Intelligence Scale, Myers-Briggs Type Indicator, DISC, MMPI, Allport, Vernon and Linzdey's Study of Values and Cattell's 16 PF. Also recently some new instruments have been introduced to the market such as CentACS'® Five Factors, The Herrmann Brain Dominance Instrument and several of SHL's® inventories.

The Mexican I-O Psychology market can still be considered small but is growing with an increasing number of organizations adopting leading Human Resources practices. Some do so as part of an international firm's strategies; others do so as domestic organizations that need to compete with international efficiency levels. Thus Mexican I-O Psychology needs to open itself more, become more organized and develop in order to appropriately face the challenges of the new century in a globalized economy.

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Informed Decisions: Research-Based Practice Notes

Steven G. Rogelberg
Bowling Green State University

This month's column is quite 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 Joan Brannick to discuss how sound practice can be translated to an authored or edited book. To that end, Joan has assembled a diverse panel of authors, editors, publishers, and an agent to discuss the challenges, outcomes, and process of doing a book. If you have any comments/questions concerning this column please contact Joan Brannick at joan@brannickhr.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.

Thinking of Writing a Book For a Nonacademic Audience? Lessons Learned From Authors, Editors, Publishers, And Agents

Joan Brannick
Brannick Human Resource Connections

Steven Rogelberg recently asked me to put some thoughts together about writing books for nonacademic audiences. Having completed my first experience in this arena last year, the topic intrigued me. Also, given that the request came from a faculty member from my alma mater, I knew my name would be mud amongst many who are near and dear to me if I turned down Steven's request.

At the end of this exercise, I found one thing very surprising. I went into this experience thinking that there were different substantive issues involved in writing a book for nonacademic audiences and writing a book for academic audiences. I realized fairly quickly, however, that there were far more similarities between writing a book for a nonacademic audience and writing a book for an academic audience. While the content and style of books aimed at academic and nonacademic audiences are very different, the writing process and issues surrounding the writing process are surprisingly similar.

After thinking about Steven's request, I knew it would be best for me (and for the readers of this article) to seek advice from others. Ideally, I wanted the article to represent a variety of perspectives about writing books for nonacademic audiences. I wanted to obtain feedback from authors, editors, publishers, and agents. My process for generating names of people to contact was very scientific and extremely objective (yeah, right). First, I listed the names of SIOP members that I knew had written or edited books aimed at nonacademic audiences.

Second. I listed the names of publishing contacts that I had (or could get). Third, I asked colleagues for their recommendations of people to contact. Fourth, I generated additional names by reviewing the book review section from the last couple of years of *Personnel Psychology*. Based on this very exhaustive and objective process, I came up with a list of 22 names. I e-mailed the following questions to each person on the list:

Questions for Author/Editors of Books: *What did you hope to achieve by writing/editing your book(s)? How successful was your book(s) in achieving your objectives? What are 1–2 advantages and 1–2 disadvantages of writing/editing a book? Based on your experience and lessons learned, what is the single most important piece of advice that you would give others about writing/editing a book? Based on your experience and lessons learned, what is the single most important piece of advice that you would give others regarding working with a publisher?*

Questions for Publishers/Agents: *What criteria do publishers use to decide to publish a book? What are the pros and cons of working with a publisher (vs. self-publishing)? What advice would you give authors related to writing a book? What advice would you give authors related to working with a publisher?*

I received responses from 11 respondents (including myself). They were: **Dave Bracken** (DWB Assessments), **Bill Byham** (DDI), Adrienne Hickey (AMACOM), **Mary Dee Hicks** (formerly of PDI), **Dick Jeanneret** (Jeanneret & Associates), **David Peterson** (PDI), Neil Salkind (StudioB Literary Agency), **Rob Silzer** (HR Assessment & Development), **Jack Smith** (The Kingwood Group), and **Leanne Atwater** (Arizona State University). Six members of this group have authored or coauthored at least one book aimed at a nonacademic audience. Three members of this group have edited at least one book aimed at a nonacademic audience. One member of this group represents a major publisher of business books. One member of this group represents a literary agency. The following information represents a summary of thoughts and suggestions.

The Perspective of the Author or Editor of a Book

For a realistic preview of the process of writing or the experience of editing a book, read on to see what authors and editors had to say on the subject.

What did you hope to achieve by writing/editing your book(s)?

There are many reasons for writing or editing a book. This group of authors and editors shared a desire to educate others and to improve organizations. Read on to find out what other factors motivated these authors and editors to write.

Dave Bracken: Our desire was to bring together a multiperspective book, primarily for practitioners, on a rapidly evolving subject area. Most other books on this topic had been from single perspectives (i.e., 1–2 authors or a single organization such as CCL).

SIOP 2001 San Diego Conference Update

No Room at the Inn !!

By Ron Johnson
SIOP Conference Chair

Possibly a more descriptive title for this brief article would be: **"Why couldn't I get a hotel room when I called the day that I received the registration booklet?**

Most of us prefer success to failure and most of us also realize that success typically brings with it certain unanticipated challenges. The introduction of the SIOP Conference in 1986 has proven to be one of the most successful initiatives undertaken by SIOP. The first conference in Chicago attracted approximately 775 registrants. Our conference in New Orleans resulted in 3,152 registrants. These factoids serve as a prelude to trying to answer the very legitimate question found in the first paragraph.

In December of 1998, prior to the Atlanta conference, the Marriott called me and told me that we had sold our entire room block for the 1999 conference. This had never happened before.

In preparing for the 2000 SIOP conference, we had alerted the Hyatt of our experience the previous year. They kept in close touch with us throughout the fall of 1999 and accepted approximately 100 more reservations than our "revised" contractual room block. In fact, when they stopped accepting reservations, they had accepted 250 *more* reservations (on Friday, a peak night) than the original contract. However, we were sold out at the conference hotel in December, just a few weeks before the registration booklet was being printed for a January mailing.

How can this happen? The answer is apparently so simple that it is likely difficult to accept. The SIOP Conference is very popular and many people wish to participate. I truly believe it is that simple. Let me go one step further and comment on specific speculation (rumor) that has reached me.

Rumors

Having spent much of my academic career as an administrator, dealing with rumors is not new to me. I will address those that I have heard and offer to respond to any others that you wish to call to my attention. If you have a specific question that you want me to answer, please send me an E-mail at johnsonr2@scranton.edu.

- No individual or group has been given advance opportunity to reserve a room at the conference hotel.
- There has never been a block of rooms reserved for the conference planning committee. Every member of the conference planning committee has a responsibility to make an individual hotel reservation.
- There has never been a block of rooms set aside for members of the SIOP Executive Committee. This year in New Orleans members

SHERATON HARBOR ISLAND
RESERVATION FORM
San Diego, California April 27–29, 2001
(Workshops April 26, 2001 • Tutorials April 29, 2001)

Arrival Date: ________ Time: _________ Departure Date: __________

Name: ______________________ Sharing with: ________________

Mailing address: ____

____

____

Telephone: ____________________ E-mail: _____________________

Number of individuals: ______________________

Standard Accommodations:	☐ Single ($156)	☐ Double ($176)
Premium Accommodations:	☐ Single ($166)	☐ Double ($186)
Club Level:	☐ Single ($196)	☐ Double ($216)
Suites:	☐ Lanai ($400)	☐ Executive ($600)
Do you prefer:	☐ Smoking	☐ Non-smoking

Please Note: There is a $75.00 early departure fee for every guest who departs early. Prices listed above are in effect until March 10, 2001 or until SIOP's room block is filled, whichever comes first. Reservations made after March 10, 2001, 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.

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

Credit Card # ________________________ Expiration Date: __________

Print name as it appears on the card: ______________________________

Signature: ____

Mail form to: **Sheraton Harbor Island**
1380 Harbor Island Drive
San Diego, CA 92101

To reserve by phone:
Reservations (619) 692-2265
Toll-free Reservations (877) 734-2726

Or fax this form to: (619) 692-2312

Joan Brannick: I wanted to educate managers about the importance of organizational culture in recruiting, hiring, and retaining employees. I also wanted to provide managers with some information and tools for creating their own culture-based recruitment and retention programs. On a more personal note, I wanted to increase my visibility and credibility. The book was one of several ways that I could distinguish myself from other consultants.

Bill Byham: I've written 19 books of which only 2 or 3 were academically oriented. My most successful book, *Zapp!* (3 1/2 million copies sold), was written to educate managers on the meaning of empowerment. I had found that so many managers used the word but didn't know what it meant and I was determined to fix that.

Mary Dee Hicks: David (Peterson) and I believed that a lot of powerful psychology was being overlooked in the organization development field. We were particularly interested in how clinical/counseling research and theory on how people change could be translated into practical approaches to learning in the workplace. We also wanted to establish greater expertise on the topic.

Dick Jeanneret: I wanted to (a) provide professionals with a summary of state of the knowledge of individual assessment, (b) provide a reference source to those teaching and learning individual assessment, and (c) provide a benefit to SIOP.

David Peterson: Mary Dee Hicks and I really wanted to change how people in business approach coaching and development. We saw lots of ineffective things going on and wanted to apply some practical insights from behavioral psychology to make learning more powerful and more rewarding.

Rob Silzer: My goal with the psychological assessment book was to pull together recognized experts in the field and provide some clarity and consistency to the field for those still developing and building their skills. I also wanted to help set some ethical standards for assessment.

Jack Smith: I wanted to write a book that would convince individuals in the target audience (members of The American Society for Quality) that good staffing practices would help them meet their objective of improved product and service "quality." I also wanted a book that was applied and practical.

David Waldman/Leanne Atwater: We hoped to get visibility for 360-degree feedback and to help managers implement the process successfully.

How successful was your book(s) in achieving our objectives?

Number of books sold is only one measure of a successful book. This group of authors and editors considered additional factors when asked to evaluate the success of their books.

Dave Bracken: While we of course have no external feedback (the book will be published later this year), we were successful in recruiting a diverse group of thought leaders in this area including internal consultants, external consultants, academics, and practitioners.

Joan Brannick: I achieved my professional and personal objectives. Professionally, the sales figures and audience feedback both suggest that the intended audience found the book valuable. Personally, I wanted more visibility and I got it. The book was recognized as a *Fortune* Magazine "Best Business Book," and I am doing more media interviews, speaking engagements, and consulting work than I did before the book.

Bill Byham: *Zapp!*, as I mentioned, was very successful. I've written five books that sold over 100,000 copies. All of them have been quite successful in getting people to think about issues in a different way.

Mary Dee Hicks: Many people have told us that the books are useful because they combine sound principles and accessibility. The books have been translated into a variety of workshops, have sold very well, and have helped create many speaking and consulting engagements.

Dick Jeanneret: Very successful from the feedback I have received. This is a problem, however. There is not good feedback from SIOP members.

David Peterson: Several major corporations have adopted our tools and language and have reported a very positive impact on people's attitude and on the results they've achieved.

Rob Silzer: It is very hard to know. I think the chapters delivered on the objective, but the impact on the field is not known yet.

Jack Smith: I'm not totally sure how successful the book was in convincing the target audience, but it did sell well (it made the publisher's "Best Sellers" list) and several excerpts from the book became part of the Society's training and examination program for specialty certification.

David Waldman/Leanne Atwater: We don't know. We have had a number of overseas sales as evidenced by the royalty statements which we found surprising. We have been called by *Fortune* Magazine and *Investor's Business Daily* as a result of this book.

What are the advantages of writing a book?

The benefits of writing a book are varied. This group of authors and editors cited a diverse range of advantages to writing a book.

Dave Bracken: I have never written a book, just chapters, but I am sure that writing a book/chapter gives you much greater control over the timeline, where you can push yourself as much as you and your editor can tolerate. In an area like multisource feedback, which is rapidly changing, it would have been nice to get this out faster, although I think we are doing pretty well!

Joan Brannick: Writing a book helps you fine-tune your own thinking about a topic. It also allows you to present your personal perspective on a topic—biases, warts, and all—and see how it stacks up with other perspectives that are out there.

Bill Byham: I think it's easier to write than to serve as an editor. When editing an author's writing, a tremendous amount of time is spent making something great out of something that sometimes isn't.

David Peterson: It really forces you to think about what you have to say, what you want to say, and how to say it in a way that other people care. You can present a point of view and a philosophy in your own book that is hard to present in editing one.

Mary Dee Hicks: I absolutely agree with David (Peterson). Writing is the best mechanism for achieving greater clarity of thinking.

Rob Silzer: You can lay out your practitioner approach and the underlining logical reasons for that approach.

Jack Smith: The major advantage of writing a book is the tremendous feeling of accomplishment and pride that comes from finishing something you feel is worthwhile. I'm not the first to say it, but a book should be written with one's self-interest in mind. If others like it, then that is all the better. A related advantage is an appreciation for what is required in the writing of a technically oriented book. It's a hell-of-a-lot of work.

David Waldman/Leanne Atwater: Visibility, producing something your parents and children recognize as an accomplishment...it's tough for them to get the picture with journal articles, and something we can give to potential clients who are thinking about implementing 360 that enhances credibility with them.

What are the advantages of editing a book?

Two major advantages to editing a book are: a wider range of perspectives on the topic and less time required to write.

Dave Bracken: Clearly an edited book draws on a much broader array of perspectives.

Dick Jeanneret: Not having to do all the writing and giving multiple perspectives of different authors to the subject.

Rob Silzer: The advantages as editor is that you get to shape the content and select authors that are content experts who meet your standards for assessment practice. It does mean that you, as editor, need know the leading practitioners in the area.

What are the disadvantages of writing a book?

Taking time away from other work is a major disadvantage of writing a book.

Joan Brannick: Writing a book takes time away from other work. It can also make it hard for you to branch out in another area because you have a reputation in the marketplace for one certain topic.

Mary Dee Hicks: The process of distilling ideas can be excruciating. We threw many versions of our models and many drafts of chapters into the trash heap.

Rob Silzer: The downside is that you are confined to a specific topic and can't bridge your approach to the other chapters.

David Waldman/Leanne Atwater: It takes time away from academic research.

What are the disadvantages of editing a book?

Contrary to what some may think, editing a book may be more difficult than writing one.

Dave Bracken: Clearly, an edited book draws on a much broader array of perspectives; the downside is that you might not agree with all of them!

Dick Jeanneret: Having to critique colleagues; longer time to complete.

Rob Silzer: The disadvantage (of editing) is that you can't entirely re-write the chapters, particularly when you wind up with authors who do not write well. The editing task also takes a good deal of time that takes you away from ongoing practice demands.

What is the single most important piece of advice that you would give others regarding writing a book?

Be passionate about your topic, develop clear writing objectives, and know your audience—that's the advice that that these authors offered regarding writing a book.

Joan Brannick: Write about what you love. You're going to spend a great deal of time on the topic, both in writing the book and in consulting and speaking on the topic after you write the book. So, you had better like it. If you are working with a coauthor (as I did), work with someone who: (a) shares your passion for the topic, (c) who complements your perspective and skills, and (b) who will work with you to clearly define goals and responsibilities at the outset of the project.

Bill Byham: My suggestions to someone writing a book for nonacademic audiences is that they try the concepts out on the audience through speeches or articles before they start to write the book. I would highly recommend doing field research on the content of the book by sending it out to a lot of people. A lot of people have the intended audience read and provide feedback on the book.

Mary Dee Hicks: Remember that books are primarily about forging ideas and putting them into words. Do this only if you are passionate about what you want to say and if you love writing. Other advice: Psychologists tend to approach concepts and theories in an academic, didactic way. Weed this out of your writing and test your ideas in the real world of your audience as you are developing them. Get as much input and feedback as you can tolerate. Keep asking questions like "Where is the energy in this?" and "How will the reader use this?"

David Peterson: Write your heart out, edit, and revise until you think you've got something fairly good. Then throw away your first draft and start over, completely fresh, but with the advantage of having really wrestled with what

you want to say. Be succinct: For every paragraph, ask yourself why the reader should care about what you are writing. Block out big chunks of time to write, or else be very disciplined about writing a little bit every day.

Rob Silzer: Have a clear well-defined topic or objective and keep the reader/practitioner in mind.

Jack Smith: I have two major pieces of advice. First, realize that writing a book takes an incredible amount of time and effort. Be prepared to give up a significant segment of your life and understand that something major will, no-doubt, have to give. While most *TIP* readers are likely to be better writers than I am, authoring a book is hard work and will not be accomplished by simply allocating 10 minutes each night to jotting down your thoughts (a la Doogie Howser). Second, if you are coauthoring the book, make absolutely sure that you and the other author(s) are philosophically in tune as to the both the content and style of the book. Spending a little time up front discussing these issues may save all parties involved considerable grief (not to mention friendships).

David Waldman/Leanne Atwater: It's really easier than you think it is going to be and more fun than doing revisions for *Personnel Psychology* and *JAP*. Write an outline about a topic you know quite a bit about and the text flows quite easily. Work with a coauthor to bounce ideas off of.

What is the single most important piece of advice that you would give others regarding editing a book?

The best advice regarding editing a book: consider a co-editor, select chapter authors carefully, and be prepared to devote significant time to editing and keeping authors on schedule.

Dave Bracken: I found it extremely useful to have coeditors for many reasons, not the least of which is the obvious sharing of the workload. Other benefits included broadening our list of contributors so that it just wasn't people one of us knew (this was extremely helpful and I think improved the book greatly), and the fact that the three of us had diverse talents that complemented each other; for example **Carol Timmreck** was very helpful in organizing, communicating with authors (we even have a website!), and facilitating our editor discussions, while **Allan Church** is a great editor (as everyone knows). You may wonder what I contributed after all that!

Bill Byham: My suggestion to someone who is a book editor, is that they very carefully select the individuals to provide the chapters and that they provide a chapter or two as a model to the people before they write their chapters.

Dick Jeanneret: Gain commitment to the schedule from authors at the outset, and be a taskmaster to the same.

Rob Silzer: Be prepared to make the significant time commitment that editing requires and be sure you have a broad and fairly thorough understanding of the practice area or book's topic.

What is the single most important piece of advice that you would give others regarding working with a publisher?

Pick a publisher who shares your interest in the topic and who is committed to working with you to make the book happen. Sounds simple, right?

Dave Bracken: I think we were very active in communicating with our contributors (including having the website where all the chapters are posted), and we made sure our editor was included all along the way. But perhaps the best advice is to work with a publisher who has a lot of experience doing this kind of work in your field; fortunately this was true for us, so I'm not sure how good or bad other publishers are. I do know that Jossey-Bass provided us with a lot of information that was very helpful.

Joan Brannick: Work with a publisher who has a reputation for publishing books aimed at your target audience. Be open and flexible regarding their feedback; however, stand up for those issues about which you feel strongly.

Bill Byham: I've worked with a lot of publishers, but fortunately they were a little anxious to publish my books, and thus, I didn't have any trouble from them. In fact, I hardly ever get edited. My recent book will come out in the next six months. It's called, *Grow Your Own Leaders*, and it deals with succession management.

Rob Silzer: Make sure the publisher understands the book's objective and content and designs an appropriate marketing strategy for the target market.

Jack Smith: I would pick a publisher like I would pick a friend. These people, and there are several people you will work with, must possess a great deal of patience (dealing with me always requires a great deal of patience) and be willing to provide support when needed. Inevitable problems such as missed deadlines, requests for help, and last-minute changes all require individuals who are willing and able to provide the assistance necessary to develop a quality product. Also, take a close look at the publisher's capability for marketing the book.

David Waldman/Leanne Atwater: Find one that has a good meeting of the minds in terms of negotiating between what you want to write and what they want to publish.

The Perspective of the Book Publisher or the Book Agent

As with everything else in life, there are at least two sides to every story. In this situation, the book authors and editors represent one perspective. The publisher and agent represent another important aspect to the book writing process. Read on to see what one executive editor from a major publisher of business books and one literary agent had to say about writing books.

What criteria do editors and publishers use to make their decision to publish a book?

While the sales potential is an important factor in the decision to publish a book, it is not the only factor to be considered.

Adrienne Hickey, Publisher: Among the most important criteria are: (a) Does the book have real value for its intended audience (and is that audience clear)? (b) Is there enough market interest in the topic to indicate sufficient sales? (c) Are there so many competitive books available that the new one would have trouble finding its audience? (d) Does the author have credentials and/or the expertise for writing the book? (e) Does the author have name recognition in the field? (f) What other books on the topic or related topics does the publisher have available or under development? Would this one add breadth to the list or compete with the others? (g) Does the editor feel that he/she would have good communication and a good working relationship with the author? (h) The editor's "gut feeling," which is often as good or better than any "scientific" analysis.

Neil Salkind, Agent: It depends upon the audience and the general topic the editor is responsible for, but it would be naive to say that their primary concern is not sales. If they think that a book can sell and it is within their general purview of topics, they will work with the author to sign it. Beyond that, the author's reputation, the timeliness of the article, the feasibility of producing a book to meet demand, and other factors (some of which are intangible) are factored in as well. And always keep in mind, that many acquisition editors do only that—acquire what they have been told the organization needs—the final decisions are often in the hands of higher ups in the organization. As an agent, I try to encourage my authors to formulate proposals based on ideas that are clever and original, without being too far outside the mainstream—and of course consistent with what the market is demanding. Few publishers want to take chances on unique ideas, formats or presentations. They want something that is relatively safe, but different from what's already out there. If the publisher has a series, then the acquiring editor will want the author to know that series very well and be able to write to the format, style, and level represented by the series.

What are the advantages of working with a publisher (vs. self-publishing)?

Typically, most people think of credibility as the most important advantage of working with a publisher.

Adrienne Hickey, Publisher: (a) A publisher gives the book credibility. Someone has found this book worthy of publication. (b) The physical book produced by a publisher is almost always far better looking than a self-published work. (c) Publishers have professional marketing and publicity staff. (d) Publishers have multiple ways to reach the market and a far far better chance of getting the book into a bookstore and getting it reviewed. (e) Printing, warehousing, distributions, billing, collecting, and so forth, are serious chores that most people don't want to or can't do. (f) All the financial risk is taken by the publisher. (g) Professional editorial help: support over the long haul (freelance editors for hire do their editing, then move on to their next project).

Neil Salkind, Agent: If you can get a good publisher who cares about the author (you) and a good editor who will guide the author, and a good marketing program which will sell the book, then using a publisher is a great idea. The problem is that to get these to happen all at once is rare. In many cases, however, most of the elements that make a book a success can come together. Despite this, no author should go into a publishing arrangement thinking anything other than lots of hard work and potential frustration are ahead. To do otherwise would be naive. When publishers want potential authors to sign, the publisher will promise the world. No publisher has of yet delivered.

What are the disadvantages of working with a publisher (vs. self-publishing)?

Money is typically not the most important reason that people decide to write or edit a book. According to these experts, however, the primary disadvantage to working with a publisher is money.

Adrienne Hickey, Publisher: The only advantage of self-publication is that the author keeps all the revenue (but he/she has all the expense).

Neil Salkind, Agent: If you can market a book and distribute it (often thought to be easy but in reality very time consuming and expensive), by all means self-publish. You will make much more money per book. Whether you will come out ahead depends upon how efficiently you market and distribute.

What advice would you give authors related to writing a book?

Know your topic, know your audience, and know your limits—that's the advice coming from our experts in book publishing and literary agencies.

Adrienne Hickey, Publisher: (a) Know your subject. (b) Know what else is out there on your subject, so you can be sure you are making a contribution. (c) Know for whom you're writing. Very few business books are for "everyone." (d) If you have great knowledge but can't write, get a co-author or ghost writer to help you. (e) If a publisher has accepted your book, chances are you will have prepared a proposal with a clear, comprehensive outline. If you haven't, do that before you start writing. In other words, know where you're going before the trip, even though you may decide to make a detour along the way. (f) Set realistic deadlines for yourself; don't try to write the book the week before it's due; this is not college test cram time. Leave enough time before your submission deadline to put the manuscript aside for a week, then look it over once more and polish up the fine points. (g) If you're having a problem, call your editor and see if he/she can help. (h) Remember there is no "one right way" to write a book. Each person has his/her own way of working, just as in other aspects of life. You have to find out what works for you.

Neil Salkind, Agent: The most common mistake is a combination of taking on too many projects at once and not writing sufficient to the publisher's vision.

What this means is that an author, and especially a first timer, has to be very careful to balance his or her time and be absolutely sure that he or she can deliver when promised. Nothing hurts like the first deliverable being late. And, early submissions with a demand for feedback helps avoid the dreaded end of manuscript review where the manuscript is not accepted since the content is reviewed negatively.

What advice would you give authors related to working with a publisher?

We asked authors and editors what advice they had regarding working with publishers. Now, we hear from those with a direct line to the publisher.

Adrienne Hickey, Publisher: (a) Work cooperatively with your editor/publisher; remember they are experienced professionals who want what you want: a successful book. (b) Don't make unrealistic demands. If your editor says "we can't do that," chances are they really can't. (c) Deliver what you promised. (d) Be available for interviews or other publicity arranged by the publisher; do everything you can to promote your own book—but always in conjunction with the publisher's efforts. (e) Don't expect to have a best seller. The average sale of a business book in the US is 5,000 copies.

Neil Salkind, Agent: Find an agent and let them concentrate on everything but the substance of the book. In general, agents know more about the business end and can much better represent you than you can yourself. And, in some cases, agents are subject matter experts and can be particularly helpful. In general, publishers will underestimate what's involved in a book project and not give the clearest of pictures to the agent or the author. The author writes what he or she thinks he or she should and then wham! The material comes back with so many qualifiers; it's as if another book was being discussed. And of course, if an author is not represented by an agent and has no experience in negotiating nor an understanding of the contractual language, then there's nothing but trouble years down the line when the author wonders why he or she gave way the electronic rights to the book as well as agreed to 5% of the royalty rather than substantially more.

Whether you're considering writing your 1st book or your 15th, there's a lot of good advice here from people who know the business of writing books as well as the ins and outs of the publishing industry. I hope this article gets you moving on your next book. Many thanks to the colleagues who gave generously of their expertise and of their time.

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The High Society: The Cornwall-Dinky Algorithm and Me

Paul M. Muchinsky*
University of North Carolina at Greensboro

About 30 years ago I was a first-year graduate student. One day I went to my statistics class and learned something called the "Cornwall-Dinky Algorithm" (or something close to that name). It was a rule or algorithm for developing statistical models which partitioned variance, as I remember. It contained more Greek letters than would typically be represented in an interfraternity council meeting. We were instructed to write the model very precisely on lined paper. Then I remember the instructor taught us a trick to help apply the algorithm. By selectively placing pencils over certain rows and columns, the relevant parameters in the model would be revealed, depending upon the design. I'm not sure if I have this exactly right, memory being what it is. But I do recall something about the careful laying of pencils to reveal something important. I was dazzled by the intellectual complexity of the algorithm, and couldn't imagine how Drs. Cornwall and Dinky could have conceived such a wondrous thing. I thought the bit with the pencils was clever, albeit somewhat primitive.

After class I retreated to my student office. There I saw an office-mate who was in his final year of graduate school. He was getting his PhD in psychometrics and was super bright. His name was Ken. I asked Ken if he had ever heard of the Cornwall-Dinky Algorithm. He smiled, said yes, and remembered it involved something with pencils. He then said he could share some gossip about one of the creators of the algorithm—Dinky.

Ken's major professor was the most prominent and respected member of the faculty. A world-renowned psychometrician, he was the brightest jewel on the faculty. We will call him Dr. Tippler. However, Dr. Tippler was painfully shy, an extreme introvert, and was a confirmed bachelor in his early 60s at the time. He was at his best when writing equations alone in his office. He felt very ill-at-ease with any form of personal interaction (he didn't even have a telephone at home). But Dr. Tippler had one weakness for a member of the human race. It was for Mrs. Dinky. Every year Dr. and Mrs. Dinky would attend the National Convention of Number-Crunchers (or whatever it was called). Dr. Tippler would also attend. Drs. Dinky and Tippler respected each other as colleagues, but it was understood that Dr. Tippler and Mrs. Dinky had, so to speak, a certain level of infatuation with each other. At the cocktail hour of this swinging group. Dr. Tippler would coo sweet nothings into the eager ears of Mrs. Dinky. He would verbally swoop, dip, and nuzzle like a school child in love. In turn, Mrs. Dinky put forth all her coquettish charm, obviously delighted by Dr. Tippler's effusive outpouring of attention. It was rumored that Dr. Tippler would engage Mrs. Dinky with bon mots relating to statistical concepts, real romantic turn-ons involving post hoc tests, degrees of freedom, power, and robustness. Mrs. Dinky would veritably float off her feet at such musings. After all, she had at least a nodding acquaintance with such terms, as she must have heard Dr. Dinky speak of them in response to the question, "Tell me about your day at work, dear." But that's as far as it went between Dr. Tippler and Mrs. Dinky. Each performed their respective social dance, and satisfied with this level of intimacy, would bid fond adieu to each other until the next year's convention, which was typically held at places like Cincinnati and Buffalo. This annual repartee was the only social dalliance Dr. Tippler allowed himself.

After hearing Ken tell me this story about his major professor, I was rather stunned. I couldn't picture this distinguished professor having anything other than cerebral motives. The thought of him flirting just seemed so out of character to me. It's like I assumed his mother read to him out of *Psychometrika* since birth. However, I was taken with the fact that statistical jargon could serve as an effective form of verbal foreplay, given the appropriate recipient.

I then decided to apply this approach in my life. I had my eye on a young lady in my statistics class for some time. I don't know why, as she often appeared in a drug-induced stupor. Remember, this was the early 1970s. For those of you who did not live through this period, long hair and love beads were the order of the day, and that was the dress code for men. I was a strapping 22-year old lad, but like Dr. Tippler, I was socially awkward, just not as pronounced. I had a phone.

One day after class I got up enough nerve to talk to her and poured on the charm, ala Dr. Tippler. I don't remember exactly how I worded it, but it involved her matrix, my vector, and a desired interaction effect. She looked at me like I was from another planet. Then she reached into her handbag and pulled out two joints of marijuana. She said I wouldn't have to pay for mine—she would just give it to me. I guess I was supposed to be flattered. Since I did not engage in this form of social recreation, I declined the offer. Besides, I was interested in a more conventional form of gratification. Not that such an act would have been new to me, either. I had been personally validated for the first time just a year earlier (yes, that would have made me 21).

That evening I trudged back to my apartment, unimpressed with Dr. Tippler's methods. I figured Mrs. Dinky must have been really desperate to fall for that stuff. Then I thought it might have been me. Perhaps I should have worked up to the matrix and vector stuff by first mentioning my effect size. I don't know. In any event, I spent the evening fantasizing about what might have been. No pencils were involved.

* Unamused, indifferent, or entertained readers can write to the author at pmmuchin@uncg.edu.

Early Careers: In Dogged Pursuit of Success

Lori L. Foster
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University of South Florida

The dog days of summer are upon us, and this season is bound to be a scorcher. We begin this issue's **Early Careers** journey with a bit of trivia for our faithful readers. The Greek word for "scorching" is "seirios"—a term used to name the Dog Star, Sirius. Visible from every point on the globe, Sirius is the brightest star in the sky. Why all the fuss about Sirius? As you know, in the first segment of each **EC** column, we take an up close and personal look at a successful I-O psychologist. This edition features Dr. **Nancy Tippins**. It seems that a feature on Dr. Tippins would not be complete without due mention of her dog, Sirius. Paralleling her pup's celestial namesake, Dr. Tippins is one of I-O psychology's brightest stars, exemplifying the success to which many practitioners aspire. This issues' **Early Careers** segment takes a peek into the life of Dr. Tippins and promises to satisfy inquiring minds, canine lovers, and new psychologists seeking practical tips and insights adaptable for career success.

In typical **EC** fashion, we asked our featured professional to identify an important topic, issue, or problem confronting early career psychologists. Dr. Tippins emphasized the pressure placed on I-O practitioners in private industry to become HR generalists. This column's second segment, **Career Gear**, highlights the qualitative differences between I-O and general HR work. Afterwards, it explores the causes and consequences of the pressure to turn generalist, as well as the magnitude and manifestation of this pressure. But enough of the opening banter; it's time to get Sirius. On with the show.

Nancy Tippins: The Professional

Professional Experience. Currently the Director of Leadership Development and Selection Methods for GTE Service Corporation in Irving, Texas, Dr. Tippins manages teams responsible for the design and implementation of employee and leadership development programs, high potential assessment, and succession planning; the development, validation, maintenance, and implementation of selection tools; and development and maintenance of staffing policies and procedures. Prior to GTE, Dr. Tippins held both I-O and HR positions during her 10-year tenure with Bell Atlantic Corporation.

Professional Memberships and Activities. Being extremely active in the service of our profession, Dr. Tippins is a Fellow and current President of

SIOP, after having served on and chaired numerous committees since 1986. She is also a Fellow of APA and a Member of APS. Dr. Tippins serves on the Editorial Board of *Personnel Psychology*, and she is currently involved in the National Academy of Science's Committee on the Youth Population and Military Recruitment.

Industry Groups. Dr. Tippins is also very active in industry groups including (most currently): the Dearborn Group, the International Selection and Assessment Conference, the National Staffing Forum, and the Equal Employment Advisory Council Ad Hoc Committee on Employee Selection. She recently joined the Summit Group.

Publications and Presentations. With all of these SIOP and applied activities going on, who has time to publish and present? Nancy Tippins. Dr. Tippins's resume chronicles nearly 50 local, national, and international presentations at various meetings and conferences. In addition, she has published articles in a variety of journals (including the *Journal of Applied Psychology* and the *Journal of Occupational and Organizational Psychology*), and she has authored several chapters in edited books on assessment.

Nancy Tippins: The Person

But what really lies behind the impressive titles and inspiring career? A dog. The following pages summarize Nancy Tippins's responses to some "unprofessional" interview questions (in the sense of "personal" being the antithesis of "professional"!). The questions, provided in italics, are followed by Nancy's responses.

What do you do to relieve stress? "I walk the dog," Nancy explains. It turns out Sirius is not only a dog, but also a counselor of sorts. In fact, he knows Nancy quite well. "We converse," she admits, adding that she typically brings paper and pencil along on her walks, just in case a "eureka!" presents itself during the excursion. (Unconfirmed sources tell us they've actually seen her writing against a tree in the dark during moments of insight.)

Now, we'd be remiss if we didn't mention the fact that there has been some debate about who's walking whom. A friend of Nancy's, Sue Coverdale, recently accompanied the pair on their walk and was surprised to hear Nancy say things like, "Sue, we have to cross the street *right here*," and "Wait, Sue, we must sit at *this specific bench* right now." Apparently, Sirius has the makings of a great leader.

What do you do during your time off? "I walk the dog," Nancy explains. You're beginning to get an idea of what we were up against. This time, we hounded her for more. "Well," she adds, "I read a lot." In fact, Nancy has very diverse literary interests. She's devoted to the newspaper, enjoys political commentary, loves good fiction, and admits she'd read the back of a cereal box if that's all she had. At the time of this writing, she had just finished Alice

McDermott's *Charming Billy* and was embarking on a book entitled *If the Gods Had Meant Us to Vote They Would Have Given Us Candidates: More Political Subversion from Jim Hightower*. When she's not busy walking, reading, and writing against trees, Nancy enjoys art museums and the symphony. (She and her husband Mac hit the symphony every weekend they're home.) In addition, Nancy is a grower of herbs—rosemary, oregano, garlic, and the like. It took a really long time for her to stop laughing when we asked her which dishes she prepares with these herbs. One of us even thought we heard her say, between chuckles, "It would take a lot of herbs to cover up my god-awful cooking!" Suffice it to say she cultivates the herbs and gives them away to the neighbors.

If you were stranded on a desert island and had one piece of reading material, what would it be? "I'd have *The Washington Post* delivered to my coconut tree," Nancy declares, confirming her self-proclaimed devotion to the newspaper. *Which sections are her favorites?* She loves them all, except the doggoned sports section, which she usually skips. The order in which she reads the paper is contingent upon her day. Make no bones about it, a bad day drives her straight to the crossword puzzles. On a good day, you'll find her taking a more systematic approach to the paper, beginning with the front page.

Do you have a nickname? If so, how did you get it? The family calls her 'Nan,' Sirius calls her 'Nanny' ("...it's the only name he'll respond to," she remarks. "If you yell 'go to Nancy,' he won't know who you're referring to!"), and you can call her 'Nancy.' In fact, if you greet her with a 'Hi, Dr. Tippins,' she's liable to start looking for bugs. No, this isn't a deep-seated phobia. "My father-in-law was a prominent entomologist," Nancy explains. "Every time I hear 'Dr. Tippins,' I look around for him and his bugs!"

What is your favorite beverage? You're mistaken if you think a glass of wine is Nancy Tippins's favorite beverage. "That," she explains, "is my favorite dinner." Between meals, you'll find Nancy sipping a cold diet Coke. During most meals, her favorite beverage is iced tea.

Do you have a routine that you like to follow? On weekdays, Nancy is up at 5:00 a.m. ("Rather," she corrects herself, "the alarm goes off at 5:00..."), and she and Sirius are out for their walk by 5:30 a.m. They return home around 6:30 a.m., get dressed, and sit down for breakfast and pup pills (doggie allergy pills) around 7:30 a.m. Then it's off to work, where Nancy spends most of her time (9:00–5:30) on the telephone and in meetings. She tackles e-mail and other correspondence around 5:30 p.m. If her husband Mac is out of town, she works until 7:30 or 8:00 p.m., goes home, walks the dog, has her "favorite dinner," and reads the paper. However, if Mac is in town, Nancy leaves work around 6:30 p.m. and the two venture out for dinner. The Café Express and The Grape are two of their favorite spots, though they have eclectic predilections, which include American, French, and Vietnamese foods. When the two return home around 8:30 p.m., Sirius takes them out for a walk. Then, it's back in time for the newspaper, a book, and bed.

The weekend schedule looks a bit different. The whole alarm clock thing goes out the window, and Nancy sleeps "as long as the dog will let me." She, Mac, and Sirius then go out for a weekend walk, which is different from a weekday walk in that it's usually 5 or 6 miles long, and it involves a stop at Starbucks. "The dog likes to get his latté," Nancy points out. (Though he is named after the Dog *Star*, we have our own private suspicion that *Star*bucks is not actually Sirius's idea. However, in an attempt to let sleeping dogs lie, we didn't press the issue.) Once home, Nancy lets her fingers do the walking. She telephones various loved ones, including "Mama, Aunt, Sister, a few brothers (she's got 4 of 'em), and a friend or two." Then, it's off to work for a few hours before returning home around 5:30 p.m. On Saturday night, you'll often find Nancy and Mac at the symphony.

Finally, Sunday begins with one of those Sirius weekend walks. Afterwards, Nancy checks her own panic level and uses this self-assessment to decide whether to go to church or work. If Mac's in town, the two fetch lunch mid-day, then it's off to work until 5:00 p.m. or so, followed by dinner.

What factor(s) contributed significantly to your success? Qualified by a modest "I'm not sure I'm successful, but assuming that I have managed to keep body and soul together most of the time...." Nancy attributes her success to hard work, a good education, her friends—many of whom are I-O psychologists, and luck (i.e., being in the right place at the right time). "But a lot of luck is dependent on being prepared."

What factor(s) do you think might be critical to the success of others, in general? "Hard work, a good educational foundation, a great support system, and luck are factors in many people's success," says Nancy. She also notes the impact of a few other factors. "Being involved in the field," is one important factor. "It's a great way to stay connected and keep up to date." Nancy remarks that it's often easy for I-O practitioners to identify more with their companies than with their profession. Staying involved in SIOP is a good way for practitioners to prevent a drift from our profession. On a related note, it's important to "expand your network of people, both within and outside of your organization. Throughout my career, friends have provided me opportunities, advice, and support." Nancy also recommends, "Try lots of things. A diversity of interests introduces new ideas and ways of thinking about things, and brings freshness to the way you work."

Nancy believes that continuous learning also has a lot to do with success. "Take the concept of continuous learning very seriously. Make sure your skills and knowledge don't get out of date... the world moves on and you need to move with it." As a final success factor, she emphasizes the importance of enjoying what you're doing. If you don't, you're probably barking up the wrong tree, and "you'd better change something." Nancy advises.

*If you were to choose a topic for our column's **Career Gear** segment, what would it be?* In response to this query, Nancy suggested we focus on

the notion that I-O psychologists in industry often feel pressure from the organization to move into a more general HR role.

Career Gear

Upon receiving the response to our final interview question, we enthusiastically concluded that Nancy's suggestion provides an ideal topic for the **Career Gear** segment of this column, particularly because many **EC** readers don't have a clue that the issue even *is* an issue. This, we decided, is a prime opportunity to provide our readers with an **Early Career** "heads-up." Of course, our initial excitement was replaced by the grave realization that, as card-carrying members of the "without a clue" club, we had no idea where to begin. After further reflection and a few phone calls to our esteemed mentors, we decided to begin by nailing down the difference between the terms "I-O psychologist" and "HR practitioner." We subsequently turned to some experienced folks (including **Rogers Taylor** of State Farm, **Jerry Kehoe** of AT&T, and others who preferred to remain anonymous), for a Q&A session addressing the magnitude, manifestation, causes, and consequences of the pressure to turn generalist. The results of our research follow.

The Difference Between an I-O Psychologist and a General HR Practitioner

We begin with a primer on the I-O versus HR distinction, which was culled from a previous *TIP* Practice Network article written by **Michael Harris** and entitled "I-O, I-O...Oh, No!! It's Off to HR I Go!" (See Harris's April 2000 *TIP* column for more detail.) Following are the four main distinctions that Harris discusses. (a.) *Breadth versus depth*—HR types generally offer a broader range of employee services at the line level, while I-O types provide fewer but more sophisticated corporate-wide services. (b.) *Transactional versus project based*—HRM is transactional in that decisions are made and actions taken on a regular basis. Conversely, I-O is more project based with discrete design and implementation stages. (c.) *Fire-fighting versus strategic*—Due to the day-to-day nature of transactional work, HRM is more likely to involve fire-fighting, while the project nature of I-O enables a more strategic approach. 4) *Training*—HR and I-O folks generally possess different educational backgrounds. HR types often come from various fields, and few have PhDs. Alternatively, I-O psychologists generally have master's or doctoral degrees and a more homogenous educational background.

Now that we've got this distinction squared away, it's time to get to the nitty gritty. The following pages offer a Q&A, which addresses the "pressure to turn generalist" issue. Although it only scratches the surface of the topic, it is intended to raise the awareness that, for better or worse, this is a force to be reckoned with. The specific questions we pose are listed in italics, followed by the "Short Answer," which provides a synopsis of our respondents' remarks.

Afterwards, we present our contributors' comments in detail.

Do you feel it is common for organizations to put pressure on I-O psychologists to move into general HR roles?

Short Answer: Yes. (And as you'll see, the very first response underscores the importance of presenting this issue to an **Early Career** audience.)

Taylor: "First, it's my observation that I-O psychologists who are seen as being valuable to their companies (which most are, I'm happy to say) invariably reach a choice point in their careers where they must give serious consideration to leaving I-O psychology and becoming managers of other kinds of business functions. At some point it becomes apparent that if I-O psychologists want to take advantage of opportunities to become executives, they must manage areas different from, or in addition to, areas related to their graduate training. The successful I-O psychologist is likely to be called into his or her boss's office, offered an opportunity to manage a broader or different function, and have to make the decision either at the moment or within 24 hours, at most.

Executives who don't have the professional ties and identifications of I-O psychologists expect the person being given such an opportunity to accept it unhesitatingly and are likely not to understand why a person would need to think over such an offer. It is impossible to tell precisely when an individual will face the career choice point I'm talking about, so a person needs to be thinking about what decision he or she will make well in advance of the 'opportunity' presenting itself."

Pretty heavy stuff, huh? You're just beginning your career as an I-O psychologist and already someone's suggesting you need to be prepared to decide whether you're willing to give it up! Well, it's not as gloomy as all that. Keep reading.

How is pressure to move from traditional I-O roles to HR roles demonstrated?

Short Answer: Via career "advice" to move into HR, and constrained organizational rewards.

Kehoe: "Perhaps the most direct form of 'pressure' is career advice from the I-O psychologist's boss that HR generalist experience is important for significant career progression. There are at least two scenarios where an I-O psychologist is likely to get this advice. One scenario is that HR generalist experience is [touted as] an important developmental assignment even if the long term career plan remains within the scope of I-O work. The usual argument is that HR generalist experience is important to gain a fuller understanding of the operational requirements for successful HR strategies such as performance management, and so forth. [Hence, the notion is for the psychologist] to go out and get some HR generalist experience to bring back to a broadened/deepened I-O role that would have more value to the organization.

The second scenario is quite different. Its basic premise is that long term career progression is most promising as an HR generalist—that career progression is limited if one identifies oneself as an I-O psychologist. In this scenario, the advice to get HR generalist experience is really advice to change career paths in return for better career prospects.

Other possible forms of 'pressure' may be more subtle. The simplest subtle form would occur if I-O psychologists simply don't get promoted very often while remaining in an I-O role. Or, even more subtle, that I-O psychologists tend to get smaller variable compensation (e.g., bonuses) or smaller raises possibly because the outputs of I-O psychologists tend to be more difficult to relate to bottom-line business value."

What forces cause the pressure to turn generalist?

Short Answer: The structure of the organization and the fact that I-O psychology "don't get no respect."

Kehoe: "Perhaps the most explicit force occurs where the job structure of an organization does not provide a model of [I-O] career progression. For example, if an organization's job model associates typical I-O psychologist roles with middle management levels but does not associate typical I-O psych roles with upper management or executive roles, then there are likely to be institutionalized barriers to career progression as an I-O psychologist. On the other hand, if an organization's job model includes different levels of professional work such as, for example, "Associate," "Expert," "Master," and "Senior Master," then there is an infrastructure that enables progression as a professional I-O psychologist. (In my experience, organizations frequently have such a professional progression model for attorneys and technical R&D professions but usually do not apply such a model to HR work or, more specifically, to I-O psychology work.)

This relates to a second type of cause that is more subtle. Many organizations do not represent Human Resources work as a 'profession.' HR is frequently a brief stopover developmental assignment for 'high potential' managers who are rising up through the ranks to a business leadership position. Frequently, HR is where some of these people stop progressing and remain.

It's a virtual certainty that all attorneys and physicians in organizations have specialized training, degrees, and certificates associated with their particular professional discipline. Although I haven't seen the statistics on this, I would expect that far fewer than 50% of middle and upper level managers in HR have any specialized training or degree in any subdiscipline of HR. Where HR is not managed as a profession, it is very unlikely that progression as an I-O psychologist will be possible above middle management.

An observation is that our current model of the I-O psychology profession does not embrace any progression model of I-O work other than the Assistant, Associate, and Full Professor model. The underlying problem that this Career Gear segment addresses is, in some part, a problem with our own profession's lack of acknowledgment of professional I-O progression that culminates in roles that are not organized around research functions. I would assert that there is a progression model of I-O work in organizations in which the entry level(s) is focused on product development and the technical work associated with development such as research, analysis, validation, and so forth. The intermediate level would focus on consulting roles and higher stakes processes and systems such as leadership development or processes that span the entire organization such as employee surveys. The high level would be an executive leadership role focusing on broader, deeper strategic organizational issues such as culture, the complementarity of HR processes and systems such as compensation, performance management and management development, officer succession planning and selection, and the like. There is nothing about the highest level as described that requires the person to have migrated away from a professional I-O orientation to that work. Yet many would refer to the high level as HR generalist work (albeit at a high level). My point is that such work does not represent a departure from an I-O professional orientation."

How do organizations benefit when I-O psychologists become HR generalists?

Short Answer: Damn, we're good! (Oops, that was a reaction to, rather than a summary of, our contributors' comments. How about this—the organization gains an effective manager with in-depth job knowledge and strong problem-solving and analytical skills.)

Taylor: "Organizations who promote an I-O psychologist into middle or higher management stand to gain an effective manager by such a move. In all likelihood, the psychologist will have been performing very effectively in a supervisory capacity before being singled out for advancement."

Kehoe: "I-O psychologists are bright, resourceful people for the most part. They had to be to earn the PhD. So, when I-O psychologists become HR generalists, they usually bring with them high levels of thinking skills, problem solving, and an analytical perspective (those research methodology and, yes, even statistics courses have many secondary benefits!) that is invaluable to an organization. Second, the content of I-O psychology is directly applicable to most aspects of HR generalist work and is likely to represent a significantly more advanced level of job knowledge relating to HR processes than the typical HR generalist."

What are the advantages/disadvantages of moving to HR for the I-O psychologist?

Short Answer: Advantages include money and power, obtaining a "big picture" perspective of the organization, and gaining credibility with business partners. Disadvantages include losing your identity as an I-O psychologist, and/or the opportunities to do what it was you were trained to do.

Taylor: "The psychologist stands to gain money and prestige within the organization from accepting broader managerial responsibilities. Ideally, the I-O psychologist may be able to meet his or her needs for money by remaining in their current position, in which case the temptation to move to higher management or executive ranks may not be as appealing as it might be otherwise. If the psychologist is strongly attracted to money and power, however, accepting

a move out of I-O psychology may be very appealing and would seem to be the right move for that individual."

Kehoe: "The primary benefit is to improve their breadth and depth of understanding of the operational factors that influence the success/failure of business/HR practices and processes. Also, like it or not, HR generalist experience frequently enhances the I-O psychologist's reputation as a knowledgeable, dependable business partner. (Assuming it was a successful experience!) Also, such operational experience can significantly broaden the I-O psychologist's business network that will frequently better position the person in the whole organization.

My view is that there are no inherent disadvantages. No professional standard has been violated. There are no necessary risks to happiness or effectiveness. It is likely that the HR generalist role subjects the person to the vagaries of day-to-day business operations to a greater extent than in traditional I-O roles. But this has more to do with the distinctions between line jobs and 'corporate' jobs than between HR generalist and I-O psych distinctions. As a practical matter, the one risk that seems to occur frequently is that extended time in an HR generalist role tends to lead one away from a strong orientation to the I-O psych discipline. But this is a risk only if the individual has intended to retain an affiliation with the I-O profession."

Anonymous Respondent: "From a positive standpoint, the movement into HR buys you a higher earning potential, the opportunity to gain a greater understanding of what's going on in the organization (HR is closer to the action), and a greater opportunity to be recognized. On the negative side, there is a potential to lose touch with what you were trained to do. As an HR generalist, you're rarely solving problems via programmatic, systematic research. In a sense, you're no longer practicing psychology. You have to ask yourself whether you spent all of that time in graduate school just to let your training fall to the wayside."

What are the short- and long-term implications for the field of I-O psychology when I-O professionals move into HR roles?

Short Answer: Positive—Other I-O psychologists gain an ally in executive ranks who can influence business decisions impacting the role of I-O psychology in the company. Negative—The discipline may lose strong professional contributors.

Taylor: "There seem to me to be advantages and disadvantages to the profession of individuals being promoted out of professional jobs and into executive management. The promoted individuals are likely to have been at least reasonably good psychologists and the profession loses their professional contributions. On the other hand the profession gains from having executives who know first hand the kinds of skills I-O psychologists have and how they can be used most effectively to further the goals of the work organization. They are very likely to replace themselves with at least one and usually more than one I-O psychologist, creating opportunities for those who follow into the profession."

Conclusion

The "pressure to turn generalist" topic thus appears intensely salient and highly important for many an I-O practitioner. So, heads up! Or, as Taylor more eloquently states, "My advice to **Early Career** psychologists would be to take a good look at yourself and what you want out of life and your working career, because if you are viewed as successful by your organization, you will likely have to make such a career choice [HR versus I-O] at one or more points in your working career."

A Final Note

After we promised to leave his dog out of it, Kevin Murphy agreed to appear as our next EC feature. So tune in to the October 2000 issue of *Early Careers* to find out more about the personal and professional sides of Dr. Murphy!

As always, please feel free to contact the *Early Careers* editors with questions, kudos, and criticisms at:

Lori L. Foster (FosterL@mail.ecu.edu) and
Dawn L. Riddle (riddle@luna.cas.usf.edu).

Building Bridges

K. Denise Bane
The Orris Center for Professional Development

Everywhere you turned in New Orleans, you saw people making connections—in sessions, in the hotel lobby, and even on Bourbon Street! Did you make the most out of your networking opportunities at SIOP? Perhaps you are unsure about the benefits of networking. In this column, I will BRIEFLY review some of the research evidence supporting networking.

Do Networks Work?

Networking—that is, building relationships—has a wide variety of benefits for all types of individuals. In a qualitative study of 18 professional African-American/Black and Caucasian women, Richie et al. (1997) reported that all of the women attributed their career success to the personal and professional networks of which they were a part and saw the importance of helping other women attain success. In a survey of members of the National Black MBA Association, Friedman, Kane, and Cornfield (1997) found that Black managers in organizations that provided networking groups were very optimistic about their career success. Social networks are also effective in helping people find jobs through friends, family, and ties made through training programs (Schneider, 2000). It's never too soon to start networking. Social ties—both family and school related—can help high school students to begin a career path that leads to future career success (Rosenbaum et al., 1999).

Networking is not only of benefit to individuals. Organizations benefit from their employees' personal and professional networks as well. Employers who rely on employee referrals for hiring view the employees' networks as a source of future resources. By helping employees to nurture these networks, the employers are actually developing their own future labor pool (Fernandez, Castilla, & Moore, 2000). In addition, close ties between CEOs and board members of different organizations are likely to result in mutually beneficial strategic alliances among organizations (Gulati & Westphal, 1999). Even weak ties can be advantageous for the organization. Hansen (1999) found that weak ties between organizational subgroups enhance the groups' ability to convey knowledge quickly.

The more people in your network, the better. Individuals with wide networks consisting of several sources of information and resources are more likely to experience career advancement (Podolny & Baron, 1997). So, what's the bottom line? Get out there and start networking!

Getting Connected

Looking for unpublished studies for your meta-analysis? Have a great idea for a research project but don't want to do it alone? Trying to find a site to

collect your dissertation data? Use this section as a way to get connected! Here's a request for help:

David Harrison and **David Kravitz** are updating their meta-analysis of reactions to affirmative action and would like to include and cite your relevant research. They are searching for published and unpublished studies that assessed evaluative reactions (e.g., attitudes, fairness judgments) to affirmative action plans. They plan to study the following predictors: AAP structure/details, justification for the AAP, justice beliefs, AAP target and respondent demographics (race/ethnicity, gender), and other respondent differences (racism, sexism, political ideology/party identification, personal & collective self-interest). You can send your papers to one or both of them at the addresses given below. If you want to make sure they do not already have your paper, contact David Kravitz at dkravitz@som.gmu.edu. Addresses: David Harrison, Department of Management, University of Texas, Arlington, UTA Box 19467, Arlington, TX 76019-0467. David Kravitz, School of Management, George Mason University, Enterprise Hall, MSN 5F4, Fairfax, VA 22030-4444.

CEMA News

The biggest bit of news coming out of SIOP is that, pending a vote of the membership, the Committee on Ethnic Minority Affairs will now be a Standing Committee! Please congratulate **Dana McDonald-Mann**, our new committee chair. Dana has organized a subcommittee to review CEMA and to determine the best way to meet the needs of the ethnic minority members of SIOP. Contact Dana for more information about the "new" CEMA.

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 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, P. O. Box 2589, Plainfield, NJ 07060-0589, TEL: (908) 561-4427, fax (908) 561-6009, dbane@orriscenter.com.

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Announcing New SIOP Members

Beth Chung
Cornell University

Irene Sasaki
Dow Chemical

As a new feature to *TIP*, the Membership Committee will publish the list of new Members, Associates, and Foreign Affiliates to SIOP. We encourage members to send an e-mail to our newest members in order to welcome them into the organization and start their SIOP network.

Here is the list of new members as of May 15, 2000.

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SIOP Media Resources

Clif Boutelle
Media Consultant

In the past several months, SIOP has been making efforts to gain greater understanding using the media of what SIOP is and the kind of work its members are doing. Initial steps included creating a mailing list of national workplace writers and editors in both the print and electronic media, as well as writers and reporters who specialize in behavioral science and psychology.

Summaries of several presentations at the April meeting in New Orleans were sent to the media list. The response was positive. Several of the presenters were contacted by the media and stories developed. For the most part, reporters were not aware of SIOP but were interested in learning more about its members' research projects and how they might be used as news sources. Reporters are always looking for experts in various fields to call upon to comment on news stories they are writing.

In fact, the initial efforts were very encouraging and have already increased SIOP's visibility. Equally encouraging was the response of SIOP practitioners who were more than willing to talk to reporters about their work. From all of this a new service is being developed: SIOP Media Resources.

All SIOP members received a form along with their annual dues notices describing the new service and asking them, if interested, to list their fields of expertise and provide some examples of specific research within those fields.

This information will be compiled in a Media Resources Database which, in turn, will be put on the SIOP Web page. Reporters then will be notified of its availability.

SIOP members have had various experiences (some good and others not so good) in talking with reporters. Following are some basic tips that will be useful when reporters call:

1. Get the reporter's name and news organization and ascertain exactly what it is he or she is writing about.
2. Be helpful. The reporter's query may be one that you are not comfortable answering. If that's the case, offer names and numbers of colleagues whom you know are knowledgeable about the specific area in question. In many instances, though, you may be able to provide a general answer to a question, even though you may not have done research on the subject.
3. Be brief. Avoid going into long, complicated answers and using I-O psychology jargon and technical terms. Use language that the reporter and, more importantly, the readers will understand. Try to limit your response to a few main points. Remember that most likely only a few of your comments will end up in print or on the air.
4. Cultivate the relationship. If a reporter is able to get solid and usable information from you and finds you cooperative and helpful, he or she is likely to call again. These kind of relationships can prove to be quite valuable.
5. Offer to send printed materials to support your information. Some reporters will appreciate the offer; others won't have the time.
6. Recognize that some reporters are very knowledgeable about what they are talking about. A conversation with them can be very rewarding and informative. Also, recognize that others are new on the assignment and aren't familiar with the issue. In this case, it is important to exercise patience and try to educate the reporter, especially if he or she is falsely assuming something to be correct about the issue.
7. Understand that reporters are usually working on a deadline. That means they may need to talk with you immediately. In other cases, there may be some leeway. If that is the case, it would be appropriate to offer to call back at a specific time. This allows you to collect your thoughts and gather some information that will be useful in the interview. It is important to follow through on your promise to return the call.

In any event, it is important to understand that the media can provide a vital service in SIOP's efforts to gain greater visibility. Being "media friendly" can reap valuable benefits.

If you haven't already sent in your Media Resources form to the Administrative Office, please do it today.

If you have questions, please contact me through the Administrative Office (419) 353-0032.

Secretary's Report

Janet Barnes-Farrell
Secretary

The spring meeting of SIOP's Executive Committee and Committee Chairs was held on April 16 and 17, 2000 in New Orleans, Louisiana. Highlights of decisions and topics of discussion at the meeting follow.

- **Diane Maranto** has taken on a new position as Director of Psychology in the Workplace at APA. Dr. Maranto plans to keep the Society informed of APA initiatives related to the field of I-O psychology.
- In other discussion of APA matters, it was reported that SIOP has been asked to nominate someone to serve on the APA Commission on Education & Training Leading to Licensure in Psychology. The Society will also request that an observer be appointed to the APA Ethics Committee Task Force, since no SIOP member was appointed to this committee.
- **Janine Waclawski** presented a summary of the results of the 2000 SIOP membership survey. Discussion ensued on topics of concern that the Society may want to address in the form of action items. An article describing the results of the survey is included in this issue of *TIP*.
- As recommended by the Frontiers Series Committee, the Frontiers book series has been retitled as follows to reflect its sponsorship by the Society: *Organizational Frontiers Series: A Publication of the Society for Industrial and Organizational Psychology.*
- **Gary Carter** described plans of the new Public Policy and Visibility Committee to provide guidance to members for dealing with the media. Work that has been done so far includes development of a media contacts list and preparation of press releases. A media resource form, to be included in members' dues statements, will be used to gather information and a list of members willing to speak to the press will be compiled and published on SIOP's website.
- **Dave Dorsey** presented an interim policy for deciding whether requests for inclusion of links to the Society's webpage should be honored.
- Concerns were raised about implied endorsements of graduate training programs in I-O that are provided when we include programs in the directory of graduate programs. Alternative strategies for dealing with the problem were discussed and will be studied further by the Education and Training Committee.
- **Jan Cleveland** described a number of projects generated by the Long Range Planning Committee in response to the request of the SIOP Foundation Committee for recommendations about projects that the Foundation might fund. These were evaluated and several will be

forwarded to the foundation for consideration.
- A motion was approved to recommend a bylaws amendment to the membership that would change the status of the Placement Committee from an ad hoc committee to a standing committee of the Society.
- The Professional Development Workshop Committee has completed planning for the first professional development workshop. Mike Beer will offer a full-day workshop on October 20, 2000 in Boston. The title of the workshop is *Developing Organizations' Fitness to Compete.*
- A recommendation by the Professional Practice Series Committee to authorize a new monograph series focused on professional practice issues was approved. The series will present practical, accessible, research-based solutions to a variety of HR and organization problems.
- Financial Officer **Ray Johnson** reported that the dues increase recommended by the Executive Committee was passed during the business meeting.
- Sunset reviews of *TIP*, the Education and Training Committee, and the Scientific Affairs Committee have been completed. All three committees were approved for continuation as standing committees.
- Based on a recommendation of the Long Range Planning Committee, a new ad hoc Committee on APA/APS Relations was authorized. **Heather Fox** has agreed to chair the committee.
- Members of the Executive Committee met with interested students during the conference to discuss a revised proposal for a student organization (SIOPSA). A primary concern expressed by students during this discussion was a desire for increased opportunities to network with other students. The costs and implications of having a student chat room or listserv and including students in the membership directory are being investigated.

If you have questions or comments, I encourage you to contact me directly by e-mail at Janet.Barnes-Farrell@uconn.edu or by phone (860) 486-5929.

2000 SIOP Award Winners

Francis J. Yammarino
Chair, SIOP Awards Committee

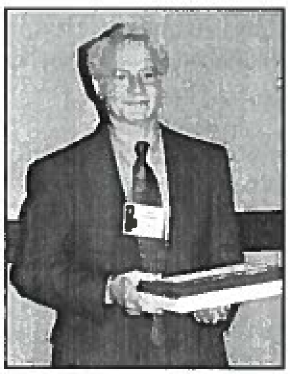
The SIOP Awards Committee has completed its major work for the year—selecting the 2000 award winners! I would like to thank all the committee members (who were listed in a previous issue of *TIP*), as well as late additions **Wally Borman, Mike Campion,** and **Kevin Murphy**, for their hard work. I also wish to acknowledge the extra efforts of three subcommittee chairs—**Leanne Atwater** (Wallace Subcommittee), **Michael Mumford** (Owens Subcommittee), and Lance Seberhagen (Myers Subcommittee). I offer a special thank you to Lee Hakel and her staff at the SIOP Administrative Office, who made my job much easier. Thank you one and all!

These last two years, it has been my honor and privilege to serve as chair of the SIOP Awards Committee. This is the best job in SIOP for two key reasons: The great efforts of many people, especially those noted above, make it easy; and you get the opportunity to hand out award plaques and checks.

Now to business: On behalf of the SIOP Awards and Executive Committees, I am delighted and honored to present the 2000 SIOP Award Winners. These individuals and teams were recognized for their outstanding contributions to I-O Psychology at the 2000 Annual Conference held in New Orleans. Congratulations to all the following award winners!

Benjamin Schneider

Distinguished Scientific Contributions Award



Dr. Ben Schneider (University of Maryland) is recognized for his pioneering theoretical work and empirical analyses of the nature and effects of organizational climate, service quality, and the attraction-selection-attrition (ASA) model.

His work transcends several traditional dichotomies within I-O Psychology, including science and practice, individual and organizational levels of analysis, and industrial and organizational perspectives.

Joseph L. Moses

Distinguished Professional Contributions Award

Dr. Joel Moses (Applied Research Corporation) is recognized for his creation, refinement, and implementation of assessment methods and development practices that have benefited both employers and employees in thousands of organizations. His contributions to I-O practice and research and education have advanced the effectiveness of people working in business, industry, government, education, and not-for-profit associations.

Paul Sackett

Distinguished Service Contributions Award

Dr. Paul Sackett (University of Minnesota) is recognized for his outstanding service contributions. Among his many contributions to SIOP, Paul served on the SIOP Executive Committee for 13 years and was SIOP President in 1993–1994. He also served as Editor of *Personnel Psychology* and as cochair of the 1999 revision of the *Standards for Educational and Psychological Testing.*

Michael Grojean & Paul Hanges

Robert J. Wherry Award for the Best Paper at the I-O/OB Conference

Mr. Michael Grojean (U.S. Military Academy), student first author, and Dr. Paul Hanges (University of Maryland), co-author, are recognized for their paper, "Cutting the Gordian Knot: The Effects of Transformational Leadership Factors and Processes on Follower Reaction for Leadership."

HumRRO, PDRI, RGI, Caliber, and FAA

M. Scott Myers Award for Applied Research in the Workplace

HumRRO (Robert Ramos, Lauress Wise, Gordon Waugh, Douglas Quartetti, Ani DiFazio, and Patricia Keenan), PDRI (Walter Borman, Mary Ann Hanson, Janis Houston, Jerry Hedge, Ken Bruskiewicz, Laura Bunch, and Kristen Horgen), Caliber (James Harris, Ray Morath, Anthony Bayless, Claudet Archambault, Lucy Wilson, and Christopher Zamberlan), RGI (William Kieckhaefer, Norman Abrahams, and Jamen Graves), and FAA (Carol Manning, Henry Mogilka, Michael Heil, Ned Reese, Larry Vice, and Douglas Murphy) are recognized for their project, "Air Traffic Selection and Training (AT-SAT)."

M. Scott Myers Award Winners

Paul Tesluk & Rick Jacobs

William A. Owens Scholarly Achievement Award

Dr. Paul Tesluk (University of Maryland) and Dr. Rick Jacobs (Pennsylvania State University and SHL) are recognized for their article, "Toward an Integrated Model of Work Experience," *Personnel Psychology*, 1998, *51*, 321–355.

Steven Scullen

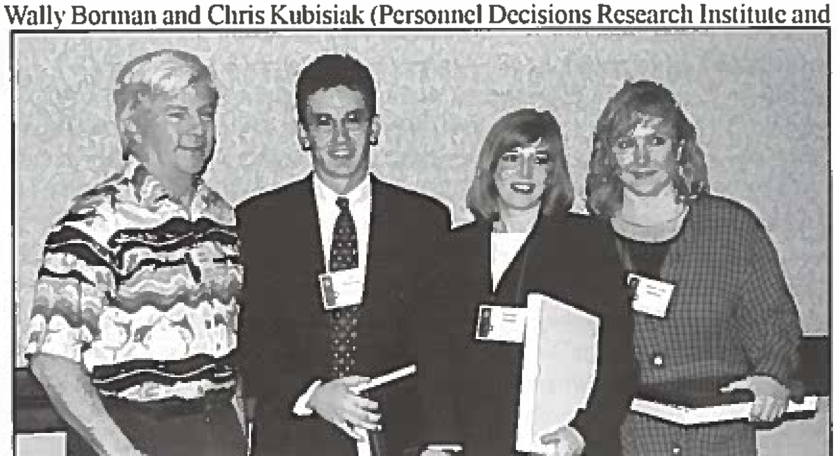
S. Rains Wallace Dissertation Research Award

Dr. Steve Scullen (North Carolina State University) is recognized for his dissertation, "Toward a Greater Understanding of the Construct Validity of Managerial Performance Ratings." He received his PhD from the University of Iowa where Dr. Mick Mount and Dr. Tim Judge served as cochairs of his dissertation committee.

Kristen Horgen, Mary Ann Hanson, Walter Borman, and Chris Kubisiak

John C. Flanagan Award for Outstanding Student Contribution to the SIOP Conference

Ms. Kristen Horgen (Personnel Decisions Research Institute and University of South Florida), student first author, and Drs. Mary Ann Hanson (Personnel Wally Borman and Chris Kubisiak (Personnel Decisions Research Institute and



Flanagan Award Winners

Errata…

Angelo Denisi

I recently gave a presentation at SIOP (The Presidential Address to be exact), where I discussed many of the potential threats that I believe I-O psychology will be facing in the next few years. Among the points I made was the suggestion that the I-O program at NYU was on the verge of demise. I had received some information, a few years back, that led me to this conclusion, and some other more recent information seemed to reinforce this impression. BUT I WAS WRONG. I am writing to publicly admit my mistake and correct any other impressions I might have communicated, concerning the poor health of the program at NYU.

I have been assured that I-O psychology is alive and well at NYU. Along with **Madeline Heilman**, the program has recently hired **Tom Tyler**, and there are plans to hire two additional I-O faculty (at least one at a senior level) for next year. There are newly refurbished labs, and new entering class, and, most critically, the strong support of the dean of arts and sciences and the faculty in psychology to build a first rate program.

I wish them well in all of this, and I apologize to everyone associated with the NYU program for providing erroneous information. It is not the first time I have been wrong, nor will it be the last time, but it may be the most public error I have made, and I am sorry for suggesting that a traditionally strong program was about to go under.

Angelo Denisi
May, 2000

Report on the Fifteenth Annual Industrial-Organizational Psychology Doctoral Consortium

Michelle Marks
Florida International University

Martha Hennen
Bell Atlantic

The Fifteenth Annual I-O Doctoral Consortium was held on Thursday, April 13, 2000, preceding the SIOP Annual Conference in New Orleans. It was our pleasure to host 40 advanced students from 37 different doctoral programs. The students met their peers from other programs and received helpful advice from speakers who represented several professional avenues available within I-O psychology.

Our day began at 8:30 a.m. and ended at 4:30 p.m. First, **Scott Tannenbaum** and Becky Beard highlighted emerging trends in human resources and the implications of these trends for I-O psychologists. Next we held concurrent sessions. **Georgia Chao** and **Steve Kozlowski** discussed the similarities and differences of academic jobs in psychology departments versus business schools. Concurrently, **Jeff McHenry** presented organizational development techniques used at Microsoft. After lunch, **Kevin Murphy** gave a presentation on the publication process at the *Journal of Applied Psychology*. For the second year in a row we had roundtable discussions where each of the speakers hosted a small group discussion on a career-related topic, which allowed more informal interaction between students and presenters. The afternoon concurrent sessions featured **Rick DeShon** talking about how to succeed in academics, and **Robert** and **Joyce Hogan** discussing personality and organizational behavior. The day ended with a question-and-answer session designed to address the students' interests and concerns about careers in I-O psychology.

Overall, not only were the attendees able to get insights about careers in I-O from prominent figures in the field, but they were also able to make new professional contacts and develop new friendships (we ate very well, too). Finally, we would like to thank all of the presenters who graciously volunteered their time, insights, and energy to make this year's Consortium a success. We also want to thank Lee Hakel and the SIOP Administrative Office, and Mickey Quiñones for their help throughout the planning process.

The 2000 New SIOP Fellows

The Fellowship Committee is pleased to announce that based on its recommendations, the SIOP Executive Committee has elected the 7 persons listed below as Society Fellows in 2000. These 7 new fellows are pictured below, with a brief description of their contribution to the field and the profession. We congratulate the new Fellows!

Russell Cropanzano

Dr. Russell Cropanzano (Associate Professor of Psychology, Colorado State University) is awarded Fellowship in recognition for his outstanding research on the antecedents and consequences of procedural justice. He is also recognized for his research on the nature of emotions at work and the implications of emotion, both positive and negative, for workplace behavior.

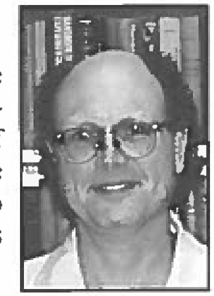
Michael A. McDaniel

Dr. Michael A. McDaniel (Assistant Professor, Department of Management, Virginia Commonwealth University) is awarded Fellowship for his outstanding and impactful applications of meta-analysis to the investigation of validity of the employment interview, the role of job experience as a predictor of job performance, and the validity of criterion measures.

Michael Frese

Dr. Michael Frese (University of Giessen and University of Amsterdam) is awarded Fellowship for his extensive and path-breaking research on Action Theory, a theory of motivation integrating cognitive, behavioral and personality perspectives. He also is recognized for his research on stress and the analysis of errors at work.

Charles E. Lance



Dr. Charles E. Lance (Professor of Psychology, The University of Georgia) is awarded Fellowship for his significant methodological contributions in a number of important research domains including performance measurement and life satisfaction. Fellowship is also awarded in recognition of his service on editorial boards and his contributions to student development.

Barry Gerhart

Dr. Barry Gerhart (Professor of Management, Vanderbilt University) is awarded Fellowship for his significant contributions to the study of compensation including skill-based pay, and the relationship between pay policies and organizational performance and workforce stability. Fellowship is also awarded for his research on person-organization fit and his impact on the debate regarding the sources of influence on job satisfaction and turnover.

David A. Waldman

Dr. David A. Waldman (Professor of Management, Arizona State University) is awarded Fellowship for his definitive research relevant to the age-work performance relationship and for his impact on the study of leadership and the use of 360-degree feedback in organizations.

Georgia Chao

Dr. Georgia Chao (Associate Professor, Michigan State University) is awarded Fellowship for her exemplary and enduring service to SIOP, and for the impact of her leading line of research on organizational socialization and the mentoring of employees.

Call for Fellowship Nominations

Jeanette N. Cleveland
Pennsylvania State University

NOMINATIONS DUE: NOVEMBER 15, 2000

Each year the Fellowship Committee requests and evaluates nominations of Society members to the status of Fellow. To become a Fellow, a Society member must have made unusual and outstanding contributions to the field. Nominations are encouraged for individuals from all content areas within industrial and organizational psychology and for members who have had an impact on the profession in the practice and application of psychology as well as those who have made their contribution through research.

To request nomination materials and direct questions, contact:

Jeanette N. Cleveland
Department of Psychology
Pennsylvania State University
University Park, PA, 16802
Fax: (814)863-7002
Email: janc@psu.edu

A brief summary of the general criteria is listed below. In addition, the list of current SIOP Fellows is provided. Please review this list and nominate a deserving member. Thank you.

Criteria:

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

Current (8/16/99) SIOP Fellows (Active and Retired)
Updated April, 2000

Seymour Adler
Lewis E. Albright
Clayton P. Alderfer
Richard D. Arvey
Philip Ash
Ronald A. Ash
Melany E. Baehr
Gerald V. Barrett
Richard S. Barrett
Murray R. Barrick
Kathryn M. Bartol
Alan R. Bass
Bernard M. Bass
Howard J. Baumgartel
Terry A. Beehr
Michael Beer
Rabi S. Bhagat
Milton R. Blood
Philip Bobko
Virginia R. Boehm
Walter C. Bouchard
Douglas W. Bray
James A. Breaugh
Jeanne M. Brett
Robert D. Bretz
Arthur P. Brief
Joel Brockner
Steven H. Brown
Martin M. Bruce
Michael J. Burke
W. Warner Burke
William C. Byham
Wayne J. Camara
David P. Campbell
John P. Campbell
Michael A. Campion
Ralph R. Canter
Stephen J. Carroll
Wayne F. Cascio
Georgia T. Chao
Kenneth E. Clark
Jeanette N. Cleveland
Russell S. Cropanzano
H. Peter Dachler
Edward L. Deci
Angelo S. DeNisi
David L. DeVries
Robert L. Dipboye
Jerome E. Doppelt
Fritz Drasgow
Randall B. Dunham
Marvin D. Dunnette
Dov Eden
Olga D. Engelhardt
Miriam Erez
Martin G. Evans
James L. Farr
Mortimer R. Feinberg
Jack M. Feldman
Gerald R. Ferris
Fred E. Fiedler
Sidney A. Fine
Edwin A. Fleishman
Raymond H. Fletcher
Robert G. Folger
J. Kevin Ford
Michael Frese
Sidney Gael
Norman L. Garrett
Jennifer M. George
Barry Gerhart
Robert Glaser
Albert S. Glickman
Irwin L. Goldstein
Paul S. Goodman
Leonard V. Gordon

Linda S. Gottfredson
George B. Graen
Donald L. Grant
Jerald Greenberg
Robert M. Guion
Barbara A. Gutek
Richard A. Guzzo
J. Richard Hackman
Milton D. Hakel
Douglas T. Hall
Tove H. Hammer
Jo-Ida C. Hansen
Jerry W. Hedge
Madeline E. Heilman
Lowell W. Hellervik
John K. Hemphill
John R. Hinrichs
Joyce C. Hogan
Robert T. Hogan
Edwin P. Hollander
George P. Hollenbeck
John R. Hollenbeck
Peter W. Hom
Leaetta M. Hough
Robert J. House
Ann Howard
William C. Howell
John E. Hunter
Daniel R. Ilgen
Susan E. Jackson
Rick R. Jacobs
Lawrence R. James
P. Richard Jeanneret
Gary W. Johns
Timothy A. Judge
Clifford E. Jurgensen
Ruth Kanfer
Mildred E. Katzell
Raymond A. Katzell
Harold G. Kaufman
Michael J. Kavanagh
David Kipnis
James J. Kirkpatrick
Katherine J. Klein

Richard J. Klimoski
Edwin B. Knauft
Abraham K. Korman
Steve W. J. Kozlowski
Kurt Kraiger
Allen I. Kraut
Charles E. Lance
Frank J. Landy
Harry Laurent
Edward E. Lawler
C. H. Lawshe
James D. Ledvinka
Edward L. Levine
Harry Levinson
Edwin A. Locke
Manuel London
Robert G. Lord
William H. Macey
Arthur C. MacKinney
Joseph J. Martocchio
John E. Mathieu
Eugene C. Mayfield
Morgan W. McCall
Michael A. McDaniel
Bruce M. Meglino
Herbert H. Meyer
John B. Miner
Terence R. Mitchell
William H. Mobley
Robert F. Morrison
Joseph L. Moses
Stephan J. Motowidlo
Michael K. Mount
Paul M. Muchinsky
Michael D. Mumford
Kevin R. Murphy
David A. Nadler
Raymond A. Noe
Greg R. Oldham
Charles A. O'Reilly
Dennis W. Organ
Hobart G. Osburn
Cheri Ostroff
James L. Outtz

William A. Owens
Kenneth Pearlman
Robert Perloff
Lawrence H. Peters
Norman G. Peterson
Lyman W. Porter
Erich P. Prien
Robert D. Pritchard
Elaine D. Pulakos
James Campbell Quick
Nambury S. Raju
John H. Rapparlie
Richard R. Reilly
Richard J. Ritchie
Karlene H. Roberts
Simcha Ronen
Benson Rosen
Ned A. Rosen
Sydney Roslow
Denise M. Rousseau
Ann Marie Ryan
Sara L. Rynes
Paul R. Sackett
Eduardo Salas
Jack Sawyer
Frank L. Schmidt
Neal W. Schmitt
Benjamin Schneider
Lyle F. Schoenfeldt
Randall S. Schuler
Duane P. Schultz
Donald P. Schwab
Stanley E. Seashore
Robert B. Selover
James C. Sharf

Lynn M. Shore
Frank J. Smith
Patricia C. Smith
Lawrence N. Solomon
Melvin Sorcher
William H. Starbuck
Richard M. Steers
Dianna L. Stone
Eugene F. Stone-Romero
M. Susan Taylor
Mary L. Tenopyr
James R. Terborg
Lois E. Tetrick
Paul W. Thayer
Albert S. Thompson
George C. Thornton
Nancy T. Tippins
Harry C. Triandis
Alfred B. Udow
J. E. Uhlaner
Vicki V. Vandaveer
Victor H. Vroom
David A. Waldman
John P. Wanous
Karl E. Weick
Paul F. Wernimont
Michael West
Kenneth N. Wexley
Allan W. Wicker
Frederic R. Wickert
Clark L. Wilson
Francis J. Yammarino
Gary A. Yukl
Sheldon Zedeck

APA Council of Representatives

Georgia T. Chao
Michigan State University

The APA Council of Representatives had their semi-annual meeting on February 25–27 in Washington, DC. **Wayne J. Camara** won SIOP's APA Council election last year, so we are fortunate to have Wayne's expertise and experience for another 3-year term. Joining Wayne as your SIOP representatives to APA Council are **Neal W. Schmitt**, **Mary L. Tenopyr**, and **Georgia T. Chao**.

The most important issues discussed at this meeting centered on the establishment of a companion organization and budget issues.

Creation of a Companion Organization

The purpose of a companion organization is to engage in lobbying activities for the promotion and protection of the profession of psychology without the artificial limits created by APA's current tax status. Under IRS tax codes, APA is organized as a Section 501 (c) (3) organization that designates APA as a non-profit organization limited to charitable, educational, or scientific activities. This restrictive tax status prevents APA from spending more than $1 million per year in lobbying activities. A companion organization with a 501 (c) (6) tax status is a non-profit organization able to engage in lobbying without restriction.

Recently, other 501 (c) (3) organizations have created similar companion organizations to accomplish the same purpose. Council voted to approve the creation of a companion organization. Specific details of this organization include the following:

- "The mission of the (c) (6) companion organization is to promote the mutual professional interests of practicing psychologists in all settings through a wide range of advocacy activities focusing on policy makers, legislatures, the legal system, purchasers and consumers of services, and the overall healthcare marketplace. The companion organization shall not undertake activities that may adversely affect APA."
- The companion organization will be funded primarily by APA's special assessment fee. $4,700,000 is generated from this fee.
- "No part of APA will suffer decreased effectiveness or loss of ability to further its missions and goals."
- The Committee for the Advancement of Professional Practice (CAPP) will oversee day-to-day operations and will report to a Board of Directors. All members of APA's Board of Directors will constitute the entire Board of Directors for the companion

organization. That Board will regularly report to APA Council on the companion organization's activities, plans, and so forth.

- APA will serve as the employer for both organizations.
- It is anticipated that the Companion Organization will be fully funded and operational by January 1, 2001.

The above-quoted portions were taken from the *Companion Organization Draft Business Plan*. Despite all the above details, there remain considerable concerns about the creation of a separate organization from APA. Council will be asked to approve name and housekeeping APA rule changes for the companion organization at the next Council meeting in August. Additional issues are likely to be raised and debated.

Budget

Council passed a final budget calling for a net bottom-line deficit of $592,000 (after a $1 million building subsidy). For the past few years, APA has considered revenue from APA's two buildings as separate from other revenue, hence the "building subsidy." Last year, Council voted to limit spending from building revenues to $1 million. Council did trim $40,000 off an original $632,000 deficit by rejecting a $20,000 budget to support travel costs for APA's past-presidents to attend the annual convention and another $20,000 for a feasibility study on videoconference meeting capabilities. In addition, Council approved an end-of-year reserve setaside of $100,000 for the *Reason to Hope* public service advertising campaign.

Council Discussion Groups

Periodically, APA Council feels a need to get into breakout groups. This year, we were organized into discussions with a general theme on technology and changes. I facilitated a group discussion on technology and science. Other groups focused on technology and (a) practice/healthcare, (b) education and continuing education, (c) public interest, (d) publication and e-publication, and (e) APA finances. It remains to be seen what concrete actions will result from these discussions.

Other Items

- APA's CEO, Ray Fowler has taken a temporary leave of absence due to health reasons. Deputy CEO, Mike Honaker reported that Ray is doing well. In his general report to Council, Mike voiced some concern about the slowing growth in APA membership, the aging of our members and the forecasted increase in retiring members. Retention of new members is down from 95% to 88% and memberships in divisions are also down. On a more positive

note, there is $8.7 million in the American Psychological Foundation, new divisions have been created in Child Clinical Psychology, Society for Pediatric Psychology, and International Psychology, and the APA website is very successful with 15 million hits per month. (Yes, that's really 15 million/month!)
- Council approved the establishment and funding of a Commission on Education and Training Leading to Licensure in Psychology. The Commission's mission is to make recommendations for changes in education, clinical training, examination, and supervision requirements leading to licensure in psychology, particularly as they relate to the current and future marketplace for psychological services. This action was in response to the current crisis with recent graduates of doctoral programs (primarily professional schools) who are unable to find jobs. Given that one potential future marketplace for clinically trained psychologists might be the workplace, there is some concern about how this Commission might impact I-O psychology. The Commission will include 1 representative from SIOP and has 1 year to make these recommendations.
- Council reauthorized the Annual Division Leadership Conference.
- Council approved a petition for a new APA division: the American Society for the Advancement of Pharmacotherapy.
- Council adopted Guidelines for Psychotherapy with Lesbian, Gay, and Bisexual Clients.
- Council approved a $5 dues increase for the American Psychological Association of Graduate Students (APAGS)

New Business

I am currently serving my last year in my 3-year term as your Council Rep. It would be an understatement to say that Council is a highly political body with many members who like to hear themselves talk. Many debates or reports give new meaning to attention deficit disorder. However, among the many issues that Council discusses, several will impact I-O. Mary, Neal, Wayne, and I have tried to protect and promote I-O interests in APA. One issue regarding ethical principles in the conduct of research with human participants is currently raised. APA had a task force that was supposed to revise the 1982 ethical principles. That task force couldn't reach consensus and instead of revising the principles, it changed its mission and produced a book on ethical principles. That book will be published by APA soon. Although the book clearly states that the espoused principles do not represent APA policy, the 1982 principles are obsolete and some APA staff members told me that they would recommend the book if anyone calls APA looking for guidance.

The book generally views research from a biomedical perspective and the guidelines are not suitable for many I-O research applications. Neal Schmitt and I participated in a conference call with folks from APA's Board of Scientific Affairs to voice our concerns that earlier comments about the book were essentially ignored. We have introduced a motion for Council to charge the Science Directorate with the renewed mission to update ethical principles. We hope a new task force will include members with I-O interests who can produce ethical guidelines that are appropriate for SIOP researchers and practitioners.

The next Council meeting will be held on August 4 at the APA Convention in Washington, D.C. Like the SIOP conference, APA planners are already worried that there might not be enough hotel rooms to accommodate the anticipated demand. If you plan to attend the convention, you should submit your housing requests as soon as possible.

Proposed Bylaws Amendment

Janet L. Barnes-Farrell
Secretary

The Executive Committee has recommended that an amendment to the bylaws be enacted to reflect changes in the governance and operations of the Society. Briefly, the amendment recommended for consideration authorizes the Placement Committee as a standing committee of the Society.

SIOP Bylaws call for an announcement of proposed changes at least 2 months prior to the actual voting (See Article IX, "Amendments"). Voting on the proposed changes will take place in the fall of 2000. Mail ballots will be sent to all Society members. A majority vote of those voting by mail is required to adopt any amendments.

Proposed changes are detailed below. For convenience, both old and new language is indicated. Language to be deleted is indicated by strikethrough characters and new language is underlined. Language in italics reflects previously recommended bylaws amendments that have not yet been approved by a vote of the membership.

Proposed Amendment: ARTICLE VII: COMMITTEES

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

<u>21. The Placement Committee shall have responsibility for development, monitoring and general oversight of the job and internship placement activities of the Society. These include placement services provided at the annual conference as well as placement services provided throughout the year.</u>

Rationale: The ad hoc Placement Committee was established several years ago to initiate a formal placement service for SIOP members and student affiliates attending the annual conference of the Society. The dramatic success of this effort, and the continued high level of interest by employers and job seekers has led to the establishment of a formal placement service as a regular feature of the conference, and the introduction of a formal year-round placement service in addition to the placement center provided at the conference. In recognition that there is a continuing need for a committee to oversee these activities, the Executive Committee voted in April 2000 to recommend that Placement be authorized as a standing committee of the Society. As with other committees, the Placement Committee will be subject to sunset review every 5 years.

(*Note:* The changes removing the Committee on Committees, establishing the Committee on Ethnic Minority Affairs, and establishing the Placement Committee require a re-ordering of paragraph numbers in the Bylaws. Existing Paragraphs VII.13 through 22 will be renumbered as Paragraphs 12 through 23.)

Inaugural Professional Development Workshop

Jack Kennedy
Brecker & Merryman

Editor's note: SIOP, for the first time, is offering a professional development workshop other than at the conference. This additional opportunity for professional training has been arranged by Jack Kennedy and will be held on October 20th at the Hyatt Regency Cambridge Massachusettes. Seven continuing education credits will be given. The workshop is limited to 30 participants, so we urge you to fax in your reservation immediately. The workshop will be filled on a first-come, first-served basis.

Developing an Organization Fit to Compete: How to Overcome Barriers to Alignment

Michael Beer, Presenter
Harvard University
October 20, 2000
Hyatt Regency Cambridge
Cambridge, MA

Organizational theorists generally accept that an organization's effectiveness is a function of alignment with its environment. Various elements such as structure, systems, leadership style, shared values, skills, and staff must be internally consistent and they must align with competitive strategy. A demanding competitive environment is forcing all corporations to make more frequent changes in strategy. This in turn is making it necessary for businesses to realign their organizations, often dramatically. The order of the day is frame-breaking change in organizational behavior. Unfortunately the knowledge and skills of managers about how to lead such change is often insufficient. Most efforts to realign an organization are characterized by a variety of change programs—training, total quality management, changes in structure, reengineering, for example—that fail to achieve fundamental changes in behavior. Even when they do, they usually fail to develop the organization's capacity to adapt and change in the future—its capacity for organizational learning.

Case studies and lecture will be used to illustrate the theory and methods for strategic change that Beer and his colleagues have developed in the last 15 years. The workshop will take a systems perspective of the organization. A case series will enable participants to diagnose an organization confronting a major strategic shift, recommend changes in a variety of organizational levers,

and plan the organizational transformation process. Lectures will provide a framework for diagnosing organizations and for changing them.

In particular, six core barriers that block an organization from aligning with strategy, changing its culture and becoming a high performance system will be discussed. **Mike Beer** will describe Organizational Fitness Profiling, a process he and his colleagues have developed in the last decade to aid management in overcoming these barriers to strategic change. Organizational Fitness Profiling has been applied in a number of corporations at the corporate and business unit level. It is a powerful process that provides a top team with an unvarnished picture of the organization's pattern of behavior delivered by its own employees. The process guides the management team through a diagnosis, the redesign of the organization and its management processes, and finally through the change processes itself. In effect, Fitness Profiling delivers an organizational performance appraisal and guides management through the white water of change.

Participants will be required to read a case that will be discussed at the workshop.

Biography

Michael Beer is Chaners-Rabb Professor of Business Administration at the Harvard Business School. Prior to joining the faculty at Harvard, he was Director of Organizational Research and Development at Corning, Inc. He is currently teaching in the Program for Management Development, an in-residence education program for executives from around the world. Mike's research interests are at the intersect of organizational effectiveness, organizational change, human resource management. He has written numerous articles, book chapters and several books. *The Critical Path to Corporate Renewal*, coauthored with Russell Eisenstat and Bert Spector, won the Johnson, Smith, and Knisely award for the best book on executive leadership in 1990 and was a finalist for the Academy of Management's George R. Terry book of the year award. Mike received the 1998 OD Institute award for the best OD Worldwide Project for his work with Organizational Fitness Profiling. He was Visiting Professor of American Management at Johann Goethe University in Frankfurt, Germany and has been on the editorial boards of several journals. Mike has served as Program Chair for the Division of Industrial-Organizational Psychology and as the division's representative to APA Council. He was Chairman of the Academy of Management's Organizational Development and Change Division and served on the board of Governors of the Academy. Mike is currently Chairman of the Center for Organizational Fitness, has consulted with numerous corporations, and served on the board of directors of GTECH Corporation.

Professional Development Workshop

Developing an Organization Fit to Compete: How to Overcome Barriers to Alignment

Harvard University
October 20, 2000
Hyatt Regency Cambridge

Registration Information

Registration for the workshop is on a first-come, first-served basis. Enrollment will be limited to 30 participants to maximize opportunities for interaction and discussion. Complete the registration information and mail or fax it to the SIOP Administrative Office with your payment (check, money order, credit card information).

Hotel Information: We have reserved rooms at the Hyatt at a rate of $219 plus tax. Attendees are responsible for making their own hotel arrangements. You will need to mention SIOP when you make your reservations.

Hyatt Regency Cambridge
575 Memorial Drive
Cambridge, MA 02139
(800) 233-1234

Professional Development Workshop REGISTRATION FORM

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: ______________________________

WORKSHOP REGISTRATION

Fees are being paid by ☐ myself ☐ my employer

- ☐ **SIOP member/Student Affiliate $350**
- ☐ **SIOP Non-Member $500**

AMOUNT

(US Dollars, please)

$

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

______________________ Account Number

______________________ Expiration Date

______________________ Signature

INSTRUCTIONS: Print your name as you wish it to appear on your Conference Badge. Please check the appropriate boxes and type or print clearly.

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

Quantitative Sessions of Potential Interest for SIOP Members at the Upcoming APA Convention

Deniz S. Ones
University of Minnesota

This year the American Psychological Association's annual conference will take place between August 4 and 8 in Washington, DC. During 1999–2000, I served as one of the associate programs chair of Division 5 (Evaluation, Measurement, Statistics) of APA. Stephen G. West of Arizona State University was program chair. There are several presentations that have been scheduled as part of the Division 5 program that could be of interest to SIOP (Division 14) members. (Of course, these are in addition to the many excellent sessions that Division 14 [SIOP] program offers). Below I have listed some relevant highlights for Division 14. If you are planning to attend the APA conference, we hope that you will have the opportunity to check some of these sessions out.

Paper Sessions and Symposia

Clinical, School, I-O, and Educational Assessment in the 21st Century (Invited Symposium — 2 hours)

Mark E. Maruish, Chair. United Behavioral Health, Minneapolis.

John R. Graham, Kent State University. *Clintcal Assessment in the 21st Century.*

Jack A. Naglieri, Ohio State University. *Assessment in School Settings in the 21st Century.*

Suzanne Tsacoumis, HUMRRO, Alexandria, VA. *Industrial-Organizational Assessment in the 21st Century.*

Wayne J. Camara, The College Board, New York, *Educational Assessment in the 21st Century.*

L. Michael Honaker, American Psychological Association, Washington, DC, Discussant

Measurement (Paper Session — 1 hour)

Deniz S. Ones, Chair. University of Minnesota, Minneapolis.

Alejandro A. Lazarte, Auburn University. *Item Time Limit, Response Time, and Test-taking Behavior.*

Lutz F. Hornke, Reinisch-Westfälischen Technischen Hochschule, Aachen, Germany. *Response Latencies as Additional Information on Items and Participants of Adaptive Tests.*

John P. Ruscio, Elizabethtown College, Elizabethtown, PA. *Applications of the Coherent Cut Kinetics Approach to Taxometrics.*

Dissertation Award Address

Garry J. Robins, University of Melbourne, Australia. *Individuals Within Social Structures: Models for Attributes and Relations.* Chair, Wayne Camara, The College Board, New York, NY.

Presidential Address

Carol A. Dwyer, Educational Testing Service, Princeton, NJ. *Construct Validity: Theory into Practice.* Chair, **Wayne Camera**, The College Board, New York, NY.

Distinguished Scientific Contribution Award

Lee Sechrest, PhD, University of Arizona. *Measure for Measure: Calibration for Meaning.* Chair, Stephen G. West, Arizona State University.

Invited Addresses

Leona S. Aiken, Arizona State University. *Multiple Regression with Funny Dependent Variables: Categories, Ordered Categories, Counts.* Chair, Marcia M. Andberg, American Guidance Service, Circle Pines, MN.

Mark I. Appelbaum, University of California, San Diego. *The Future of Methodology: The Idle Speculations of an Editor.* Chair, Leona S. Aiken, Arizona State University.

Paul T. Costa, Jr. and Robert R. McCrae, NIH Gerontology Research Center, Baltimore, MD. *Innovations in Assessment with the Revised NEO Personality Inventory.* Chair, Robert Archer, Eastern Virginia Medical School, Norfolk, VA.

Susan E. Embretson, University of Kansas. Psychometric Methods in the Second Century of Testing. Chair, Carol A. Dwyer, Educational Testing Service, Princeton, NJ.

Larry V. Hedges, University of Chicago. *Statistical Dependence in Meta-analysis: Concepts and Analytic Solutions.* Chair, William R. Shadish, University of Memphis.

Jerard F. Kehoe, AT&T, Morristown, NJ. *Assessment in Personnel Selection Settings* (1 hour). Chair, Deniz S. Ones, University of Minnesota.

Robert C. MacCallum, Ohio State University, Issues in the Application of Structural Equation Modeling. Chair, John R. Nesselroade, University of Virginia.

Scott I. Maxwell, University of Notre Dame. *Methods for Increasing Statistical Power in Randomized Experiments.* Chair, Mark Appelbaum, University of California, San Diego.

John R. Nesselroade, University of Virginia. *Longitudinal Design and Analysis in the Short Run.* Chair, Steven M. Boker, University of Notre Dame.

William R. Shadish, University of Memphis. *Revisiting Field Experimentation: Field Notes for the Future.* Chair, Stephen G. West, Arizona State University.

2000 American Psychological Association Convention Division 14 (SIOP) Program Highlights

Janis A. Cannon-Bowers
Naval Air Warfare Center Training Systems Division

This year's APA Convention will be held in Washington, DC from August 4th through August 8th. Division 14 events will be scheduled during the three-day Focus on Science Program, which begins on **Friday, August 4th and runs through Sunday, August 6th**.

Frank Landy will highlight Division 14's program with an invited address on "Science, Psychometrics, and the Law: Strange Bedfellows." A number of SIOP members, including **David Baker, Boris Baltes, John Binning, Gwenith Fisher, Leaetta Hough, Richard Klimoski, James LeBreton, Dwyane Norris, Deniz Ones, Brian Ruggeberg**, and **Dan Svyantek** will be chairing or co-chairing the scheduled events. In addition, we have arranged to cosponsor a symposium with Division 21 (Applied Experimental and Engineering Psychology) on recent breakthroughs in the information technology industry.

Many thanks to the Division 14 members who helped in putting this program together. Namely, **Murray Barrick, Marcie Cavanaugh, Barbara Fritzsche, Ed Salas, Kim Smith-Jentsch**, and **Mike Wise**. If you have any questions regarding the APA Division 14 Program content or schedule, please contact me at cannon-bowja@navair.navy.mil. I look forward to seeing you in DC in August!

2000 APA Division 14 (SIOP) Program*
Washington, DC, August 4-6

Focus on Science Poster Session
Date, Time, and Location TBA

Psychology in the Workplace
Division 14 Posters

Mayrav Marom, JDC-Brookdale Institute of Gerontology and Human Development, *The Effect of Stress on Mental Health Among New Employees.*

Phil Mangos, Wright State University, *The Role of Task Perceptions in Goal Orientation Theory.*

Amy Cooper, Florida International University, *Affect, Role Theory, and Organizational Commitment: Testing Alternate Models.*

Bernd Marcus, University of Hohenheim, *Attitudes Toward Personnel Selection Methods in a German Sample.*

*Coauthors are not listed. The *APA Convention Program* will provide the official and final program information.

Susan McFarlin, Old Dominion University, *Alcohol Use and Absenteeism: A Day-to-Day Examination.*

Robert Delprino, Buffalo State College, *Work and Family Concerns of Human Resource Professionals.*

Darren Spielman, University of Massachusetts, *A Psychological Approach to Corporate Responsibility.*

Kimberly M. DuBose, University of Tennessee at Chattanooga, *Individual Creativity Within the Organizational Setting.*

Michael Heil, Federal Aviation Administration, *Computerized Selection Tests: Investigating the Role of Prior Computer Experience.*

Tonia Heffner, University of Tennessee at Chattanooga, *The Effects of Non-Rotating and Rotating Membership on Team Performance.*

Tonia Heffner, University of Tennessee at Chattanooga, *The Relationship Between Goals and Values and Workplace Commitment.*

Vivian Collins, Southeastern Oklahoma State University, *Relationship Between Occupational Stress and Burnout: A Meta-Analysis.*

Allen Fromen, Illinois Institute of Technology, *Consideration and Initiating Structure in a 360-Degree Development Instrument.*

Richard Thompson, DOT/FAA/Civil Aeromedical Institute, *Organizational Change: An Assessment of Cynicism and Trust.*

Richard Thompson, DOT/FAA/Civil Aeromedical Institute, *Correlates of Organizational Cynicism.*

Melinda Blackman, California State University, Fullerton, *Telephone Conference Call Interviews and the Accuracy of Personality Judgments.*

Gregory Kocher, New Jersey Department of Education, *Verifying Standards: A Special Application of Job Analysis Methodology.*

Jeffrey Knight, National Center for PTSD, *Job Trends in Industrial-Organizational Psychology: 1983–1999*

Kenneth Sumner, Montclair State University, *Understanding Judgments of Workplace Aggression: A Policy-Capturing Approach.*

Robert Brammer, West Texas A&M University, *Psychological Factors Associated With Paranursing Experience.*

William Farmer, FAA Civil Aeromedical Institute, *Latent Trait Theory Analysis Changes of Item Response Anchors.*

Vonda Mills, Personnel Decisions, Inc., *Occupational Stress and Coping in Women Managers.*

Stuart Tross, Bristol-Myers Squibb Company, *Executive Career Potential: Skill-Based Antecedents and Perceptual Differences Across Assessment Sources.*

Kari Strobel, Old Dominion University, *Comparison of Disability Claimants on Personality and Case History.*

Gregory Barnett, The University of Tulsa, *Employing People With Disabilities: Is Personality Testing Appropriate and Useful?*

Leisa Martin, University of Oklahoma, *Personality and Customer Service: Characteristics of Internal and External Service.*

Stephanie Warner, University of Maryland, *A Survey of Sexual Harassment Policy Among Fortune 500 Companies.*

Symposium: Friday, 8:00-9:50
Washington Convention Center, Meeting Room 15
The Playing Fields of Eton: Sports and Organizations

Chair: **Daniel J. Svyantek**, The University of Akron

Sandra E. Moritz, University of Rhode Island, *Collective Efficacy and Team Performance in Sport*

Robert G. Lord, The University of Akron, *Leadership in the National Football League: Leaders Do Make a Difference*

Gregg Bennett, University of Southern Mississippi, *Youth Baseball Coaches Leadership Styles*

Richard Cober, The University of Akron, *Financial Incentives and Performance of Professional Basketball Teams and Players*

Discussant: Thad O'Brien, O'Brien, Passen, & Associates

Conversation Hour: Friday, 10:00-10:50
Washington Convention Center, Meeting Room 8
Conducting Cross-Cultural Research on Teams

Chair: **David P. Baker**, American Institutes for Research

Participants: Lisa Horvath, George Washington University, **Lynn Offermann**, George Washington University, Eduardo Salas, University of Central Florida

Paper Session: Friday, 11:00-11:50
Washington Convention Center, Meeting Room 36
Diversity at Work

Robert I. Kabacoff, Management Research Group, *Gender and Leadership in the Corporate Boardroom.*

Kellina M. Kraig, Howard University, *Ethnic Identification Plus Network Group Affiliation: Does it Equal Greater Satisfaction?*

Corey E. Miller, University of Akron, *A Comparison of the Career Woman and Career Man Stereotypes*

Brian J. Peters, George Washington University, *Organizational Stress in Male and Female Consulting Personnel.*

Division 14 Invited Address: Friday, 1:00-1:50
Washington Convention Center, Meeting Rooms 4 and 5

Frank J. Landy, *Science, Psychometrics, and the Law: Strange Bedfellows*

Symposium, Friday: 2:00-3:50
Washington Convention Center, Meeting Room 15
HR Problematics in the IT Industry: What's New, What's Not, and What Can I-O Contribute?

Chair: Richard J. Klimoski, George Mason University

Fred Mael, American Institutes for Research, *Difficulties in Transitioning Technical Personnel into Management.*

Kara Incalcaterra, George Mason University, *Employee Retention in Information Technology Organziations: The Role of Project Leader Staff Management Competencies.*

Ray Morath, Caliber Associates, *Study of Virginia's Information Technology Skills Shortage.*

Lise Saari, IBM Global Employee Research, *Understanding the IT Workforce of Today and the Future.*

Discussant: **Benjamin Schneider**, University of Maryland

Discussant: Zhong-Ming Wang, Zhejiang University

Paper Session, Friday, 4:00-4:50
Washington Convention Center, Meeting Room 37
Issues in Modern Organizations

Fernando Arias-Galicia, National University of Mexico, *Organizational Climate, Commitment and Perceived Organizational Support in Mexico.*

Eleanore A. Ryan, Elmhurst College, *Tracing Some Roots of Workplace Violence.*

Dean B. McFarlin, The University of Dayton, *Do American Justice Concepts Travel? Some Lessons from South Africa.*

Symposium, Saturday, 8:00-9:50
Washington Convention Center, Meeting Room 8
Personality and Performance in Leadership Positions: Presidents, CEO's and Managers

Cochair: Deniz S. Ones, University of Minnesota

Cochair: Leaetta M. Hough, Dunnette Group, Ltd.

Dean K. Simonton, University of California-Davis, *Presidential Greatness, Personality, and Performance: Direct, Indirect, and Spurious Effects.*

Steve Rubenzer, University of Minnesota, *Personality Traits of U.S. Presidents.*

Chockalingam Viswesvaran, Florida International University, *Personality Constructs Predictive of Leadership Performance for Managers.*

Robert Hogan, Hogan Assessment Systems, Leadership and Values: *The Vision Thing.*

Deniz S. Ones, University of Minnesota, *Personality Predictors of Performance for Managers and Executives*

Panel Discussion, Saturday, 10:00-11:50
Washington Convention Center, Meeting Room 6
Qualitative Research in I-O Psychology: Rigorous or Ridiculous?

Leader: Gwenith G. Fisher, Bowling Green State University

Discussants: **Steven Rogelberg**, Bowling Green State University, **Todd Harris**, The Continuous Learning Group, **Gary Klein**, Klein Associates, Inc., **Monica Hemingway**, The Chauncey Group Int'l, **Lori M. Mueller**, University of Houston, **Andrea S. Goldberg**, IBM Corporation

Symposium, Saturday, 1:00-1:50
Washington Convention Center, Meeting Room 36
Rethinking Individual Development in I-O Psychology Using a Life-Span Approach

Chair: Boris B. Baltes, Wayne State University

Boris Baltes, Wayne State University, *Using a Life-Span Model to Predict How Individuals Cope with Work-Family Conflict.*

Marcus W. Dickson, Wayne State University, *Selective Optimization with Compensation and Leadership: Viewing Leadership Over Time.*

Harvey L. Stearns, Institute for Lifespan Development, *The Changing Adult and Older Adult Worker: Self-Management and Survival.*

Discussant: Frank J. Landy, SHL Landy Jacobs, Inc.

Roundtable, Saturday, 2:00-2:50
Washington Convention Center, Meeting Room 8
Customer Service: Moving from the Worst to the Best

Discussants: William Battle, Assessment Solutions, Inc., Brian J. Ruggeberg, Assessment Solutions, Inc.

Symposium, Saturday, 3:00-4:50
Washington Convention Center, Meeting Room 8
Recent Issues and Innovations in Personality Assessment

Chair: James M. LeBreton, University of Tennessee, Knoxville

Cochair: John F. Binning, Illinois State University

John F. Binning, Illinois State University, *Effects of Behavior Versus Emotion–Description Questioning the Accuracy of Personality Assessment in the Employment Interview.*

James LeBreton, University of Tennessee, Knoxville, *Measurement Issues Associated with Conditional Reasoning Tests of Personality: Deception and Faking.*

Mark Bing, University of Tennessee, Knoxville, *The Integrative Model of Personality Assessment for Aggression: Implications for Personnel Selection and Predicting Deviant Workplace Behavior.*

James Whanger, University of Tennessee, Knoxville, *A Replication and Extension of Schmit, Ryan, Stierwalt, & Powell's Study of Frame of Reference Effects in Personality Assessment.*

Discussant: **Jack M. Feldman**, Georgia Institute of Technology

Discussant: **Andrea F. Snell**, The University of Akron

Symposium, Sunday, 9:00-10:50
Washington Convention Center, Meeting Room 6
Building a Solid Foundation for Credentialing: The Practice Analysis

Cochair: Dwayne G. Norris, American Institutes for Research

Cochair: Ahava Goldman, American Institute of Certified Public Accountants

Robert Calderon, American Institutes for Research, *Considerations for Developing a Practice Analysis Survey.*

Gerald F. Goodwin, American Institutes for Research, *Informational Requirements of Credentialing Examinations: More than Minimum Job Requirements.*

Teresa R. Russell, American Institutes for Research, *Developing Specifications for a Wide Range of Computer-Administered Tests.*

Dwayne G. Norris, American Institutes for Research, *Overview of the Practice Analysis of CPAs: Key Methodological Considerations.*

Discussant: James Impara, University of Nebraska-Lincoln

Paper Session, Sunday, 11:00-11:50
Assessment in the Workplace

Joseph G. Grzywacz, University of California, *The Employment Continuum and Wellbeing: State and National Evidence.*

Byron Greenberg, Central State Hospital, *Validation of a Short Aggression Inventory for Law Enforcement.*

Stefan Hoeft, University of Hohenheim, *Assessment of "Big Five" Dispositions with Varying Degree of Work-Specificity and Behavior-Expression.*

Bernd Marcus, University of Hohenheim, *What Do Integrity Tests Measure? Two Competing Views Examined.*

Paper Session, Sunday 1:00-1:50
Washington Convention Center, Meeting Room 6
Stress and Working Conditions

Deborah Snow Sheridan, University of Missouri, *Stress Vulnerability and Return to Work in Chronic Pain Patients.*

Elizabeth M. Smailes, Teachers College, Columbia University, *Difficult Work Conditions and Youth's Mental Health: Selection or Causation?*

John E. Lewis, Nova Southeastern University, *Casualties of Wall Street: Assessing the Walking Wounded.*

Sally Augustin, Haworth, Inc., *Impact of the Physical Environment on Knowledge Worker Performance.*

Symposium, Sunday, 2:00-3:50
Washington Convention Center, Meeting Room 37
Contemporary Studies and Applications of the California Psychological Inventory

Chair: **David A. C. Donnay**, Consulting Psychologists Press

Pamela Bradley, University of California, *The CPI Three-Vector Model of Personality.*

Michael D. Roberts, Law Enforcement Psychological Services, *The CPI in a National Sample of Law Enforcement Officers.*

Sam T. Manoogian, Manoogian Psychological Associates, *The CPI as a Descriptive Tool for Developing Leaders.*

Robert McHenry, Oxford Psychologists Press, *Adapting the CPI for Use with UK Business Executives.*

Discussant: Edwin I. Megargee, Florida State University

Stuffing Our Kids: Should Psychologists Help Advertisers Manipulate Children?[1]

Allen D. Kanner
Wright Institute

Tim Kasser
Knox College

Advertising to children has become big business in recent years, with kids under twelve years of age spending over $24 billion of their own money in 1997 and directly influencing the spending of $188 billion more (McNeal, 1998). This surge in child consumerism has resulted in a keen interest among marketers in knowing what makes kids tick. To learn more, advertisers have hired well-paid psychological consultants to help them study every phase and stage of a child's life. The results are sophisticated, finely-honed commercials that work.

When psychologists engage in such consulting practices, their media-amplified impact is enormous—and it will continue to grow, as there is no end in sight to the expanding child market. These practices raise grave ethical concerns regarding the proper use of psychological expertise and threaten the public's trust in the profession.

For this reason, we, along with Gary Ruskin of Commercial Alert, a Washington-based advocacy group, recently sent a letter to the American Psychological Association (APA) asking it to address these issues.[2] The letter, endorsed by 60 psychologists and other mental health professionals, requested that APA "[i]ssue a formal public statement denouncing the use of psychological techniques to assist corporate marketing and advertising to children," and that it amend its code of ethics appropriately. We further urged APA to launch a campaign to educate the public about the ongoing abuse of psychological knowledge by the child advertising industry. APA has referred the letter to its Board for the Advancement of Psychology in the Public Interest, which meets in March.

Some child advertisers candidly admit that their commercials exploit children and create family conflicts. According to Nancy Shalek, then president of Shalek Agency, "Advertising at its best is making people feel that without their product, you're a loser. Kids are very sensitive to that. If you tell them to buy something, they are resistant. But if you tell them they'll be a dork if they don't, you've got their attention. You open up emotional vulnerabilities, and it's easy to do with kids because they're the most vulnerable" (as quoted in Ruskin, 1999, p. 42).

1. An earlier version of this paper appeared in the February 2000 issue of *The California Psychologist*.
2. A copy of the letter can be obtained by contacting either author (see end of article) or by viewing Commercial Alert's website www.essential.org/alert/psychology/apaletter.

Marketers also work hard to increase their product's "nag factor," a term which refers to how often and how vehemently children pressure parents to buy an item. In one of our practices (Kanner), parents have approached the therapist in turmoil over how to respond to such nagging. They feel guilty about purchasing items, such as junk food or violent video games, that they believe are bad for their kids. On the other hand, they worry that by constantly saying "no" they will increase their child's depression or worsen an already strained parent-child relationship.

Another disturbing trend in child advertising is the targeting of very young children. Mike Searles, then president of Kids-R-Us, a major children's clothing store, believes there are great advantages to hooking a child as soon as possible: "[I]f you own this child at an early age, you can own this child for years to come. Companies are saying 'Hey, I want to own the kid younger and younger'" (as quoted in Ruskin, 1999, p. 42).

Psychologist Dan Acuff (1997) in his recent book *What Kids Buy and Why* offers marketers detailed advice on advertising to 2-year olds. He suggests that commercials include animals or animal characters, feature characters that are round or curvy in shape, and proceed at a slow pace that most adults would find tedious. His recommendations are based on studies showing, respectively, that up to 80% of young children's dreams are of animals, that toddlers associate round, curvy shapes with "good guys" and jagged, crooked lines with "bad guys," and that very young children are not "wired" for fast-paced programming with quickly changing scenes and images. Thus, Dr. Acuff has integrated a diverse yet highly specialized set of studies to help marketers manipulate these highly vulnerable toddlers.

What is the proper relationship of child psychology to advertising? Given the unprecedented volume of commercials to which children are exposed today, along with their increasing sophistication, to answer this question we need to consider the cumulative impact of ads. Specifically, we can inquire as to whether, *taken as a whole*, modern advertising emotionally harms children.

Indeed, there is good reason to believe it does. Studies on "materialism" show that individuals highly focused on materialistic values also report less satisfaction with life, less happiness, worse interpersonal relationships, more drug and alcohol abuse, and less contribution to community (see Cohen & Cohen, 1996; Kasser, 2000; Sirgy, 1999). Yet materialistic values are the very ones that commercials pound into our children day in and day out.

Consistent with these findings, Kanner and Gomes (1995) have written about the narcissistic wounding of our youth that occurs when advertisements make children feel deeply inadequate unless they purchase an endless array of new products and services. We have described this process as contributing to the formation of a shallow "consumer identity" that is obsessed with instant gratification and material wealth.

In addition to inculcating materialistic values, commercials deceive and manipulate children on a massive scale. The false promises of popularity, success, and attractiveness that marketers routinely make for their products are such common lies that we have become inured to their dishonesty. Yet from our clinical work we know that when adults chronically deceive and manipulate a child, it erodes the youngster's ability to trust others and feel secure in the world. We would expect the falsehoods and distortions in commercials to have a similar effect.

Curiously, the overall adverse impact of advertising on children has been largely ignored by psychology, just as psychologists who consult with child marketers have gone virtually unchallenged. This state of affairs reflects a more general failure of the field to critically examine the consumer values and beliefs that have transformed American society during the 20th century.

Our letter to APA is thus intended to do much more than halt the questionable consulting activities of some psychologists. It is a call to psychology, at long last, to take action against the commercialization of our youth.

WHAT YOU CAN DO: *To support the proposals outlined in our letter, call APA President Patrick DeLeon, PhD, (1-800/374-2721) and your division and state chapter presidents.*

For more information on this article contact Allen D. Kanner at 510/526-8613 or Tim Kasser at 309/341-7283 or by email tkasser@knox.edu.

References

Acuff, D. (1997). *What kids buy and why.* NY: The Free Press.

Cohen, P. & Cohen, J. (1996). *Life values and adolescent mental health.* Mahwah: NJ: Lawrence Erlbaum.

Kanner, A.D., & Gomes, M.E. (1995). The all-consuming self. In T. Roszak, M.E. Gomes, and A.D. Kanner (Eds.) *Ecopsychology: Restoring the earth, healing the mind.* San Francisco: Sierra Club Books.

Kasser, T. (2000). Two versions of the American dream: Which goals and values make for a high quality of life? In E. Diener & D. Rahtz, (Eds.) *Advances in quality of life theory and research* Dordrecht, Netherlands: Kluwer.

McNeal, J.V. (1998). Tapping the three kids' markets. *American Demographics, 20,* 36

Ruskin, G. (1999). Why they whine: How corporations prey on our children. *Mothering, 97,* 41–50.

Sirgy, M.J. (1999). Materialism and quality of life. *Social Indicators Research, 43,* 227–260.

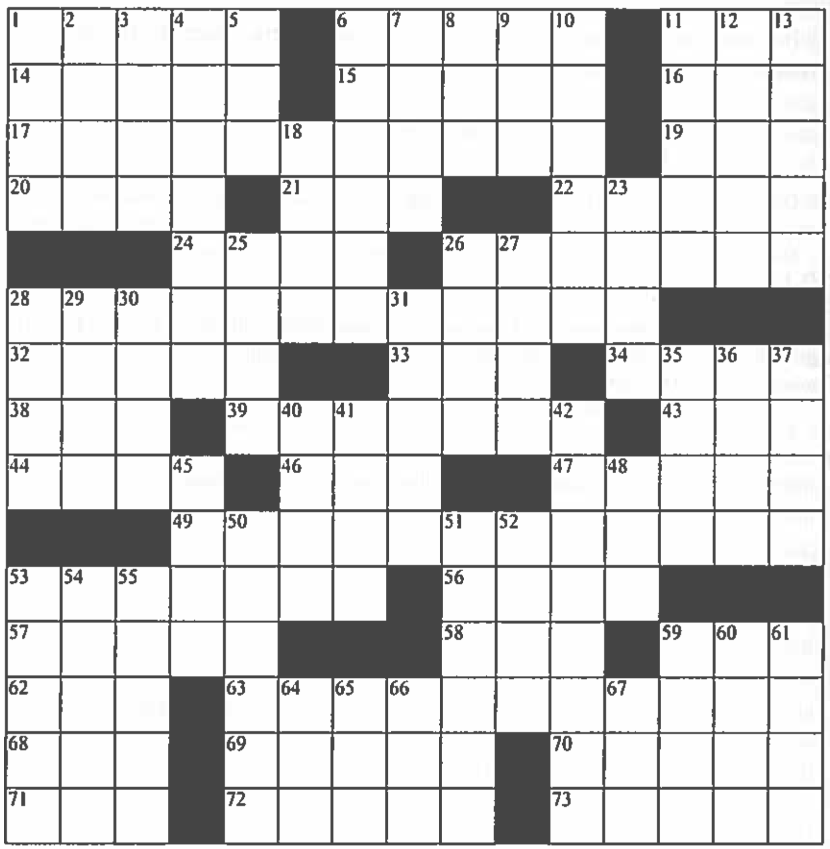
TIP Crossword

Steven Katzman
KPMG LLP

Welcome to the first *TIP* Crossword! I always wanted to contribute to the I-O literature. So, if not with cutting edge research, why not something that the whole family can enjoy–well, at least the whole I-O family.

This crossword, entitled "Inaugural Puzzle," is the first of a biannual series. The clues in bold follow the title theme. I tried my best to fit in as many clues related to SIOP as I could, but there is a limit to how many words fit well with **Chockalingam Viswesvaran**, as one example. I hope you enjoy attempting the puzzle as much as I enjoyed creating it. The answers will be published in the October issue of *TIP*. However, if you have any questions or comments, please feel free to email me at skatzman@kpmg.com.

Inaugural Puzzle



ACROSS

1. Love, Italian style
6. Velocity
11. π, π, π
14. Ulna, femur, etc.
15. Hole in the tummy
16. Int'l Law Assoc. (abbr.)
17. **FIRST**
19. Ha Ha in email
20. Aviation prefix
21. Ambulance driver (abbr.)
22. 3 x 2 Factorial, e.g.
24. Challenge
26. News bulletins
28. **PAST**
32. SIOP Fellow Gottfredson
33. Zero
34. Data often collected here
38. Santa _____
39. Misspeak words
43. Feline
44. Alliance formed in 1945
46. Unreturned serve
47. Strange
49. 49th
53. Cornmeal cake
56. Woodwind
57. Layer in the sky
58. Cold virus
59. Concorde
62. Consume food
63. **FIRST WOMAN**
68. School named for Pres. Teddy?
69. Drive forward
70. Barter
71. Saks stock symbol
72. Peaceful relations
73. Taste or smell

DOWN

1. Swedish pop group
2. Oliver wanted this
3. Old navy union regiment (abbr.)
4. Switched males from 'M' to '1'
5. Salt Lake to Denver dir.
6. Added 2 and 2 together
7. Always do this with data
8. College course (abbr.)
9. Poetic always
10. Anticipates with fear
11. Test the measure
12. _____ Lucy
13. SIOP Fellow Eduardo
18. Beach in Florida
23. Metal fastener
25. Sigh of regret
26. The u. in Btu
27. Qsort step
28. Fed's Greenspan
29. Columbus ship
30. Annoying insect
31. Computer return key
35. 4,047 square meters
36. Fish lure
37. Printing term
40. Not slack
41. Cal. School
42. These occur if the vote is close
45. Word within the File menu
48. Supplement (with 'out')
50. Blood deficiency
51. Gently
52. Talented
53. Frost, Kipling, etc.
54. Missouri mountain range
55. _____ Notes (IBM program)
59. Extend across
60. Pink Floyd's Barrett et. al.
61. Oak or pine
64. Assoc. of metal mgmt. (abbr.)
65. School of Troy, N.Y.
66. Nevertheless
67. Mineral

I O T A S

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

Below is the latest set of movers and shakers in the wonderful world of SIOP. If you would like to be included in the next issue, be sure to send your awards, job changes, announcements, book recommendations, or other items of interest to me at allanhc@aol.com.

Awards & Appointments

This announcement was sent in by Jessica Terner from The Human Resources Research Organization (HumRRO). HumRRO sponsors an annual fellowship program to reward, recognize, and support a graduate student for outstanding research efforts with high potential for significant contributions to the field of I-O psychology (see the Calls and Announcements section of this issue for more on the award).

University of Iowa student wins third-annual HumRRO Fellowship in I-O Psychology. **Joyce Bono**, a doctoral student in the Department of Management and Organizations at the University of Iowa, is the recent winner of the third annual HumRRO Fellowship in I-O psychology. Her major is in organizational behavior and her minor is in personality and social psychology. Ms. Bono obtained her BA from Spring Arbor College in Human Resource Management and her MSA from the University of Notre Dame in the College of Business Administration. She has completed her course work at Iowa and needs only to complete her dissertation to receive her PhD.

Ms. Bono has published articles in refereed journals including the *Journal of Applied Psychology* and *Human Performance*. She has written chapters in two books and has other journal articles currently in press. She has presented papers and participated in symposium presentations at various conferences including SIOP, the Society for Personality and Social Psychology, International Association for Conflict Management, Academy of Management, Iowa Association for Dispute Resolution (statewide conference on conflict resolution), and the International Society of Quality of Life Studies. Ms. Bono also has teaching and educational administration experience. In addition, she has served as an ad hoc reviewer for the *Academy of Management Journal*, *Human Performance*, and *Journal of Occupational and Organizational Psychology*. She is currently a program committee member for the International Association for Conflict Management and for the Academy of Management (Human Resources Division). Previously she served as assistant program chair for SIOP.

The HumRRO Fellowship includes a cash award of $10,000, which Ms. Bono will use to help her complete her doctoral dissertation on the topic of "self-determination as the psychological process by which transformational leadership affects the job satisfaction and job performance of followers." Congratulations!

People on the Move

Fred Morgeson wrote in to inform everyone that he is moving from Texas A&M to the Department of Management at Michigan State. After June 1st, he can be reached at the following address: Frederick P. Morgeson, PhD, Department of Management, Michigan State University, East Lansing, MI 48824-1121. His new email address is morgeson@msu.edu.

Dan McCauley, formerly of International Survey Research, emailed to say he has joined William M. Mercer in Chicago. You can reach Dan at William M. Mercer, Inc., 10 South Wacker Drive, Suite 1600 Chicago, IL 60606, 312-902-7809 or by email at dan.mccauley@us.wmmercer.com.

Russell Cropanzano wanted people to know about some recent changes at CSU: The psychology department at Colorado State University is pleased to announce that **Peter Y. Chen** and **Eric Heggestad** have joined the faculty. Peter and Eric join **George C. Thornton**, **Keith James**, **Jack Hautaluoma**, and Russell Cropanzano in the I-O program.

Dianne Brown Maranto is returning to work at APA's Science Directorate as Director of Psychology in the Workplace, a new position there. She'll be addressing policy and APA governance issues that can be informed by I-O psychology, and wants to facilitate the active participation of I-O psychologists in relevant legislative activity and federal policymaking. She hopes to serve as a pipeline for SIOP members on these issues, and to help ensure that I-O psychologists remain an active voice within APA. A part-time arrangement with APA allows her to continue her consulting practice with The Maranto Group. You can reach Dianne at (202) 336-5949 or dmaranto@apa.org.

Society Losses:

The Society was informed of the deaths of several individuals including: Larry Axline of Holt Consulting Services; Dr. Richard K.Eyman; William J. Roche formerly of Vernon Roche & Hodgson Inc; Dr. Robert A. Marcantoni; and Dr. James M. Norborg.

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) 305-0600, fax entries to 202-305-3664, or send e-mail to David.M.Pollack@usdoj.gov).

2000

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 Eleventh Annual International Conference on Work Teams. Dallas, TX. Contact: Center for the Study of Work Teams, (940) 565-3096 or workteam@unt.edu.

2001

Jan 4–6 Labor in a Globalizing World: The Challenge for Asia. Centre for Comparative Public Management and Social Policy. City University of Hong Kong, Hong Kong. Contact Kitty Poon, Conference Secretary (852) 2784 4306 fax (852) 2788 8960 or rmkpoon@cityu.edu.hk.

Feb 28–March 3 Annual Conference of the Academy of Human Resource Development. Tulsa, OK. Contact: AHRD, (225) 334-1874.

March 10–13 Annual Conference of the American Society for Public Administration. Newark, NJ. Contact: ASPA, (202) 393-7878.

March 22–25 Annual Conference of the Southeastern Psychological Association. Atlanta, GA. Contact: SEPA, (850) 474-2070.

April 10–14 Annual Convention, American Educational Research Association. Seattle, WA. Contact: AERA, (202) 223-9485.

April 10–14 Annual Convention, National Council on Measurement in Education. Seattle, WA. Contact: NCME, (202) 223-9318.

April 27–29 16th Annual Conference of the Society for Industrial and Organizational Psychology. San Diego, CA. Contact: SIOP, (419) 353-0032 or lhakel@siop.bgsu.edu.

May 13–16 National Training Conference of the International Personnel Management Association - Canada. Fredericton, New Brunswick, Canada. Contact: Loverne Gretsinger, (780) 492-8165 or loverne.gretsinger@ualberta.ca.

May 22–25 31st Annual Information Exchange on What is New in O.D., Chicago, IL. Contact: Organization Development Institute, (440) 729-7419.

May 23–25 9th 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 American Society for Training and Development. Orlando, FL. Contact: ASTD, (703) 683-8100.

June 9–14 Annual Conference of the International Personnel Management Association Assessment Council. Newport Beach, CA. Contact: IPMA, (703) 549-7100.

June 14–17 Annual Convention of the American Psychological Society. Toronto, Canada. Contact: APS, (202) 783-2077.

June 24–27 Annual Conference of the Society for Human Resource Management. San Francisco, CA. Contact: SHRM, (703) 548-3440.

July 16–21 21st O.D. World Congress. Vienna, Austria. Contact: Organization Development Institute, (440) 729-7419.

August 5–10 4th International Conference on Engineering Psychology and Cognitive Ergonomics. New Orleans, LA. Contact: Gavriel Salvendy, (765) 494-5426 or salvendy@ecn.purdue.edu.

Sept 30– Oct 2 29th International Congress on the Assessment Center Method. Frankfurt, Germany. Contact: DDI, (412) 257-3952.

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

CALLS AND ANNOUNCEMENTS

The HumRRO Fellowship in I-O Psychology

Since 1951, the Human Resources Research Organization (HumRRO) has applied science and technology to enhance human performance and organizational effectiveness. Toward this end, we have drawn on both time-tested principles about human behavior and new scientific and technologically advanced tools and concepts. HumRRO conducts these activities with the aim of finding practical solutions to real-world problems.

HumRRO looks for ways to give back to the personnel research community which has supported our success over the years. One program that HumRRO sponsors is an annual fellowship to reward, recognize, and support an outstanding graduate student with high potential for significant contributions to research in the field of industrial and organizational (I-O) psychology. I-O graduate students or students in fields congruent with the objectives of SIOP are eligible. The recipient will receive an award of $10,000.

For more information and application materials, visit our website at www.HumRRO.org or contact **Jessica Terner at HumRRO, (703) 706-5687, 66 Canal Center Plaza, Suite 400, Alexandria, Virginia 22314. The application deadline is March 15, 2001.**

Call for Papers:
International Journal of Selection and Assessment (IJSA)
Special Issue on Counterproductive Behaviors at Work

Employees can engage in a wide spectrum of counterproductive, disruptive, antisocial, and deviant behaviors at work. These behaviors include, but are not limited to theft, white collar crime, absenteeism, tardiness, drug and alcohol abuse, disciplinary problems, accidents, sabotage, sexual harassment, and violence. Such counterproductivity costs employers billions of dollars annually worldwide. Additional resources are spent on attempts to forecast such undesirable on-the-job behaviors at the time of hire sometimes using questionable methods. The objective in this special issue is to publish papers that explore the prevalence, causes and consequences of counterproductive behaviors in organizations. We seek submissions that will enhance our understanding of counterproductive behavior at work and meaningfully contribute to personnel selection and assessment practices in organizations. We particularly welcome

manuscripts that focus on the determinants of and covariation among various counterproductive work behaviors so that effective selection and assessment techniques can be developed and utilized. Specific topics for the special issue may include: theories of workplace deviance, theft at work, white collar crime, absenteeism and tardiness as dysfunctional behaviors, substance abuse at work, workplace violence, sexual harassment, the role of individual differences in disruptive behaviors at work, integrity testing in organizations, and the role of stress in counterproductivity at work. Papers on legal and ethical dimensions of counterproductivity and applicant and other stakeholder reactions to organizational use of selection systems to curb counterproductivity are also invited. Submission of theoretical work that synthesizes and expands the existing literature as well as manuscripts that provide empirical investigations on measurement and prediction are desired. Consistent with the major aim of *IJSA* to promote international and cross-cultural research of excellence on personnel selection, we especially welcome papers that explore cultural influences on workplace counterproductivity.

Authors should follow *IJSA* instructions in preparing manuscripts. A double-blind review process will be used in reviewing submissions. Please submit five copies of manuscripts to the Special Issue's Guest Editor: **Deniz S. Ones, Department of Psychology, University of Minnesota, 75 East River Road, Minneapolis MN 55455-0344; e-mail: Deniz.S.Ones-1@tc.umn.edu. Contributions should be received by September 30, 2000.**

Call for Nominations:
APA Committee on Urban Initiatives

The American Psychological Association's Committee on Urban Initiatives (CUI) is seeking nominations for two new members to begin terms in January 2001. The committee seeks to contribute to a greater understanding and amelioration of those problems associated with urban life, to promote and sustain those aspects of urban life that enhance individual and societal growth, and to encourage research, training and practice related to urban issues.

The committee pursues its mission through the identification, integration, and distribution of scientific research and professional and community knowledge regarding those domains in which psychologists have demonstrated particular expertise: the family, the schools, the community, and the work environment.

CUI seeks to address issues of public policy and affect scientific research and professional practice with the intent of enhancing the quality of life for urban residents. The committee is interested in persons with demonstrated interest and experience in urban issues to serve a 3-year term beginning in January 2001 and ending in December 2003. For this term, the committee seeks at least one member with expertise in urban work issues and one member with expertise in urban education. In particular, the committee is interested that one of these slates be filled by an individual with expertise in underserved populations, such as the poor, women, ethnic minorities, and/or immigrant populations. Also, to fulfill its commitment to full diversity in representation, one of the slates should be filled by an ethnic minority psychologist. Letters of nomination should clearly describe the candidate's specific qualifications relative to these criteria.

Selected candidates will be required to attend two committee meetings a year in Washington, DC, with expenses reimbursed by APA. Members are also expected to work on CUI issues and priorities between meetings. The necessary time per month will vary depending on the nature of the projects.

If possible, members attend a CUI Network meeting at their own expense held during the APA Convention. Except for the CUI public member, committee members should be members of APA. Nomination materials should include the nominee's qualifications, a letter from the nominee indicating willingness to serve on CUI, and a current curriculum vita. Self-nominations are encouraged. Nominations are open to members who are retired or employed less than full time. Nominations and supporting materials should be sent by August 15, 2000, to **Leslie Cameron of the APA Public Interest Directorate, 750 First Street, NE, Washington, DC, 20002-4242. (202) 336-6048 fax (202) 336-6117, lcameron@apa.org, www.apa.org.**

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 PhD, Editor, The Hay Group, 116 Huntington Avenue, Boston, Massachusetts, 02116-5712, (617) 425-4540, fax (617) 425-0073.**

POSITIONS AVAILABLE

FORD MOTOR COMPANY is accepting applications for predoctoral internships in industrial/organizational psychology. Ford is a worldwide leader in automotive products and financial services with 325,000 employees, including 143,000 employees in U.S. automotive operations.

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

Applicants must be enrolled in an I-O doctoral program and have completed a master's degree or be admitted to doctoral candidacy. Candidates should have experience in the following areas: selection research, construction of tests/surveys, and 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: **Nick Mills, PhD, Organization Survey Services Manager, Ford Motor Company, 226-A1 WHQ, The American Road, Dearborn, MI 48121-1899. (313) 322-0505 fax (313) 323-8531, e-mail: nmills@ford.com.**

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, e-mail: nancy.tippins@telops.gte.com, fax: (972) 718–4521.**

SBC COMMUNICATIONS INC., an international leader in the telecommunications industry, is accepting applications for pre-doctoral internships in HR Research. SBC is made up of the merged companies of Southwestern Bell, and Pacific Bell, Nevada Bell and Southern New England Telephone, with a total of approximately 129,000 employees. The internship position is located in corporate headquarters in San Antonio, Texas. Our internship program provides students with a strong I-O background the opportunity to apply their training in a fast-paced corporate environment. Interns work in a team setting on a full range of HR Research projects, including selection, performance management, employee surveys, and organizational development initiatives. We strive to develop interns to the point of taking end-to-end responsibility for a project.

Qualified candidates should have completed their master's degree (or equivalent) and be currently enrolled in a PhD program in I-O Psychology, Psychometrics, Organizational Behavior, or related discipline. Preference will be given to candidates who have prior work experience in areas such as job analysis, selection procedure validation and/or survey research. A strong background in research methods and statistics is desired. Experience using SPSS is a plus. If you meet the above qualifications, have strong written and oral communication skills, and desire to work in a *Fortune* 50 company, please submit your resume and a list of at least 3 references to the address below. Internships are designed to last either 6 months or 1 year.

Please send materials to: **Robert L. Hartford, PhD, SBC Communications Inc., 111 Soledad, Suite 150, 9th Floor, San Antonio, TX 78205-2212, e-mail: rhartfo@corp.sbc.com, Fax: 210-370-1945.**

ACT WORK KEYS, internationally recognized as a workforce development organization, offers new opportunities to I-O professionals who wish to join its Workforce Development Division at its national headquarters in the Midwest.

We are looking for individuals with doctorates in I-O Psychology who are interested in consulting opportunities, training programs, job analysis, and employability skills. Primary responsibilities include planning, developing, and

delivering job analysis services and other consulting projects related to ACT's Work Keys system. ACT offers a competitive salary and an exceptional benefits program along with a relocation package. The position includes travel opportunities nationwide.

If you are interested in joining our team, please send an application letter, with your resume, to: **Human Resources Department, ACT National Office, 2201 N. Dodge Street, P.O. Box 168, Iowa City, IA 52243-0168** .

DEVELOPMENT DIMENSIONS INTERNATIONAL (DDI) now in its 31st year, is a globally recognized leader in staffing and assessment as well as behavior-based training and development. We are looking for your innovative contributions to be a part of our continued success in a variety of consulting opportunities. For a complete listing of career opportunities and the associated qualifications, please visit us at www.ddiworld.com. For consideration please forward a resume to: **Development Dimensions International, Code EATIP, 1225 Washington Pike, Bridgeville, PA 15017-2838, fax: (412) 257-5367 e-mail: resumes@ddiworld.com.** DDI values diversity and is an equal opportunity employer.

ANDERSEN CONSULTING: Organizational and Human Performance Consulting Professionals, location negotiable.

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Qualifications: 5 to 7 years' experience in Change Management/Organizational Performance within the Utilities, Energy or Chemicals industries, or other formerly deregulated industries; consulting experience; and significant experience in large project management and client relationship management.

Specialization in a combination of the following areas is also required: Strong business acumen; leadership/executive coaching; organizational design and development process reengineering; performance management; communication planning; and culture change/culture integration planning.

Base location is negotiable, but preferred in New York, Chicago, Atlanta, Tampa, Dallas, or Houston. Up to 100% travel is required.

For consideration, please send resume, referencing code 00A-IOP001, to: **Andersen Consulting, Americas Recruiting Center, P.O. Box 7305, Chicago, IL 60680-7305. Via fax: (800) 762-5796. Via e-mail: www.ac.com/jobs. Visit our Web site at ac.com. Andersen Consulting is an Equal Opportunity Employer.**

INTERNATIONAL SURVEY RESEARCH. Associate Project Director, Chicago, Illinois. International Survey Research (ISR), the leading global specialist provider of employee and management opinion surveys for national and international organizations, has openings for Associate Project Directors in Chicago, Illinois. Our goal is to provide clients with powerful and focused intelligence that can be used to identify market opportunities, pinpoint organizational issues, and improve business performance.

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- PhD in the behavioral or social sciences, I-O psychology, or OD
- Experience with organizational surveys
- Excellent interpersonal and communications skills
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Advertise in *TIP*, the SIOP web site, and in the Annual Conference Program

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. *TIP* is distributed four times a year to more than 3,500 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 6,100 copies per issue.

Advertising may be purchased in *TIP* in units as large as two pages and as small as one-half page. Position available ads can also be published in or the SIOP web site at a charge of $80.00 for less than 200 words, and $95.00 for 200–300 words. Please submit position available ads by e-mail. For information or placement of ads, contact the **SIOP Administrative Office, 745 Haskins Rd., Suite D, PO Box 87, Bowling Green, OH 43402–0087, Lhakel@siop.bgsu.edu, (419) 353–0032.**

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Annual Conference Program

Advertising is available in the Annual Conference Program. Camera-ready copy of display ads is due into the SIOP Administrative Office by January 15. The Program is published in March, with a closing date of January 15. The Conference Program is an 8½" x 11" booklet

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