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A MESSAGE FROM YOUR PRESIDENT

Nancy Tippins

I once believed that summer was a time when the pace of life slowed to a crawl. I thought I was supposed to loll around in the shade, read a lot of books, and move as little as possible. Unfortunately, I can't remember a summer like that since I was 8 or 9 years old. Summer is like the rest of the year—just hotter. Life continues at its usual frenetic pace and SIOP is no exception. Since the conference, lots of things have happened in SIOP. Many of the activities of the committee chairs and the Executive Committee focused on responding promptly to the Member Survey and preparing for the upcoming conference. Here's a brief update:

SIOP Survey

One of the fundamentals of survey research is the axiom "Don't conduct a survey unless you intend to act on the results." As you know, SIOP conducted a member survey in February 2000. Thanks again to **Janine Waclawski** and **Allan Church** and their colleagues at W. Warner Burke and Associates, Inc. for their hard work on this survey. Janine made a presentation to the SIOP Executive Committee and committee chairs at the April meeting and the results were provided in the July *TIP*. (See the SIOP Web site: www.siop.org/tip/TIPJuly00/10Survey.htm.) Since we received the results, the SIOP leadership has been busy incorporating the survey information into our plans for the future.

Overall, I found the survey very positive. Many of the results highlighted the successes of the Society and endorsed its current activities. *TIP*, the Membership Directory, and the Administrative Office continue to be very highly valued benefits of SIOP membership. At the risk of being overly negative, I want to focus my comments in this column on the opportunities for improvement.

I found few surprises in this survey. Several findings indicated areas with potential for improvement. Many had been identified as concerns previously, and SIOP committees and task forces had already been formed to address the issues prior to the presentation of survey results.

Each committee chair was asked to review the survey results and determine what, if any, implications the survey findings had for the chair's committee. Based on their input, I have identified nine topics from the survey that warrant our attention and feedback to the membership. Please note that I have been very liberal in defining a problem. In the spirit of trying to continually improve the services SIOP offers it members, I've included some issues that most of you do not think are problems at all. But because a significant minority is concerned, I've chosen to address the topic.

1. Promoting I-O to other areas of psychology and promoting I-O to business. Two of the lowest-rated survey items were *Promoting I-O to other areas of psychology (3.52)* and *Promoting I-O to business (3.22)*. The general awareness of I-O psychology has been a concern of the SIOP Executive Committee for several years. Many of the current initiatives arose from past discussions, task force findings, and surveys. Currently, these two member concerns primarily involve three committees: Professional Practice (**Wanda Campbell,** Chair), Visibility (**Gary Carter,** Chair), and the APA/APS Relations (**Heather Roberts Fox,** Chair).

SIOP is undertaking a number of activities to promote I-O to other psychologists and the business community. First, the purpose of the APA/APS Relations Committee (ad hoc), which was formed in April, is to improve SIOP's relations with the APA and APS organizations and their members. One of the activities of the committee is to assist SIOP in working with other psychologists on problems that are common across specialties. For example, **Rich Klimoski** is working on an APA Task Force dealing with licensure. **Deirdre Knapp** has been appointed SIOP's observer to the APA Task Force revising the ethics code. We have nominated several of our members to a Board of Professional Affairs (APA) Task Force on Executive Coaching and others to the Committee on Urban Initiatives. I'm hopeful SIOP's nominations will be selected and we will be represented on both of these groups.

The Professional Practice Committee's Consultant Locator Service Task Force has been working diligently on the development of an online system that will provide businesses and organizations with a means to identify consultants with experience and/or expertise in areas of interest to them. The match between consultants' self-described areas of experience and expertise and user needs is determined by the user's response to a short series of questions. An effort will be made to link the Consultant Locator Service to Web sites frequented by business professionals.

The Professional Practices Committee has also created the Task Force to Study the Entry of Non-I-O Psychologists into the I-O Field. This task force will examine the areas in which I-O psychologists function, including those areas where there is overlap between traditional I-O areas and other areas of psychology. One expected outcome of this task force's work will be the identification of those areas that require specialized training in I-O psychology in order to be effective. The task force will develop relationships with organizations representing clinicians and others who choose to enter our field to increase our joint understanding of our specialty areas and the commonalities and distinctions.

The Visibility Committee (ad hoc) has a number of initiatives that address the promotion of I-O psychology. Building on the work of the Administrative Office, the committee is establishing an ongoing public relations system. The process is still being worked out but includes a number of activities ranging from establishing relationships with the press to working closely with the staff of the *APA Monitor*. An important aspect of our professional visibility is linking reporters to members whose research is relevant to the reporter's. Gary's committee sent out a brief note and questionnaire in the last dues statement for members to indicate their expertise and willingness to discuss their work with reporters.

I believe that promoting I-O psychology to our colleagues in other fields of psychology and in the business community is a continuous process and that we need to constantly look for effective ways to reach these people. While these activities are a beginning, they are certainly not the definitive solution. I encourage everyone who has ideas about how we can increase our visibility within the profession of psychology and within the business community to contact Gary (garyc@pdi-corp.com), Wanda (wcampbell@eei.org), Heather (hrfox@apa.org), or me with your ideas.

2. Hotel room availability. The problem of hotel room availability surfaced in the February 2000 survey and has been an issue at past conferences. The Executive Committee discussed the problem in April and the Conference Committee dealt with the topic again in June. As a result of these discussions, Ron Johnson, chair of the SIOP Conference Committee, wrote a detailed article about the problem of hotel rooms in the July *TIP*. If you haven't read the article, please do so. (Look at the yellow pages in the July *TIP* or go to the Web site at www.siop.org/tip/TipJuly00/39Johnson.htm.) Ron does a great job of explaining the sleeping room dilemma for currently scheduled conferences. As of August, Ron has already contracted for overflow rooms in San Diego (2001), Toronto (2002), Orlando (2003) and Los Angeles (2004).

Jeff McHenry will follow Ron as chair of the SIOP Conference Committee. He's already exploring alternative hotel arrangements such as the use of multiple hotels and conference centers that would alleviate the hotel crunch for conferences after Chicago (2005). Because we have to make our plans so far in advance, hotel arrangements have already been made through the 2005 conference.

3. Students in the directory. The survey was analyzed by various subgroups. One area where students were more negative than members was the *Membership Directory*. When asked about the least positive aspects of SIOP membership, 14% of Student Affiliates indicated they wanted their names listed in the *Directory*. Although adding students increases the costs of printing the *Directory* and distributing it, this was an easy fix since the Administrative Office already keeps records on Student Affiliates. The

October 2000 *Directory* will contain information on Student Affiliates in addition to Members, Fellows, and Foreign Affiliates. The Executive Committee believes the inclusion of students will facilitate their integration into the Society and encourage communication with student members.

4. Interest areas. One of the most useful parts of this and prior SIOP member surveys is the ratings of topics that could be the subject of conference and workshop sessions. This year, respondents were asked to respond to 39 topics and rate their interest in the topics for workshops and conference sessions.

Karen Paul, chair of the Continuing Education and Workshop Committee, reports that the member area of interest section of the survey results have already been put to good use in helping to determine the topics for the 2001 Pre-Conference Workshops (please see article **Preview of 2001 SIOP Workshops** in this issue.) The data from this survey along with information from past SIOP Workshop Evaluations were used by the Continuing Education and Workshop Committee to determine the topics that were developed into this year's workshops.

Talya Bauer, chair of the SIOP Program Committee, provided me with a detailed summary of the submission review process in response to #7, conference submission review process (see below). Currently, the program is based on the quality of the submissions with little intervention from the committee. A topic for discussion within the Program Committee will be the extent to which the committee should influence the content of the program so that the program matches the preferences of the survey respondents.

5. Overly focused on academics. To be completely honest, this is one survey finding I'm not sure I understand. Fifteen percent of the 180 members who responded to the question "What are the least positive aspects of SIOP membership?" wrote a comment that was coded as "overly focused on academics." No students wrote a comment to that effect. As a "nonacademic" myself, I certainly see some SIOP activities that primarily benefit those members who work in an academic setting. The "Introduction to I-O Psychology" module for Introductory Psychology is a good example. I'm unlikely to use that tool with my current employer. However, I'm unwilling to say that such activities don't benefit me indirectly. I expect an I-O literate workforce to provide me and our profession with more opportunities to solve real business problems.

Obviously, 27 people feel strongly enough to write in comments about this topic. I don't want to ignore the issue simply because it doesn't bother me. I would very much appreciate specific examples of SIOP being overly academic so the Executive Committee can look at the issue. I'd also like to hear your suggestions for what SIOP ought to be doing for nonacademicians.

6. Job Placement. As might be expected, a number of student members are concerned about Job Placement services. Ten percent of the 75 students

who wrote in comments cited Job Placement as one of the least positive aspects of SIOP membership. Interestingly, another 10% cited Job Placement as one of the most positive aspects of SIOP membership. Overall, members rated Job Placement services 4.08 and students rated them 4.00.

I'm not sure how widespread a problem Job Placement services are, but this is a good opportunity to let everyone know that Job Placement is on the SIOP radar screen. **Linda Sawin** and Larry Nader are closing in on the final tweaks to a mechanized, year-round placement system accessible through the SIOP Web site. Specific problems and new ideas about Job Placement services should be directed to committee chair Linda Sawin (linda.l.sawin @boeing.com).

7. Conference submission review process. Another area of concern for students is the conference submission review process. Of the 75 students who responded to the question on the least positive aspects of SIOP membership, 10% wrote a comment on the conference submission review process. Only 4% of members wrote a negative comment on the submission process. Overall, ratings were good. Members rated the conference submission selection process 3.78 and students rated it higher, 3.92. I asked Talya Bauer, our current SIOP Program chair, to respond:

> When it comes to satisfaction with the "conference submission selection process" responses were closest to the somewhat satisfied rating. While this is much better than strong dissatisfaction, the ratings could be higher and there was variance on this dimension. The complaint I hear most often about the acceptance process deals with the feedback given to authors about their work. I'd like to take some time here to explain how decisions are made, as well as how many are being made.
>
> In regards to magnitude, nearly 800 papers were received last year and more are expected for the San Diego conference. Going with this conservative number, 800 papers require 2,400 independent reviews to be done by the Program Review Committee (three reviews per submission). These 300 to 400 individuals are all SIOP volunteers who work under tight time pressures. They normally have 2 to 3 weeks to read, review, rate, and give feedback on 4 to 8 submissions (I'm hoping to keep the number I send out this fall to around 5 for each reviewer).
>
> To keep these numbers in context, SIOP receives as many or more submissions in a few weeks as many journals receive all year. SIOP reviewers rate submissions in terms of quality, readability, perceived interest to SIOP members and affiliates, as well as giving an overall rating. These numbers are used to determine which papers are selected. The feedback that reviewers give to authors may or may not directly reflect the overall rating they give. With only 12 pages sub-

mitted for posters and even fewer for symposia, reviewers tend to make decisions based on their overall impression of the work rather than a traditional journal review which is detailed and where revisions are often expected. The level of detail for SIOP reviews is much less than for journal reviews, due to the accept/reject nature of the decisions being made. So you might receive comments saying that your paper is well written and deals with an interesting topic and yet your paper is rejected. The feedback you received was complimentary but perhaps there were other papers that were written even better which dealt with more interesting topics, or perhaps other factors not specifically noted in the feedback led to a relatively lower rating for your paper. Also, based on time and room constraints, many good papers get rejected. One strategy to consider is to resubmit the following year a rejected paper that you feel is good.

Ideas or specific concerns about the submission process can be sent to Talya at talyab@sba.pdx.edu.

8. Internet/technology. One question on the survey asked what current event or emerging trend will affect the practice of I-O psychology. An overwhelming majority, 72% of the 205 members and 66% of the 89 students suggested "Internet/Technology." This concern about the impact of the Internet and technology is reflected throughout the survey. Twenty-seven percent of the 133 members and 24% of the 59 students responding to the question on what critical issue you would like SIOP to deal with noted "Web-based I-O psychology, particularly selection and testing." The second highest area of interest for conference and workshop topics is "Technology and I-O (e.g., Internet, ERP, video-based)."

SIOP is responding to this interest by developing a Technology Mini-Conference at the Annual Conference on Sunday morning. **Bill Macey**, the president-elect has agreed to organize the conference. Details on the conference were not available when this column was written, but check the SIOP Web site for the latest plans.

9. Licensing I-O psychologists. A final issue that I'd like to mention is the licensing of I-O psychologists. Sixteen percent of members and 13% of students see "licensing" as a critical issue that SIOP should address. Related to this topic are other critical issues like "clinical psychologists practicing I-O" and "just say 'no' to licensure" and emerging issues like "unprepared people in I-O." Here's how **Mort McPhail**, the chair of the State Affairs Committee responded:

> The variance in responses is indicative of the ambivalence among SIOP members about the whole issue of licensure that is reflected in our official policy about it. Briefly, our position on licensure has been

> that I-O psychologists should not be precluded from licensure if they desire to pursue it in a state that requires it. That is, there should be no artificial barriers to I-O psychologists becoming licensed that are predicated on the fact that they practice in our domain rather than in clinical/counseling. (For a fuller explication of SIOP's licensure position, please check the Society's Web site.) The function of the State Affairs Committee has included maintaining, as current as possible, information regarding the requirements for licensure across jurisdictions. In addition, committee members seek to provide advice to members who are experiencing difficulty in navigating the licensing process whenever it is possible to do so. Among our current initiatives is to seek closer connection with state associations to foster earlier information about pending changes in the law or regulations and to seek assistance in maintaining (or restoring) open access to licensure for those of us who need or value it.
>
> This issue is growing in both risk and saliency. Already initiatives are being prepared in some states to require graduation from an APA-approved program (there are none for I-O) as a prerequisite for licensure. Some states already restrict licensure only to those in health care provider positions or in specific sub-disciplines of psychology, not including I-O. These restrictions take on even greater concern when the comments regarding unprepared people and clinicians practicing in I-O are considered. It is not yet clear where these issues will lead.
>
> Certainly, there is legitimate concern among many of our members that increased support for licensure could have unwelcome and unintended outcomes ranging from imposition of onerous accreditation requirements for I-O programs to restrictions in practice and research. Some members have indicated that they do not believe licensure is necessary to practice I-O, and they are unwilling to take on the attendant costs and difficulties. These are all viable positions and reflect in some ways the diversity and breadth of our field.
>
> The issues have not gone away, nor are they being ignored. However, responding to them is becoming more difficult and the risk of not doing so is growing greater. If you have specific suggestions, concerns, or would like to comment further on these issues, please feel free to contact a member of the State Affairs Committee. A committee member has been assigned to most states as a liaison, and he or she would be pleased to discuss or correspond with any interested members. Contact the committee chair, Mort McPhail (SMMcPhail@Jeanneret.com), for the member assigned to your state).

Conference Planning

I'm afraid that I have been one of those SIOP members who never gave our Annual Conference enough thought. While conference chairs, program chairs, workshop chairs, registrar, local arrangement chairs, the dedicated committee members of these committees, and the Administrative Office were slaving away, I just showed up and enjoyed myself. I've served on some of these committees, but I underestimated how much coordination is required. Now that I've been to my first conference planning meeting, all the people who have been involved in conference planning in the past, and will be involved in the future, have my eternal gratitude. What a lot of planning, organizing, and work!

As always, there is lots of good news regarding the Conference. Ron Johnson, the Conference Committee chair, is working with the hotel in San Diego to obtain the rooms we need for our meetings and continues to negotiate with other hotels in San Diego for sleeping rooms. Check the SIOP Web site for the latest on room availability. Karen Paul, the Continuing Education and Workshop chair, and her committee have already arranged for 16 workshops. Talya Bauer, the SIOP Program chair, and her committee will be evaluating submissions by the time you receive this *TIP*. **John Cornwell**, the Registrar for the San Diego conference, is working with the Administrative Office to ensure registration goes smoothly.

One of the things I like about SIOP is its adaptability as an organization. We keep improving the conference in many ways.

In response to the growing interest in technology and I-O psychology, SIOP will devote a large part of the Sunday program to a Technology Mini Conference (as I mentioned earlier). As I am writing this column in August, the details have not been worked out. President-elect Bill Macey is chairing this effort and will be providing details shortly. Keeping checking the SIOP Web page.

The popularity of the dessert reception may have run its course. We plan to spend the budgeted money on the general receptions on Friday and Saturday evenings to encourage everyone to attend these events.

We continue to struggle with a good way to introduce new members to Society members and the Conference. **Irene Sasaki** and **Beth Chung** are working on an alternative to the new member social.

International News

In my April column, I mentioned that SIOP was still working on establishing its relationships with industrial and organizational psychologists around the world and implied our international interactions were limited. It turns out I was wrong, very wrong. SIOP is far beyond the minimal stage. Here's what I found out.

While the membership growth of SIOP has increased 34% in the last 5 years, the number of "foreign affiliates" has doubled in the same period of time. Today, there are 197 Foreign Affiliates, 94 Student Foreign Affiliates, and 2 Retired Foreign Affiliate representing 40 countries. These numbers are probably underestimates since a number of international I-O psychologists are full members of SIOP.

These members are not passive either; they are active participants in SIOP activities. The Administrative Office gets calls and e-mails from other countries almost every day. Because of our Web site and e-mail, communication with international members is easier than ever before. Thanks to **Dirk Steiner**, we have an **International Forum** in each issue of *TIP* that focuses on topics of international interest.

One-hundred-ninety-five people from 27 countries attended the Conference in April.

The International Subcommittee of our Professional Practice Committee has proposed an International Practice Guide. The Guide will provide information to I-O psychologists who are called on to address cross-cultural issues and work in an international setting. The document is in the planning stages now.

Shortly before I turned this article in to our *TIP* Editor, Allan Church, I received a note from Lee and **Milt Hakel**, who attended the 27th International Congress of Psychology, organized by the International Union for Psychological Science (IUPsyS) in Stockholm. They report tremendous excitement among the handful of I-O psychologists attending the Congress from around the world. All are facing similar issues regarding work in their countries and common research interests. Everyone is interested in research on the rise of the Internet, globalization of commerce, employee training and development, and the need for effective management.

I believe the time has come for SIOP to get involved in the affairs of international I-O psychology. Because we are well organized, we are uniquely positioned to provide leadership in the effort to globalize I-O psychology. There are lots of ideas regarding international involvement floating around. Some examples include:

- Joint programs with EAWOP in San Diego
- Joint programs with EAWOP at their conference in Prague, May 16–19, 2001
- International internships
- Increased participation on the part of international members in SIOP's conference
- Global statements of training for I-O psychologists
- International work on distance learning standards

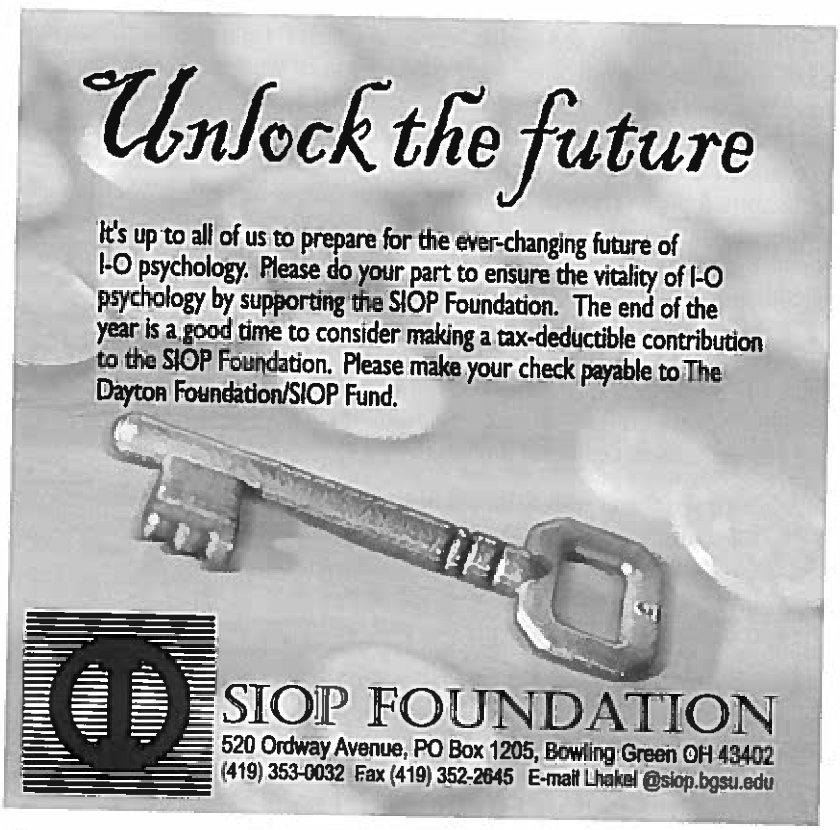
The SIOP Executive Committee will be discussing what role the Society should take in international I-O psychology. I would like for our discussions to be informed by our members, particularly our international members. Please e-mail me your thoughts (nancy.tippins@verizon.com).

Other News

Kevin Murphy won the election for APA Council Representative. His term begins January, 2001.

Final Thoughts

I hope that those of you who have an opinion about the contents of this column or others in this issue of *TIP*, an idea, or a suggestion will take the time to call or e-mail a member of the Executive Committee or a committee chair. (See the contact information in the back of this issue of *TIP*.) We can only respond to what we know. Without your input, our knowledge is limited. I look forward to your comments.



From the Editor: One Flew Over The Cuckoo's Nest (And into the Internet Basket)

Allan H. Church
PricewaterhouseCoopers, LLP

Fall is here… yes, it's that time of year again. Time for the leaves to change color and drop into large messy piles in need of raking (at least in some parts of the world). Time for blustery winds that carry with them a crisp, clean smell in the air (okay, perhaps not in Los Angeles). Time for professional football and all its assorted distractions (or perhaps distorted aberrations is a better word for those who belong to the NFA—i.e., Non Football Appreciators). Time for pumpkin pie, bowls of individual safety-wrapped candies for Halloween, and, of course, horror movies that run endlessly on all the major cable channels (another distraction for some of us). Oh yeah, I almost forgot, it's also the perfect time for another romp through the exciting world of *TIP*.

That's right boys and ghouls (a favorite Crypt Keeper line), the October issue is here, and none too soon, I might add. Between some of the changes afoot in our smaller society, the legal arena, and our larger society in general (as detailed in this issue), I'd say we're all due for quite a scare! So have a great read and be sure to e-mail me your comments and reactions to this issue of *TIP* (or any other topic on which you care to reflect). I appreciate hearing from everyone—even if it is bad news. At least I know you care. And, despite my affiliation change (the curious reader is directed to this issue's IOTAS for the full scoop), you can still e-mail me at allanhc@aol.com. I'll be waiting.

It's a Difficult Responsibility

Does anyone out there in I-O land know exactly what a "life strategist" is or what one does? Based on the label, one might assume that this person would be able to offer, discuss, or perhaps even evaluate different strategies for life (or perhaps living well?). Making such an occupationally descriptive leap based on the name alone, however, is like assuming that an "organizational psychologist" can help you get organized, and we all know how accurate that characterization is, right?

Anyway, about 2 weeks ago I received a strange e-mail from someone named askdrx@randomtask.com (note, the name has been changed to protect the identity). The title of the note was innocuous enough: "Consult Psychologist Dr. X" and so I opened it. I did so—despite the warnings proffered by all the computer virus scanning programs and urgent e-mail alerts from virus central, knowing full well that by opening an e-mail from an unknown person I could be releasing a plague of executables upon my machine.

Well, nothing happened. In fact, the note was not even addressed to me specifically (as I had thought it might be, given my preeminence in psychology and all—hah), but to someone named: Undisclosed.Recipients@easymark.

In fact, it was really just an add for a new Web site. Okay, my first reaction was to subvocalize the words "junk mail" (or worse) to myself and hit the delete key. Not unlike my discussion in the October 1999 *TIP* of the semiclever marketing notes I had received from some unknown person named "J," this appeared to be just another ploy to get my hard-earned dollar (or in this case, mouse clicks). However, I noticed a few key elements in the note (which I later learned also doubled as the formal press release) that made me take it a bit more seriously.

First, the individual claimed to be "a licensed mental health professional" who through this virtual-office Web site was offering confidential (and anonymous) consultation via e-mail or phone in the privacy of one's home (or office if you surf during the day!). Moreover, the note indicated that the office had "licensed psychologists, social workers, and mental health therapists" with expertise in "attention deficit disorder, anger management, addictions…, pain management, eating disorders, gay lifestyle, and marriage counseling." Finally, since the note was signed "Dr. X, Licensed Psychologist," one has to assume that this person has a PhD in clinical or counseling psychology, right?

Well, true to form, I tried to go the Web site myself to check it out. The main page loaded and at the top is the phrase "licensed psychologist and life strategist offering effective psychological advice online." Since I still wanted to know what a life strategist was, I dove deeper into the Web site. Well, it turns out that this person does indeed have a PhD in counseling psychology and has been in private practice for many years. In reading about the types of services offered (and trying to avoid hitting the GNC and Amazon.com ad on the same page), it seems that given the use of short-term therapies, Dr. X feels that most problems can be effectively addressed in five to ten e-mail sessions. If you are interested, a one-year gold Web site subscription includes 20 e-mails and 15 private phone sessions—for $500. Silver and bronze plans are also available (and yes, all three forms of credit cards are accepted via a secure server). I tried to drop Dr. X a note with some questions about the Web site, but oddly enough the contact information page did *not* have an e-mail address listed. There is a toll-free technical support number though.

Ok, here's the rub. I have no problems in general with offering online counseling or consulting services (in fact there is an article on the possibilities of this for I-O psychology in this issue). Moreover, my wife has even suggested the idea of an online psychological service several years ago (sort

of an Ask Jeeves-like service, but for very simple questions), though we have yet to capitalize on it. However, there is something about this approach to clinical therapy (and psychology) that just bothers me. Perhaps it's the claim that a simple e-mail approach can actually help people with such serious problems as pain management, eating disorders, marriage issues, or even attention deficit disorder. Moreover, given the fact that some researchers and practitioners question the impact of psychotherapy on some of these conditions in general (e.g., see this issue of ***TIP* Missives** for one person's perspective), how can e-mails have any kind of significant impact? Sure, it might be helpful to get advice on that difficult boss or pesky situation with your neighbor or even some feedback on a survey questionnaire you have developed, but curing a bulimic via five to ten e-mails? At least the site did not claim to be helpful at overcoming a computer phobia via e-mail!

The point is that as psychologists we have a responsibility to help people and organizations improve. To me this virtual therapy approach (e.g., counseling via e-mail) seems to fly in the face of our professional ethics and values. Perhaps I am overstating my concerns. Perhaps e-mails can be an effective means for treating psychological disorders. Perhaps someone out there has tried this specific Web site (or something like it) and found it effective. Perhaps Dr. X is truly a consummate professional and will appropriately redirect people with more serious psychological problems to other outlets. Perhaps this notion of Internet therapy (including online support group meetings via live Web cams) will take off. Perhaps the general public will see this Web site and its siblings and think more positively of the potential of psychology. Perhaps APA is encouraging such development into new areas of e-commerce. In short, perhaps this *is* a good thing. I don't know. Please e-mail me and let me know what you think! Personally, however, as someone who almost chose a career in clinical psychology (instead of I-O), I find it troubling. And in the end, I still never found out what a life strategist does.

I Just Can't Wait

For those of you who skipped right past my opening comments to see what's really going on (and you know who you are), listed below is an overview of this issue's features, departments, news, and other items of interest.

Featured Articles

SIOP President, **Nancy Tippins**, opens the issue with a summary of the key concerns raised from the member survey (see the July *TIP* for the complete results) and a formal response to each gathered from various members of the Executive Committee. No survey effort can be truly effective if significant actions are not taken as a result of the data collected. Nancy's comments clearly demonstrate, at least to me, the importance and seriousness with which the Society and the Executive Committee are taking the member survey results. While SIOP can't please all of the people all of the time, hopefully we can please most of the people most of the time!

Next, **Mary Tenopyr** takes a firm stand (who would have expected this from Mary?) regarding the need to both resurrect and widen our horizons with respect to the study of individual differences in I-O research. If her comments about the impact of voodoo science and behavioral genetics on peoples' perceptions of psychology are true, it's no wonder that there are issues of credibility in our field.

Speaking of credibility, the article by **Tom Jeswald** focuses on the extent to which I-O practitioners and researchers are embracing (as opposed to simply tolerating) the Internet and the world of e-business in general. Going beyond the typical discussion of Internet tools for more traditional I-O applications, Tom discusses some new business models that might prove very useful in the world of e-commerce. As long as such services can be reasonably and validly delivered via e-mail and Web-based technology, it makes sense to me.

Of course credibility in I-O, not to mention expert status for that matter, is not always easily given or warranted as **Mike Harris'** feature on the *Daubert* decision shows. Overall, I think it is pretty good that in two of the three cases he discusses, when challenged, the ruling was in favor of keeping the I-O psychologist's testimony as an expert witness. Mike also notes some factors to consider, however, when planning to serve as (or use) an expert in I-O to make a point. As an aside, the idea of one's legal opponents being able to discredit your "expert" opinion as offered in a research paper because you waffled on the same topic somewhere else in another publication (probably due to the pressures of some pesky reviewer no doubt) is quite unsettling!

Fortunately, it's professionals like those in the SIOP Administrative office that keep people like me (and some of you too, I'm sure) good and grounded. In a tribute to the people that *truly* make SIOP hum like a well-tuned machine (and you always thought it was the Executive Committee!), **Laura Koppes** offers us an interesting overview of the history and the origins of the office itself, and a description of each of the key players on *Team SIOP* (and no, they are indeed a team not just a group—see this issue's **High Society** column for more—and while there are no uniforms, t-shirts are definitely involved).

The next feature is a short piece by frequent contributor **Nashá Vargas** on the abuses of modern organizations (and their leaders and managers). She discusses the role of honest, objective, and constructive performance feedback from a workplace spirit perspective; an important topic that is covered elsewhere in this issue as well. It seems to me that almost everyone in organizations (and in our field for that matter) could benefit from a little more attentiveness to our feedback-giving style!

Lest any diehard fans from the world of organization development feel that the discussions in the July 2000 issue of *TIP* ignored the importance of the group dynamics perspective in OD, the article by **Frans Cilliers** and **Pieter Koortzen** should set them straight. While these two gents don't specifically focus on OD mind you, they do discuss the content and relevance of the group dynamics perspective and how this can be applied to the field of I-O. Since the doctoral program in which I was reared (Teachers College, Columbia University) has a required segment on this material, I was pleased to see an article outlining these concepts. I fear that some readers, however, may experience a "fight or flight" response instead.

Finally, speaking of alternate perspectives, **Matt Barney** offers up a short piece that explores the potential benefits for (and *TIP* readership interest in) linking macro, meso, and micro levels in I-O psychology. Be sure to e-mail him your comments and ideas so that we can see what is the best level of fit.

Editorial Departments

Aside from an interesting tidbit on the origin of Uncle Sam, this issue's **Practice Network** column by Mike Harris focuses on the level of involvement (or lack thereof) of I-O practitioners in the corporate recruiting process. Interestingly enough, while Mike cites pay as a probable factor in keeping I-O types out of these areas—for example, recruiters are among the lowest-paid HR staff functions—it seems as though this situation may be changing, at least in certain industries. For example, there seems to be a real push these days to attract fresh, young talent to dot.coms and related start-up organizations. (Of course, most of these types of firms don't even have an I-O function yet!) Anyway, one corporate recruiter I met recently told me that she had been recruited (or perhaps more appropriately, stolen away) from a high-tech firm by a high-tech consulting firm to recruit more college talent.

Before you can be recruited, however, you first have to finish the program and get your degree, and that's exactly what **Kim Hoffman** and **Tom King** focus on in this issue's **TIP-TOPICS for Students** column. I don't know about anyone else but just reading about the process of developing, writing, and defending a dissertation made me queasy. Fortunately, I don't have to worry about that process anymore (after all, they can't take it back, can they… I am right about this, right?). For those of you who do have to worry about the dissertation process (and there are many readers out there in this position), however, rest assured that you will find Kim and Tom's suggestions and reassurances to be most helpful.

One of the reasons that students get so anxious about the dissertation process (aside from the fear of public speaking that Kim and Tom mention) is the fear of having their ideas torn apart by committee members. Nobody likes to receive negative feedback, and if provided in a less than constructive manner, it can be taken quite personally by the recipient. As I mentioned earlier, feedback seems to be a minor theme in this issue, as this edition of **The Real World** by **Janine Waclawski** focuses on this very topic. With a little help from **Alice Stuhlmacher, Carol Timmreck**, and **Kenneth H. Bradt**, Janine tackles the good, the bad, and the ugly inherent in the feedback-giving process. What more would you expect from someone who has been labeled as being "too high spirited?" In all honesty, however, given the extent to which I-O practitioners are in positions to both give feedback to others (e.g., via journal reviews, tenure decisions, journal editing, dissertation committees, research grant reviews) and influence how feedback is given in organizations (e.g., by leaders and managers), this is an important topic that never goes away.

Speaking of not going away, legal issues in I-O seem to be a recurring theme in every issue of *TIP* these days! Case in point, the latest installment of **On the Legal Front**, by **Art Gutman**, focuses on several interesting rulings, and one in particular, in which the outcome actually favored the plaintiff in a EEO case. As Art discusses, this ruling and its subsequent interpretations may have significant consequences for future workplace discrimination cases.

Next, we take a trip to the Pontifical Catholic University of Ecuador for a visit with **Jaime Moreno**, chair of the Industrial-Organizational Psychology Department there, vis-à-vis **Dirk Steiner**'s latest installment of the **International Forum.** As you will soon learn, since the first programs in I-O were offered in 1972 at Catholic University (Quito) and Central University (Quito), more than 2,000 people have studied I-O psychology in Quito alone. (If all of these people joined SIOP at once, there would be a revolution.) Moreover, Jaime notes that I-O is currently the most popular area among psychology students in general.

Speaking of being popular, competency modeling is certainly a topic that does not go away either (not that people always know what they are talking about when they use the term, mind you). Following up on his column from the April *TIP*, this issue's edition of **Steven Rogelberg**'s **Informed Decisions** offers a listing of additional references on the topic of competency modeling compiled by **Dan Chiaburu.**

One core competency that I personally think is critical for all human beings is a sense of humor, and this issue's installment of **The High Society** by past *TIP* editor **Paul Muchinsky** demonstrates with aplomb that this is indeed one of his competencies! While some people might not appreciate Paul's personal version of the eight deadly sins (or perhaps they have their own list), you have to admit that he is not afraid to comment on what he believes is stupid in this world.

Something that is definitely not stupid is the **Global Vision** column which returns with this issue via the newest members of the *TIP* editorial board, **Mark Griffin** and **Boris Kabanoff.** Both are from the Queensland

University of Technology in Australia. In their first column, they share their plans for the future as well as some recent happenings at the Australian I-O Psychology conference. For those who might be interested in attending, next year's conference is in Sydney in June!

Finally, the solutions to last issue's inaugural ***TIP* Crossword** by **Steven Katzman** are offered for those of you who have been waiting with bated breath. Steven will be back next issue with another tantalizing puzzle, so stay tuned.

News and Reports

There are many interesting items in the **News and Reports** section in this issue. For example, check out our newest members of the society and, if you get a chance, drop them a "Welcome to SIOP" e-mail! Or you can read about how **Bob Guion** had a week of honors in a short piece by **Milt Hakel.** Linda Sullivan, **David Arnold, Dianne Brown Maranto** and **Jim Sharf** all add fodder for the brain in their summaries of various happening and trends in the legal and employment landscape. There is also an interesting multi-authored piece (what would Paul say about there being eight authors on this one?) on the past, present, and future state of the SIOP–APA relationship. Given some of the rumblings that I have heard directed at APA over the years, I think it's an important topic.

In addition, there is a **Call for Fellowship Nominations** from **Jan Cleveland** and a **Call for APA Division 14 Proposals** for the 2001 APA Conference in San Francisco from **Jan Cannon-Bowers** (hey, it's a great excuse to fly out there!). There are also previews of the 2001 SIOP Pre-conference Workshops from **Karen Paul**, and a preliminary list of the 2001 SIOP post-conference expanded tutorials from **Adrienne Colella.**

Of course, *TIP* is never complete without **David Pollack**'s thorough list of upcoming conference dates and locations for next year. This issue also has the latest **Missives, IOTAS, Calls and Announcements,** and **Positions Available** for those seeking to make the next edition of IOTAS! Well, that's it for this issue. Feel free to enjoy it, but please let me know either way.

You can e-mail me at Allanhc@aol.com.

Individual Differences: Time for a Resurrection[1]

Mary L. Tenopyr

Over the last 3 decades, many of the activities of I-O psychologists have been dictated by the exigencies of legal proceedings and the associated flurry of guidelines, orders and other pronouncements from governments, courts, and professional associations. A casualty of this has been serious basic study of individual differences. It is now time to resurrect the broad study of individual differences, as they affect behavior in the workplace.

Prior to the 1960s, individual differences in the workplace were acknowledged by scholars. In fact, Williamson (1965), in his classic book on vocational counseling named Viteles' (1932) book on industrial psychology as providing a conceptual antecedent to the person-environment models that had evolved and still inform today's individual differences research. However, as Lubinski and Benbow (2000) have noted, the models and their research antecedents were not passed on to the next generation of scholars.

Much of the recent I-O research in individual differences had its impetus in civil rights concerns during the last 30 years. This research has been extremely valuable and has clarified many issues but has been eschewed by large segments of the public and academia. Professional and governmental restrictions on methods of measuring individual differences have steadily increased. Furthermore, alternate methods of measuring individual differences proposed in the educational system appear in many cases to be inappropriate to provide sound measurement.

In employing organizations, the negation of individual differences has reached new heights in the Lanning case (1999) in which the U.S. Department of Justice argued that modern civil rights law, since its inception in 1964, has required hiring on the basis of minimum competence. This, of course, flies in the face of what we know about continuous distributions, linear regression, and validity coefficients based thereon. It is, of course, only in the most unusual situations in which job performance can be considered a dichotomy. Also, the capitalization on individual differences in the workplace is essential in the present globally competitive environment. When hiring, one cannot rely on many of the credentials that employers, mostly smaller ones, have traditionally used. Educational credentials are a particular problem. Grade inflation and educational experimentation related to reducing the appearance of individual and associated group differences have greatly diminished the value of educational credentials as employment tools. Also to be considered is the fact that voodoo science appears to be everywhere (Park, 2000). Under these circumstances, it is not surprising that laymen and even students in psychology do not recognize the importance of individual differences and the need to measure them. The lack of textbooks in these areas is a particular problem. Some dedicated professors have suggested that it may be only through exposure to areas like behavioral genetics that I-O students come to recognize that there are individual differences and that understanding and measuring them is important. (F. L. Schmidt, personal communication, May 5, 2000.)

However, within the area of I-O psychology, there can be important research contributions to better define some of the differences most important to the field. For example, there are real questions about whether human decision-making capabilities are great enough to make the distinctions required in common uses of popular taxonomies of personality and ability constructs. Worker-oriented job analysis and supervisor and peer ratings are particular matters of concern.

There needs to be research leading to better understanding of job performance. It is especially important to study performance appraisals from different perspectives. Managerial performance appraisal is often a group process in which managers reporting to different supervisors are compared. It is not a dyadic process involving a single supervisor and one subordinate. The process can probably be best understood from the perspective of tournament theory. That is, there are limited resources, such as promotions or pay increases, and there is competition for these resources. Often, each supervisor is backing his or her own subordinate in the group interaction. The dynamics of the group process certainly vary by situation, making research difficult. However, if I-O research is confined to a dyadic model of appraisal, little progress will be made toward understanding performance of high-level people in particular.

Research on more inclusive models of job behavior is in order. Lubinski (2000) has reviewed the recent literature and indicated the promise that some of these models show. Furthermore, it is possible that the traditional clinical assessment approach of interpreting individual scores or variables in relation to each other bears more consideration.

Looking to the future, it appears that theories relevant to individual differences in the workplace can be enhanced by a more eclectic approach involving findings from many areas of science, not just psychology.

In conclusion, the study of individual differences can and should be revived. Many of the social concerns that have preoccupied I-O psychologists need not be neglected but can be better understood if we broaden our research and look beyond the narrow confines of I-O to enhance our theories of workplace behavior.

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[1] Parts of this article were presented at the SIOP Annual Conference, April 2000, New Orleans, LA.

Internet-Based Business Models and the Practice of I-O Psychology

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In the past several issues of *TIP*, various writers have addressed the impact of the Internet on I-O psychology. Understanding and adapting to the new economy are necessary to keep our field vital and relevant. We dare not treat the Internet as a subject of peripheral interest; as for example, the area of Total Quality has been treated in I-O research and practice. The Internet is a developing story that we must monitor and review periodically. The past *TIP* articles have been thought provoking and caused me to look at e-business issues more carefully. The following are some ideas offered in order to advance the discussion.

How Have We Looked at the Internet So Far?

The way we view the Internet can be seen in articles by Harris (1999, 2000) and Waclawski (2000), as well as in the topics listed in the 15th Annual Conference Program. Above all, we see the Internet as a tool—primarily for data collection or training delivery. While it is changing our work, it is an extension of our traditional tools. It makes our services faster and more productive. It puts more tools in more hands—and we worry about the potential for misuse. It seems likely that for some time to come, Internet tool development and tool application will be a primary way we will think of the Internet's impact on our field.

A secondary theme is the Internet as a vehicle for disseminating information—research findings, educational materials, and so forth. Here we have another concern for the downside—the potential for questionable interpretation of research findings or other content. Both of these themes are close to the core work we do and have great importance to us. There is a third, often implicit theme that concerns the role of e-mail in connecting colleague to colleague and client to service provider.

Business Models and the Internet

A different side to the question of the Internet's impact concerns the business models used in the profession. A business model is simply the way we generate income from our work. Traditionally, external consultants with an I-O practice have used business models similar to those in other professions:

- Fee-for-service model.
- Publisher model. Market books, tests, surveys, software, and so forth by the piece. Sell licenses for use of intellectual property.

These models have served us well, but the Internet will cause some changes. Changes are likely to occur as service providers incorporate new technical capabilities, either by home-growing them or through joint ventures with technical partners. The results will be not just new tools but new business models as well.

The past few years have been a time of great experimentation with Web-based business models (Rappa, 2000; Timmers, 1998). Many of the variations are only partially understood. Even the direct-to-consumer e-businesses, which seem to be most understandable, include players that got into trouble. In many e-tailers, demand has been poorly estimated or competition has been misjudged. E-business strategies are regularly scrapped and reformulated from scratch.

The various e-business models are in early stages of maturity, but one can still speculate about the possibilities that each may hold for I-O practitioners. My point of view in presenting these ideas is that of an in-house I-O practitioner who buys or brokers outside consulting services for my company. Table 1 summarizes the basic dynamics of seven models and some potential applications to our field. Some of these applications could be add-ons to our traditional business models, while others could lead to a more basic reframing of our work.

On the surface, the merchant or e-tailer model seems to be the least useful for providing professional services or published materials. Restrictions on test purchasers, the need for tailoring consulting services, and other barriers exist to using this model in our work. Still, we could learn something from e-tailers. There is too much action there for us to ignore. Consider how a publisher-consultant-business combination might resemble the model of a "bricks-and-clicks" e-tailer: A qualified buyer might purchase a survey product online. Then tailoring, administrative help, and follow-up consultation might be done by a consultant close to the customer.

Both the media broadcasting model and its more comprehensive manifestation, the vertical Web community, are likely to play out as specialized portal sites, according to the experts. These are Web sites that would replace the home site you now see when you make your Internet connection. The specialized portal will be so current and hold such intense interest for you, that you'll shut down your personalized Yahoo! page. An I-O portal could enhance almost any aspect of your professional work, through features listed in Table 1.

In our discipline and related fields today, there is not any true portal site. Some of the features can be seen in the SIOP home page as well as in the home pages of the Human Resources Planning Society (www.hrps.org) and the OD Network (www.odnetwork.org). In the for-profit realm, Linkage, Inc. operates a free e-mail newsletter linked to their home page (www.linkageinc.com). These two offerings, working together, incorporate some of the features of the media broadcast model.

Table 1. *Internet-Based Business Models and Some Possible Applications*

Internet-based business model	*Possible application to I-O practice*
• Merchant or e-tailer model: ◆ Publish prices of goods and services ◆ Sell and distribute directly to the customer	• "Bricks and clicks" variation ◆ Qualify the buyer ◆ Sell products, for example, tests or surveys ◆ Integrate a local consultant into delivery
• Media broadcasting model ◆ Provide content (perhaps free) ◆ Generate advertising revenue	• A specialized portal site of such high interest to practitioners that they will visit it every day. Offer, for example, ◆ Chat rooms on specialized topics, moderated by experts ◆ Tutorials or e-workshops ◆ Position openings; realistic job previews
• Vertical Web community ◆ A broad-ranging information source for active buyers and sellers ◆ Subscription fees and/or advertising revenue	• A specialized portal expanded in scope to include buying guides, classified advertising, daily professional news and articles, collaborative research opportunities, shared databases, and norms.
• Infomediary ◆ Provide useful information about products and services ◆ Generate advertising revenue	• A "Recommender" site that encourages users to exchange evaluations of products and services, including books, individual consultants, consulting services, conferences, and workshops
• Utility model ◆ Metered usage or pay-as-you-go	• A custom literature search service, including publications not available on free sites. Enhanced services might include translations from/to various languages.
• Subscription model ◆ Pay for site access ◆ Specialized, high value-added content	• Traditional journals meld with specialized newsletters to create different tiers of service. Possibly combine with metered usage.
• Expert site ◆ Provide information from knowledgeable sources ◆ Subscription and or metered usage	• Individual consulting services via Internet and/or telephone • A group of experienced professionals operate forums in which subscribers raise questions of importance in their current work. Each forum can be monitored by interested subscribers. A premium, metered service might be a confidential dialog with an expert.

It is quite possible that development of a specialized portal site for a population as small as I-O psychologists will be of interest only to nonprofit organizations. Without a critical mass of customers, there will not be profit to be had in the space. So, think of a future *TIP* as a portal

Internet site with a central focus on the profession and providing incidentals (news, stock quotes, recipes) that can be personalized.

The infomediary model should be viable in a field such as ours, which is complex, has its own language, and needs to inform consumers of its services. One way for an e-business to function as an infomediary is through a recommender site. An effective consumer product recommender site is www.epinions.com, wherein you might read my anonymous evaluation of a certain garden tiller.

I have not yet seen a professional services recommender site. But, if you had the opportunity to read informed, critical reviews of a $2,000 workshop before committing funds to it, wouldn't you do so? Incidentally, the principle underlying a recommender site had an earlier life in our field—as *Personnel Psychology*'s Validity Information Exchange.

Two of the models, the utility model and the subscription model, can be applied to the delivery of a field's literature. Traditional publishers seem best positioned to add these services. For example, the APS has the matter under study (Roediger, 2000). However, an application such as custom literature search services can be efficiently operated by various general information management firms. Currently the for-profit Corporate Executive Board performs a similar service with paper-based delivery.

The expert site is a model waiting to be applied competently to professional services. On a recent visit to a fee-based expert site (www.guru.com), a search for "psychologist" yielded 72 listings. Among these, one could consult with "Psychologist, Coach and Trainer" for $250 an hour, "Organization Psychologist" for $100 an hour, or "Queen of Everything" (...the Hop? ...the Roller Derby??) for $30 an hour. Done well, the expert site has the potential to transform the way many consulting services are marketed, priced, and performed.

Conclusions

Some e-business model applications seem only a small step away from current I-O practice, while others could have significant barriers related to costs, as well as to licensing or certification. Overall, it seems reasonable that reliance on traditional business models of I-O practice will be affected to some degree. As more, newer e-business models appear, the impact could be greater and sooner. The entrepreneurs among us will try out some hybrid models before long.

Areas of competitive overlap between nonprofit societies and for-profit firms are coming to light. SIOP resources need to be devoted to understanding this issue. For example, SIOP could consider jointly developing a portal site with other related professional societies. If SIOP does not decide what competitive space it wants to occupy or yield, the marketplace will decide for us.

Many of the new models potentially will give greater power to buyers of I-O consulting services. Many of us would eagerly take part in a recommender site. The right expert site would attract some of my budget dollars. Client-focused options like these could be very healthy for the profession.

Many thanks to the following individuals for their helpful suggestions about this article: **Michael Harris, Patrick Pinto, John Murray, Robert Perloff,** and Mary Jeswald. Comments on this topic may be sent to me at thomas.jeswald@pncbank.com.

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I-O Psychology in the Courtroom: Implications of the *Daubert* Standard

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There is no doubt that social scientists in general and I-O psychologists in specific continue to play an important role as expert witnesses in the courtroom (Thornton & Webb, 1998). I-O psychologists have been involved as expert witnesses in a variety of employment discrimination lawsuits, testifying on a range of topics including stereotyping, statistics, validation, and performance and appraisal systems, to name a few. Although there is a long history of expert witnesses in the courtroom, a recent Supreme Court decision (*Daubert v. Merrell Dow Pharmaceuticals*, 1993) has important implications for the admissibility of expert testimony. The purpose of this paper is to provide a brief background to I-O psychologists as to what the *Daubert* standard is, discuss some selected cases of direct relevance for I-O psychology, and offer suggestions regarding the *Daubert* standard for the practice of expert testimony by I-O psychologists.

Admissibility of Expert Testimony: A Brief History

The question of admissibility of expert testimony has focused on three major turning points: the Frye standard, which dates back to 1923; the Federal Rules of Evidence, which date back to 1975; and the *Daubert* standard, which was considered in a 1993 Supreme Court decision. Each of these points is described in greater detail.

Frye standard. The first major case involving an expert witness in the United States was decided in 1923 by the Court of Appeals for the District of Columbia. This case involved an accused murderer, Frye, who took a blood pressure deception test to help determine his innocence or lack thereof. According to the expert, the test indicated Frye's innocence. The prosecutor's objection to the use of the test was sustained by the judge, who ruled that the test lacked sufficient general acceptance in the field to be considered admissible as evidence. This ruling was confirmed by the Court of Appeals. For many years, this became known as the Frye standard. (Interestingly enough, however, another person eventually confessed to the crime, and Mr. Frye was freed). One issue that continued to be discussed in terms of the Frye standard was its applicability to scientific, as opposed to non-scientific, areas. Given the context, the Frye standard was presumed to apply to nonscientific areas of inquiry, and debate took place over the role of the Frye standard with regard to scientific areas of inquiry.

Federal rules of evidence. In 1972, the Supreme Court endorsed a set of rules of evidence, which were subsequently approved by Congress and became effective in 1975. Of particular interest here is Rule 702, which states that:

> If scientific, technical, or other specialized knowledge will assist the trier of fact [i.e., the judge or jury] to understand the evidence or to determine a fact in issue, a witness qualified as an expert by knowledge, skill, experience, training, or education, may testify thereto in the form of an opinion or otherwise.

Essential to the understanding of Rule 702 was the absence of any mention of the expert opinion having to conform to general acceptance within the field. As a result, different courts came to different conclusions regarding the standard that should be applied to expert testimony. Some courts felt that Rule 702 provided a more lenient standard of admissibility than the Frye standard and ruled accordingly. Other courts felt that the Frye standard continued to hold sway, while yet other courts felt that the Frye standard was useful in a more limited way.

Daubert standard. In order to resolve the confusion resulting from Rule 702, the Supreme Court granted certiorari in a case referred to as *Daubert v. Merrell Dow Pharmaceuticals.* The case concerned women who had used an antinausea drug, Bendectin, during pregnancy. The plaintiffs, their progeny, asserted that they had suffered birth defects as a result of the drug. To prove their arguments, the plaintiffs used a number of experts, including a veterinarian, a biologist, and several medical doctors. The district court initially denied affidavits from these experts, but not for reasons relevant to Rule 702. Upon appeal, the court turned attention to Rule 702, emphasizing the importance of the Frye standard, and ruled against the plaintiffs' experts on the grounds that the methodology was not generally accepted within the profession.

The Supreme Court decision in *Daubert* was reported in 1993. In a unanimous decision, the Court concluded that the Federal Rules of Evidence in general, and Rule 702 in specific, replaced the Frye standard. In addition, the Court observed that the trial judge had to make sure that the expert testimony was not just relevant, but "reliable." In order to help determine both relevance and reliability, the Court offered four factors that a trial judge might consider in making these determinations: Whether the expert's analysis derives from a scientific method that can be or has been tested; whether the expert's method has been the subject of peer review and testing; the actual or potential rate of error in the expert's methodology; and whether the relevant scientific community generally accepts the expert's methodology.

The Daubert decision, as well as subsequent cases (e.g., *Kumho Tire Co. v. Carmichael*, 1999), have also provided the parties in a lawsuit with the right to request a pretrial hearing in which the judge can apply the Daubert criteria in determining whether to disallow the expert's testimony. The judge, therefore, has a much greater role as a gate keeper in determining whether an expert's opinion should be admitted. As a result, experts will be more carefully scrutinized by the judge before being allowed to testify.

Daubert Standard Applied to I-O Psychologists: Selected Cases

I located three recent court decisions that specifically address the application of the Daubert standard to I-O psychologists. In the first two cases, the judge accepted their testimony. In the third case, the judge rejected the testimony of the I-O psychologist. A brief review of the facts in each of these three cases is offered next, followed by comments on two related court decisions.

Bryant v. City of Chicago. This case involved an appellate court decision concerning race discrimination in a police lieutenant promotion examination for the city of Chicago. The district court ruled largely in favor of the city of Chicago on the grounds that while there was disparate impact, the examination was job related. The plaintiffs appealed the decision on the grounds that, among other things, the I-O psychologist's testimony supporting the job relatedness of the examination should not have been admitted because it did not meet the Daubert standards. Specifically, the plaintiffs argued that his testimony on validity and rank-order decision making lacked "scientific validity" and asserted, therefore, that the I-O psychologist's opinion was not reliable. In rejecting the plaintiff's argument, the judge focused on the fact that the key question was whether the expert used the same level of "intellectual rigor" in the courtroom as was used by experts in I-O psychology. In that light, the judge pointed out that the I-O psychologist had authored about 50 articles dealing with selection and promotion issues in peer-reviewed journals and that he had based his testimony on an appropriate scientific method, namely, a job analysis relating the skills measured in the test and the competencies required to perform the job.

Gonzalez v. Conoco. This case involved a sex and national origin discrimination charge in a reduction in force (RIF) situation. An I-O psychologist had been asked to testify regarding the procedures and processes that were used in the layoff. A key point in the plaintiff's arguments for disallowing this testimony was that it was not of a scientific or specialized nature, and therefore, no expert opinion was appropriate or necessary. The judge largely ruled against the plaintiff, arguing that information about the layoff and why the plaintiff was included in the layoff were topics requiring specialized knowledge. In support of the I-O psychologist's expertise, the judge noted that he "has written and has testified as an expert numerous times in discrimination cases."

Camp v. Lockheed Martin. Unlike the two previous cases, in this lawsuit the I-O psychologist's testimony was dismissed. The case involved David Camp, manager of a human research facility, who was terminated from Lockheed Martin. Camp charged that he was discriminated against because of his age. The I-O psychologist, working on behalf of the plaintiff, used his previous research on age discrimination to testify about how Lockheed Martin made termination decisions, concluding that the decision process was probably influenced by the age of the plaintiff. In dismissing

his testimony, the judge emphasized two issues. First, the judge observed that the I-O psychologist had "disregarded his own disclaimer about generalizations" from research, namely, that in certain circumstances older workers may be given better treatment than younger workers. As stated by the judge, "[I]t is inconsistent with the scientific method for an expert to rely selectively on portions of a study which support the conclusion he has been hired to provide, while ignoring significant portions of the study which contradict the desired conclusion." Second, the judge noted that this testimony was not relevant to the case because while the I-O psychologist had concluded that unconscious stereotypes had been operating, the question in the case was whether intentional discrimination had occurred. Because the I-O psychologist's testimony concerned a different kind of discrimination, it could possibly confuse the jury.

Related cases. Two other cases involving I-O-related topics are worthy of examination. *In Huey v. United Parcel Service*, an expert with a human resource development doctorate testified that the plaintiff, who had been terminated, was the victim of retaliation. In rejecting the expert's opinion, the judge observed that the expert based his decision on little more than a meeting with the plaintiff and an examination of the attorney's documents. The judge observed that an expert who merely provides an opinion, without offering the underlying analysis that led to the opinion, fails to meet the Daubert standard.

In *Kinnaman v. Ford Motor*, the judge dismissed the testimony of the plaintiff's vocational expert. The vocational expert had combined information about job requirements with work limitations for the plaintiff in an Internet job database system to determine suitable employment. The judge in that case dismissed the expert on the grounds that this technique failed to meet any of the Daubert criteria for reliability. Key to the decision was the general lack of acceptance of the procedure in the scientific community.

Implications of Court Cases Involving Daubert Standard Applied to I-O Psychologists

I believe that the implications of these cases for I-O psychologists can be summarized as follows:

Research publications are one means, but not the only means, of proving qualifications. Being the author of peer-reviewed publications would appear to help experts meet the requirement that their "method has been the subject of peer review and testing." It seems clear, however, that having peer-reviewed articles is not a requirement.

Be aware that publications can also be used against the expert. Experts should expect to have any apparent contradictions between their publications and their testimony to be raised by the opposing attorneys. For example, in the Lockheed Martin case discussed above, the I-O psychologist's publications had noted various exceptions to the finding that older workers are rated lower than younger workers. In critiquing his testimony, the judge pointed out these inconsistencies.

Experience and training may be used as indicators of the expert's qualifications, but knowledge of the literature is important too. As indicated in some of the cases described above, it is clear that research publications are not a requirement for expert testimony. On the other hand, failure to use current techniques and methodologies will be problematic. It would appear that a good knowledge of current literature would be very helpful for the I-O psychologist who is serving as an expert witness.

It will be essential to be able to demonstrate one's method of analysis. It appears that the expert will increasingly need to demonstrate how and why his or her conclusion was reached. Merely listing one's conclusions will not suffice. In some areas (e.g., validation research), I believe that basic, commonly accepted standards are more likely to exist. In other areas (e.g., reductions in force), I would submit that standardized, well-accepted procedures are less likely to exist; therefore, I-O psychologists must be even more vigilant to ground their findings in relevant research and practice.

It will become increasingly important to understand the scope of the legal claim. As illustrated in the Lockheed Martin case, I-O psychologists must be aware of the "fit" between their testimony and the legal theory they are addressing. For example, the type of proof needed in a disparate treatment and a disparate impact case is quite different (Player, 1999). I-O psychologists should make sure that they understand how their testimony will apply to the legal issue being considered.

Conclusions

While the Daubert standard would appear to impose a greater hurdle for all experts to jump, I do not consider this to be a bad outcome. I think that instead, the Daubert standard will compel I-O psychologists to perform higher quality work and to be more careful to ensure that their work meets the highest professional standards. The Daubert standard should also result in I-O psychologists staying abreast of current research. In that way, the Daubert standard will probably help rather than hurt us as a profession.

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Note: The author thanks **Bob Kaiser** for his comments on this article.

A History of the SIOP Administrative Office

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As the discipline of industrial and organizational (I-O) psychology expanded and the demand for I-O psychologists increased during the past 100 years (see Katzell & Austin, 1992, for a history of I-O psychology), interest in a professional organization for I-O psychologists flourished. Benjamin (1997a) documents and traces the development of professional groups for I-O psychologists since the emergence of the discipline at the end of the 19th century. More specifically, Benjamin (1997b) and Farr (1997a, 1997b) describe the evolution of the current Society for Industrial and Organizational Psychology, Inc. (SIOP)–Division 14 of the American Psychological Association and an Organizational Affiliate of the American Psychological Society with regard to its structure, membership, and activities. SIOP leaders have participated in many endeavors to address critical issues of the time and to insure the future success and integrity of I-O psychology as a science and practice. The Society has a rich history of accomplishments and achievements as a professional organization. One explanation for the organization's success is the extensive involvement and commitment by members, who volunteer time and other resources to ensure the effective management of the organization.

Volunteers continue to be a significant part of SIOP (e.g., over 600 volunteers are currently involved with SIOP governance and in the SIOP conference; Lee Hakel, personal communication, June 30, 2000); however, in recent years, the Society has evolved from an organization completely managed by volunteers to one that utilizes a professional staff. This transition is primarily due to the phenomenal growth of the Society and the Conference. The Society has become too large to be handled only by volunteers, thus, an office and staff were needed to effectively manage the workload associated with the increase in demands and needs. The purpose of this article is to document the evolution of the SIOP Administrative Office and to introduce the staff of the current office.

When SIOP incorporated in 1982 in order to achieve some independence from the American Psychological Association (APA) (Benjamin, 1997b; Campbell, 1997; Hakel, 1979; 1997), the Society gradually assumed some of the administrative activities that had been completed by APA's administrative office (e.g., membership, conference program, dues). SIOP's visionary leadership decided it was in the best interest of the Society's future to establish an administrative office with a relatively permanent location. In 1984, **Ben Schneider**, who was the SIOP president at that time, along with **Irv Goldstein** agreed to host the office at the University of Maryland. They believed that the location would benefit both SIOP and the university (Benjamin Schneider, personal communication, May 30, 2000).

One half-time assistant was hired to perform the new clerical tasks acquired by SIOP. Occasionally, a student or two were hired to assist with mailings. Ben Schneider, as a volunteer, was the "head" of the office and made decisions as issues emerged. Ben recalls about establishing the office,

> As with all new operations, you fly by the seat of your pants for a while and then things settle into a kind of routine. We did not do mass mailings from the office of *TIP*, for example, which were mailed by the *TIP* printer. Of course, Web sites and such were not even a dream then and, I believe, APA was still collecting our dues for us. Further, I think committees of the Executive Committee were perhaps more self-sufficient than they are now handling much of their own mailings, correspondence, and so forth. **Paul Muchinsky**, who was editor of *TIP*, handled everything from soup to nuts... (Benjamin Schneider, personal communication, May 30, 2000).

According to Ben, the primary tasks of the office included creating and maintaining a mailing list, taking care of the preparation of SIOP booklets and items, providing mailings in response to requests for SIOP materials, making arrangements for executive committee meetings, and helping the president stay in touch with his/her committee chairs. The primary member services provided were *TIP*, various booklets (i.e., Ethics Casebook, *Principles*), workshops at APA, and later the Society's Conference.

This first SIOP office at the University of Maryland met the needs of SIOP at the time. SIOP continued to grow, however, and the administrative activities increased.

The office ran out of storage space for the number of items and the mailings became too large (Benjamin Schneider, personal communication, May 30, 2000). **Bill Macey** volunteered Personnel Research Associates (PRA) as a new home for the office. In 1990, the administrative office was relocated to Arlington Heights, Illinois, where one full-time assistant was hired. The office was directed by Bill Macey, who volunteered physical space and his time. On occasion, a PRA staff member or two would also assist. Later, as the scope of the activities expanded, a half-time person was added.

According to Bill, most of the tasks involved updating records, sending information on request, and fulfilling publication orders (primarily the *Principles*). The assistant also helped Bill with the Conference. Bill recalls,

> The initial challenge was making a membership database. We used an early software package to do that (RBase), which took considerable effort and time on my part and Jennifer's [the assistant, Jennifer Rinas] to maintain. When we first took over the office, I don't believe there were systematic records. Much of what we had relied upon was earlier APA record keeping as well as what was done at the Maryland office. It took us a while, but we were able to establish an initial database with Ann Howard's help (data she collected for the 1989-1990

Membership Survey). The original directory grew from that database. (William H. Macey, personal communication, July 14, 2000).

According to Bill, member services were drastically more limited than what is currently available, and committee chairs relied less on the office compared to today.

Again, the Arlington Heights office met the Society's needs at the time. The organization continued to grow and so did the activities. For example, one challenge was the time-resource demand, which increased throughout the period the office was located in Arlington Heights. Bill noted, "Sending dues statements was a challenge because it created a peak activity, as did the pre-conference period when the number of telephone calls and other requests would peak." (William H. Macey, personal communication, July 14, 2000). Another challenge, similar to the Maryland office, was the physical space requirement due primarily to publication storage.

Once again, SIOP's leaders responded; they solicited bids from companies who desired to house the Administrative Office. After reviewing several proposals, the leadership accepted the proposal submitted by Lee and **Milt Hakel** of Organizational Research and Development, Inc. (ORD). Based on their success with *Personnel Psychology* and with ORD, the Hakels believed they had the experience and expertise to manage a SIOP office efficiently and effectively. In March 1995, SIOP president **Wally Borman** signed a contract with ORD president Milt Hakel that stated ORD would house and manage the SIOP Administrative Office. During Memorial Day weekend of that year, the Hakels went to Arlington Heights, Illinois, to literally move the office to Bowling Green, Ohio. The publications were boxed and shipped separately, but the working files and database were packed in the Hakels' car. Lee spent Friday with the office assistant, and then they packed the car on Saturday, moved on Sunday, unpacked on Monday and opened for business on Tuesday! (Lee Hakel, personal communication, May 18, 2000).

When the office opened in Bowling Green, there was one 3/4-time position. In addition, Lee Hakel was hired on a half-time basis as the Office Manager and Milt Hakel volunteered his time and expertise. Initially, the primary responsibilities were to manage the database and dues renewals. They mailed member applications, copies of various free SIOP publications, and materials for the Executive Committee. In addition, the office served members by processing dues payments, answering questions from SIOP members and the public, and filling requests for publications.

There were several challenges when the office was moved from Arlington Heights to Bowling Green. Lee Hakel remembers,

> Two things made the changeover challenging: The dues statements needed to be mailed ASAP, and we were switching to a newly designed database. Of course we had to do this while we, ourselves were learning how to answer questions and how to do things. (Lee Hakel, personal communication, June 30, 2000).

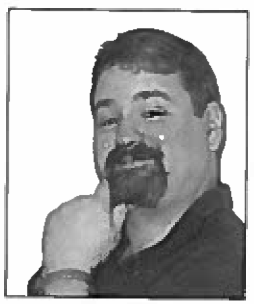
SIOP has experienced tremendous growth since 1995. "There are nearly 34% more members now than in 1995," (Lee Hakel, personal communication, June 30, 2000). In response to this growth, the Administrative Office and its services have expanded to address the Society's needs. Along with previous services, the office currently provides Web-based services, pre-press work on a minimum of nine publications per year, committee staffing, membership services, financial services, public relations, conference services, and interaction with members and the public. The office staff includes five professional members: Director of the Administrative Office, Assistant Manager, Information Technology Manager, Publications Manager, and Administrative Assistant. As a volunteer, Milt Hakel continues to provide his expertise. By the time this article is in print, the office will have relocated to a larger location because they have outgrown the existing space.

Not only has the office responded to the Society's growth over the years, it also contributes to the organization's development through its professionalism and customer service orientation. Ben Schneider noted, "The whole thing is just so much more professional now. The SIOP Executive Committee used to run the thing out of various committee members' hip pockets. While this gave everyone a strong sense of participation (and therefore commitment), mostly we responded to events and emergencies rather than prepared and planned for the future. Nice to see the change!" (Benjamin Schneider, personal communication, May 30, 2000). Bill Macey stated, "Lee has taken the office to a new level (several levels higher). We thought we were doing a good job at the time; I wouldn't want to be compared against the standards that Lee has set for customer service!" (William H. Macey, personal communication, July 14, 2000).

The SIOP Administrative Office has become an essential entity for SIOP to exist and grow as a professional Society. I know that myself and other members who interact regularly with the office appreciate the staff's efficiency and professionalism. It is a pleasure to introduce the current staff of the SIOP Administrative Office.

The Director of the Administrative Office is Lee Hakel. Lee's primary responsibility is management of the entire staff and services but she is likely to answer each phone call. Lee loves her work because of the people with and for whom she works. According to Lee, SIOP members are unfailingly polite, caring, responsible, and creative. Lee has a BA from the University of Minnesota. Prior to working for SIOP, she managed the Columbus Metropolitan Club, and before that she worked for the Catholic Conference of Ohio in prison reform. Lee also serves as the Managing Editor of *Personnel Psychology*, but her able assistant managing editor, Gretchen Sommerfeld, handles nearly all of the day-to-day work for the journal. Lee loves to travel with her husband, Milt, and they have a large flower garden. She and Milt collect art, but their real joy comes from their family: Lane, Carol, Matthew and Grace Hakel, and Jen and **Bill Horvath**.

The Assistant Manager is Esther Benitez. Esther's primary responsibility is keeping the member database consistent, correct, and current, and serving as back-up for Lee. Esther works with the Membership chair and APA/APS in processing all new member applications. She is the Continuing Education Administrator and works with the Workshop chairs, APA, and MCEP to see that CE credit is available and keeps a record of those who participate in the CE programs. Esther enjoys her job because of the variety of responsibilities and the opportunity to help others in solving problems or answering questions. She enjoys the teamwork aspect of the office and that the staff members are trusted to each do their specific tasks to their best abilities. She believes that the office has a bright future as long as it plans realistically. Esther has a BM from Baylor University and a MM from the University of North Texas. Prior to joining the SIOP Administrative Office in 1996, she worked with the Indiana University Foundation. In her spare time, Esther enjoys gardening, antiquing, singing, playing early instruments, traveling, and reading historical novels.

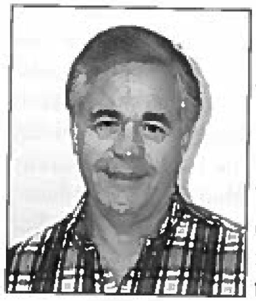


The Information Technology Manager is Larry Nader. Larry is in charge of the Windows NT computer network and is the SIOP Web master. He also assists with registration and preparation for the annual SIOP conferences and helps Milt Hakel with the complex SIOP database. Larry enjoys working in the office because he likes to work with computers and implement new innovations, and he likes providing instant information to the membership via the Web. He stated that SIOP is a nice organization for which to work and believes the SIOP Administrative Office will grow as the Executive Committee and the membership create more tasks for them to do. Larry has a BA in Communications from the College of Wooster. He owned and operated a radio station for 5 years and a printing/graphic design business for 10 years. He spent 2 years in California as a technical writer for the Microwave Instruments Division (MID) of Hewlett Packard (now called Agilent) where he further developed his knowledge and skills in computers and electronics. Other than work and a family to keep him busy, Larry maintains a large comic book collection (over 15,000) plus the various posters and statues that go with it.

The Publications Manager is Gail Nader. Gail's responsibility is to design and typeset printed materials for SIOP such as *TIP*, conference programs, forms, brochures, pamphlets, and reports. She works closely with the *TIP* editor and other editorial staff to produce the newsletter. She feels that well designed and executed documents communicate more effectively with the membership. Gail enjoys her work because she likes the creativity of graphic design and the satisfaction of seeing something she has produced in print. She likes the work environment of the SIOP Administrative Office because it is responsive to the needs of the employees, providing appropriate resources in a timely manner. As a new employee, Gail has observed that SIOP seems to be growing at a steady rate, and the office staff will need to grow to continue to provide the services that SIOP needs. Gail has 15 years experience as a graphic designer. She enjoys gardening, art, and antiques. Gail and her family live in a 115-year-old Victorian home that's been in her husband (Larry Nader)'s family since 1890.

The Administrative Assistant is Lori Peake, one of the newest members of the staff. Examples of Lori's tasks include: processing the Media Resources forms, working on the Graduate Training Program information, maintaining the Positions Available section of the Web site, proofreading materials, helping members locate information (i.e., membership forms on the Web site, dues information, and so forth), and supporting other office staff. Lori likes having contact with SIOP members, advertisers, and the public, in order to answer their questions and meet their needs. She also enjoys working with the other staff members because they work well together. She is glad to be part of the office and believes the SIOP Administrative Office will continue to grow as a result of the increasing membership and needs of the SIOP organization. Lori has a BA in English from Clemson University and taught high school in Texas before moving to Ohio. She enjoys reading, collecting pottery, walking her dog, and riding horses.

Milt Hakel is not a paid professional member of the office but has made significant contributions to the effective management of the office as a volunteer. Like Schneider and Macey before him, Milt is the I-O psychologist who answers the staff's questions, teaches them, and guides their work. He designed the membership database, which allows every staff person instant access to all the information on each SIOP member. The software handles many clerical tasks, which greatly increases the efficiency of the staff and



frees them from boring, repetitive tasks. For example, typing envelopes or labels to mail items to members is just a single mouse click. With demands of the SIOP Annual Conference Program becoming greater every year, Milt thought properly designed software might make the job easier, so he designed Program Builder. **Tim Judge** and **Joyce Bono** were the first users and contributed much to the program. Program Builder 4 is currently being used. Now the challenge is to make the databases interface with the Internet without compromising member privacy. Milt is an Ohio Board of Regents Eminent Scholar and Professor of Psychology at Bowling Green State University. Milt considers database programming his hobby. "Really, he does!" (Lee Hakel, personal communication, August 11, 2000).

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Healing the Wounded Worker: In the Spirit of Work

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Organizations often abuse and injure the self-esteem and cohesiveness of their employees. The key to healing today's wounded worker is to provide constructive feedback that develops the employee and their immediate work environment. Performance evaluations play a vital role in maintaining a healthy workforce. A goal of any performance evaluation is to effectively evaluate the performance of employees (Anthony, Perrewe, & Kacmar, 1993). Performance evaluations should also be used to improve performance, motivate, and develop employees.

An organization's ability to effectively provide constructive feedback depends on whether the evaluator(s) is skilled or has been trained in delivering performance evaluations, and how often employees are informed about their performance. Infrequent performance appraisals are most often due to the manager's negative view of the process and or comfort level in providing feedback (Anthony, Perrewe, & Kacmar, 1993); therefore, evaluators should be clear on what is being evaluated, behavior not attitude. Conflict in the workplace usually stems from inconsistent feedback within the organization. When an evaluator is objective in providing constructive feedback to employees, the evaluation is clear of ambiguities and the feedback aids in maintaining the employees' self-esteem. It is also important for evaluators to "check any personal issues at the door" that may interfere with delivering constructive feedback. For example, are they meeting with the employee in a timely manner to discuss current performance issues (meeting with the employee at stage A to get to stage B), what can the employee hear, and what is the evaluator willing to hear during the evaluation? Traditionally, most organizations recommend that performance appraisals be conducted every 6 to 12 months for employees (Anthony, Perrewe, & Kacmar, 1993).

It has become increasingly common for employees to receive performance evaluations less than twice a year. In the spirit of work, employees want to feel good about the work they do and actually desire constructive feedback from their supervisors on a regular basis to gauge their performance. Feedback on how an employee is experiencing and relating to their work should derive from a number of sources: the employee, managers, supervisors, and coworkers. Research has shown that 80% of today's workers believe that informal reviews should be given more often than formal evaluations (Anthony, Perrewe, & Kacmar, 1993).

Employees gain a sense of self from the feedback received from managers, immediate supervisors and coworkers. This feedback represents a mirror to the employee "who am I in relation to my work." Performance evaluations, if conducted with the worker's interest in mind, not only operate as a mirror of one's performance but also provide a vehicle for open dialogue and an opportunity for building a trusting, committed, and cohesive work community.

Workers and their organizations both benefit from honest, objective feedback. The feedback that workers receive should provide an accurate picture of their performance and where he or she stands within the organization. Performance evaluations are a means to share and exchange information; thus, giving feedback should occur as regularly and flow as smoothly as a conversation held with a colleague. A constant exchange of information keeps everyone on the same page at the same time and allows the organization to benefit from a well-informed and motivated worker.

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The Psychodynamic View on Organizational Behavior

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In the traditional training of I-O psychologists it has been the experience that students learn a lot about the mechanical aspects of psychology in the workplace. Maybe this is because I-O psychology traditionally functions from a rational and economical view towards work, with its assumption that a person works to earn money and to satisfy the need for material possessions. I-O psychology has developed many organizational and behavioral theories based on behaviorist thinking (and applied to the training of employees), as well as the humanistic paradigm, in order to understand concepts such as motivation, leadership, organizational structures, and development (Robbins, 1997). This creates the impression that organizational behavior is only conscious, mechanistic, predictable, uncomplicated, and easy to understand.

After some intense exposure to the work environment, many students complain about not understanding the deeper meaning of behavior in the organization—they are "aware of something happening, but I can't put my finger on it." This leads to an experience of feeling ineffective, uninformed, and helpless in many dynamic organizational situations such as meetings, team building, and organizational diagnosis. To address this issue, the teaching of and the exposure to "the psychodynamics of the organization" were introduced at the master's level. Consequently students afterwards reported greater and deeper knowledge and understanding about organizational dynamics and the skills to interpret the unconscious behavior of groups, teams, and the organization, as well as the behavior between such systems.

Background

Five years ago, *Time International* magazine asked the question in its editorial, "Is Freud dead?" Two accompanying articles (Grey, 1993; Jarov, 1993) attacked and defended Freud and psychoanalysis and its application in modern society. Since Freud wrote his theories and practiced psychoanalysis (Meyer, Moore, & Viljoen, 1988), many psychologists have made sense out of his ideas and many others have expressed a disbelief in his work. The existence of this difference is perhaps proof of psychodynamic theory about splits manifesting in every system (Miller, 1993).

In the academic world, the tendency is for all students in psychology to learn about Freud and psychodynamic thinking at least on first-year tertiary level. Students in clinical and counseling psychology spend more time on this in the study of personality, psychology, and psychopathology. On the other hand, students in I-O psychology argue that psychoanalysis does not belong in the workplace because it studies individual behavior and focuses on abnormal behavior. This article will argue that psychodynamic thinking is quite relevant in industry and organizations—something few practicing I-O psychologists know about. The method used here will focus on the work started and practiced at the Tavistock Institute in London, the A.K. Rice Institute in the United States and elsewhere in the world—the so-called Tavistock approach. This school of thought tries to understand organizational behavior and consulting to organizations to form the psychodynamic stance. Perhaps a subtheme for this article could be: *Freud is alive and well and living in organizations!*

Although Freud did not comment on the application of psychodynamics or psychoanalysis in the world of work (Czander, 1993), his theories were developed further, incorporating the work of Melany Klein on child and family psychology (De Board, 1978), Ferenczi on object relations (De Board, 1978), and Bertalanffy on systems thinking (Czander, 1993; De Board, 1978). This has been put to workable organizational theories by Bion (1961; 1970) and Miller (1976; 1983; 1993).

The Rationale and Hypothesis of "The Psychodynamics of Organizations"

The psychodynamic view rejects the rational and economic views on work and believes that statistical analysis tells nothing useful about organizational behavior or the people working in the system. It also rejects the notion of a grand theory of organization (Lawrence, 1999; Miller, 1976).

Instead, it views work as both a painful burden (e.g., in the task that needs to be performed) and a pleasurable activity (e.g., in the outcome) (Kets De Vries, 1991). The basic question in understanding work is, why is it experienced as painful and to be avoided on the one hand, and why is pleasure obtained from it on the other hand. The answer lies in the renunciation of the instincts, giving up the pleasures of playing and the freedoms of childhood, and entering life ruled by the reality principle rather than the pleasure principle. If this does not happen, working will be too painful to perform, and it will be avoided altogether. Consequently the employee will never have an opportunity to gain the pleasure associated with accomplishment because he/she cannot delay gratification or endure the necessary suffering (Lawrence, 1999; Miller, 1976). To study this behavior, this approach focuses on flowing back and forth between theory and case analysis (Kets De Vries, 1991; Lawrence, 1999; Miller, 1976; 1983; 1993; Obholzer & Roberts, 1994).

The rationale of studying organizational behavior forms the psychodynamic approach which can be stated as follows: The organization as a system has its own life which is conscious and unconscious, with subsystems relating to and mirroring one another (Coleman & Bexton, 1975; Czander, 1993; Hirschhorn, 1993; Miller, 1993; Obholzer &

Roberts, 1994). It is the belief that the study of this unconscious behavior and dynamics leads to a deeper (than, for example, the humanistic approach) understanding of organizational behavior. With this knowledge, real organizational change can be facilitated by the consultant working from the Tavistock stance. From the above references on the Tavistock approach, a few basic hypotheses about organizational behavior can be formulated.

The worker (a micro system) approaches the work situation with unfulfilled and unconscious family needs which he/she wants to fulfill in the work situation—for example, wanting to play out unfulfilled parental needs for recognition or affection towards the manager, who may be representing male or female authority for them.

The worker brings unconscious, unresolved conflict (e.g., with authority) into the organization. Because the role of manager excludes relating to the employee on the level a father or mother would, the individual experiences conflict (a basic experience in this model).

The worker unconsciously plays out a need for power over siblings and the parental figure. Because colleagues are not siblings or parents, the need does not fit the reality of the work situation. This may lead to confusion, anxiety, anger, and aggression (another example of basic experiences in this model).

The Basic Assumptions in "The Psychodynamics of the Organization"

Bion (1961) identified three basic assumptions to be studied in the individual (a micro system), the group, department or division (the meso system), and the organization (the macro system). These assumptions have since been accepted as the cornerstones of the study of organizational dynamics.

Dependency. The assumption is that the worker, in the same way as a child, unconsciously experiences dependency from an imaginative parental figure or system. Because these needs are not met, the worker experiences frustration, helplessness, powerlessness, and dis-empowerment. Typical remarks in this regard are, "Why is the boss not giving us more attention?" and "What do you want me/us to do?" These expressions are projections of the workers' own anxiety and insecurity, and indicate work and emotional immaturity. Organizationally, it manifests in the need for structure in remarks like "We need a committee to investigate" or "We need to structure this department more." This defense against anxiety can also be seen as a manipulation of authority out of its role, for example from supervisor to parent figure, according to the fantasy that then "We will be safe/cared for."

Fight/flight. The assumption is that the here-and-now of organizational life is filled with anxiety and in trying to get away from this, the worker unconsciously uses fight or flight as defense mechanisms. Fight reactions manifest in aggression against the self, peers (with envy, jealousy, competition, elimination, boycotting, sibling rivalry, fighting for a position in the group, and privileged relationships with authority figures) or authority itself. Flight reactions manifest physically in, for example, avoidance of others, being ill, or resignation. Psychological flight reactions would include the defense mechanisms such as avoidance of threatening situations or emotions in the here-and-now, rationalization, and intellectualization. In a meeting, for example, this would mean talking about "them" and "out there" issues and avoiding looking at "what this behavior says about me/us."

Pairing. The assumption is that in order to cope with anxiety, alienation, and loneliness, the individual or group tries to pair with perceived powerful individuals and/or subgroups. The unconscious need is to feel secure and to create—the unconscious fantasy is that creation will take place in pairs. Pairing also implies splitting up. This happens when anxiety is experienced because of diversity. Then the individual or group tries to split up the whole and build a smaller system, in which he/she can belong and feel secure. It also manifests in ganging up against the perceived aggressor or authority figure. Intra- and intergroup conflict may, for example, result from pairings.

Other Relevant Concepts Being Studied

Other relevant concepts studied in the Tavistock approach include anxiety, boundaries, role, representation, authority, leadership (and followership), relationship and relatedness, and group as a whole.

Anxiety. This is accepted as the basis of all organizational behavior (Menzies, 1993). In order to cope with this, the system (individual, group, or organization) unconsciously needs something or someone to contain the anxiety on its behalf. Defense mechanisms are used to assure itself that the workplace is safe and accepting. Projection may be used to blame management for what goes wrong. An individual may expect the manager—or the group may expect management—to contain their anxiety about losing their jobs, to secure jobs in a difficult labor market, or to negotiate with the unions on their behalf. The system may also expect the existing structures like laws, regulations, procedures, organigrams, job descriptions, and idiosyncratic ways of solving problems, to act as containers for anxiety. Interesting to see is that the moment the level of anxiety rises in the system, the need for structure is expressed almost immediately, for example, "Let's make a rule about...." and "Why don't you put this on paper and then let's discuss the future...." Rationalization and intellectualization are used to stay emotionally uninvolved and to feel safe and in control.

Resistance to change. This is probably the most known concept in this view of organizational behavior. It refers to the system (individual, team, or organization) resisting the exposure of unconscious material (Lawrence, 1999).

Boundaries. The individual, group, and organization as interactive parts of the total system, all have boundaries (Czander, 1993; Hirschhorn, 1993; Lawrence, 1999). In the same way psychoanalysis refers to ego boundaries, distinguishing between the individual and the environment, every part of the organizational system operates inside and across its boundaries. The purpose of setting organizational boundaries is to contain anxiety to make the workplace controllable and pleasant. Examples of basic boundary management in organizations are time, space, and task. Time boundaries are used to structure the working day (starting, going home, meetings) in an endeavor to order, structure, and contain. The space boundary refers to the workplace itself, for example to know exactly where to sit or stand while working, having one's own desk, cabinet, locker, office, or building. It may be argued that having to work in an open-plan office creates anxiety because of the lack of clear space boundaries. The task boundary refers to knowing what the work contents entail. The anxiety about not knowing what to do and according to what standard, is contained in structures like the individual's job description and department's organigram. Another example of a boundary issue is the forming of group identity. A lack of managing these boundaries effectively seems to create a lot of anxiety in employees.

Taking up a role/managing oneself in role. To take up an organizational role implies uncertainty and risk (Czander, 1993; Hirschhorn, 1993; Lawrence, 1999). Anxiety is not simply rooted in the person's internal voices or private preoccupations, but it reflects real threats to professional identity. If the individual's anxiety is too great or too difficult to bear, the person may escape by stepping out of role. Anxiety is transformed along a chain of interaction through the psychological process of projection and introjection. Psychological violence happens inside the individual as a result of the interplay between anxiety created by real uncertainty and anxiety created by threatening voices within. These mostly parental voices are punishing the individual and paradoxically, the individual can feel bad even before he/she has failed in reality. This anxiety chain leads people to violate boundaries and persons. When anxiety mobilizes behavior, the individual experiences other people not as they are, but as the person needs them to be, so that the other person can play a role in the individual's internal drama.

Representation. This occurs whenever one of the boundaries are crossed by the individual or department (Obholzer & Roberts, 1994). The crossing of individual (micro system) boundaries happens in interpersonal communication between two people, for instance, in a performance appraisal interview between a manager and a subordinate. The crossing of meso system boundaries happens in interpersonal or group communication between two people from different departments or in a meeting between departments, for instance, when the human resources department has a planning meeting about training in the production department. The crossing of macro system boundaries happens when an individual or group meet with an individual or group from another organization. The issue of representation refers to the authority given to the person crossing the boundary on behalf of someone else, the department, or the organization. Unclear authority boundaries seem to immobilize and disempower representatives to another part of the system.

Authorization. This approach distinguishes between mainly three levels of authorization, namely being a representative, a delegate, or having plenipotentiary authority (Czander, 1993; Obholzer & Roberts, 1994). Representative authority implies being restricted in giving and sharing sensitive information about the system across the boundary. Delegated authority refers to more freedom in sharing but with a clear boundary around the contents thereof. Plenipotentiary authority gives the person freedom to cross the boundary using their own responsibility in decision making and conduct. The argument is that when an employee is sent to communicate, negotiate, or to sell across the boundary of their own system without a clear indication of level of authority, it creates anxiety which hinders rational decision making and reporting back to colleagues inside the boundary.

Leadership. This approach refers to leadership as managing what is inside the boundary in relationship to what is outside (Obholzer & Roberts, 1994). An individual employee takes individual leadership when negotiating on his/her own behalf for a salary increase or taking an afternoon off. Leadership of followers applies when an individual—not necessarily the designated leader or manager—acts or negotiates on behalf of others in the organization. Leadership implies followership, another role with a clear boundary in the system.

Relationship and relatedness. The approach is based on the study and understanding of human relations (Shapiro & Carr, 1991). This implies the relationships between people referring to any type of face-to-face or telephonic interaction in the organization as it happens in the here-and-now. On another more abstract and unconscious level, the organization is always in the mind of the individual as well as the group (team or department), influencing behavior as such. This is referred to as relatedness or "the organization in the mind." This concept originated from a basic child cognizance of the family he/she belongs to. In the organizational context, it seems that the individual or group's fantasies about the organization and sections of it, can be seen as a driving force of a lot of behavior in the system.

Group as a whole. From analytical psychology, the concept of collectivism is also used in the approach. It refers to one part of the system acting or carrying emotional energy on behalf of another (Wells, 1980). In this sense, the employees in the production department (the so called "blue-col-

lar workers") may work under appalling and dirty conditions and are thus "carrying the filth," so that the office staff (the so-called "white-collar workers" in the finance or public relations departments) may have good-looking and air-conditioned offices, "carrying the cleanliness and order" on behalf of the total system. Another explanation is to say that these two sections manage different organizational boundaries, each with its own rules. The issue of collectivism also implies that no event happens in isolation and that there is no coincidence in the behavior of the system. On a world-wide scale this could explain why Princess Diana and Mother Teresa—carrying and/or containing somewhat of the same issues on behalf of the world—died almost at the same time in history.

Projective identification. This is described by Kets de Vries (1991) as a psychological defense against unwanted feelings or fantasies, a mode of communication as well as a type of human relationship. It happens when covert dynamics in one system get played out in parallel form by another system with which it interacts. For example, the system may deny or reject, thus altering an uncomfortable experience by imagining that it belongs to someone or something else. Next, the recipient of the attribution or projection is inducted into the situation by subtly pressuring him/her/it into thinking, feeling, and acting congruently to the received projection. According to Kets de Vries (1991), this phenomena is little understood in the consultancy situation and may play a big role in the traditional splits when external consultants work with organizations, as well as when mistrust and suspicion exist between management and labor unions.

Application: Consultancy and Training

The I-O psychologist can use the Tavistock approach to understanding organizational behavior in two roles, namely as (a) consultant to the system or parts thereof, and (b) as trainer to human resource personnel, leaders, and managers, in this way of thinking and understanding.

Consulting from this stance (Czander, 1993) implies a "licensed stupidity"—giving the consultant freedom to ask very naive and sometimes childlike questions. It is also called "making sense out of nonsense," in exploring the possible unconscious meaning of organizational events. This is a mostly cognitive stance in the focus on understanding and interpreting (verbal and nonverbal) behavior, occurrences, nonsense happenings, noncoincidences in the here-and-now.

More specifically the consultant will work with the following behavior:

- the way in which individuals and groups manage their anxiety in the organization by making use of various defense mechanisms;
- the way in which individuals and groups exercise their authority in the different systems of the organization;

- the nature of the interpersonal relationships within the organization;
- the relationships and relatedness with authority, peers, and subordinates;
- leadership practices and the management of boundaries;
- intergroup relationships between subsystems or department;
- identity, roles, tasks, space, time, and structures as boundaries and the management thereof in coping with anxiety.

In terms of training personnel and managers, this approach helps the consultant to see traditional management training as a ritual enhancing anxiety in the organization, because it allows the manifest and covert functions to contradict one another (Hirschhorn, 1993). The implied set of recipes and techniques to manage others conceals, disguises, and bypasses the real and dynamic interpersonal dimension. The trainer promises the manager in training that he/she will be in control if the recipe is used, but in actual fact this promise is nothing more than helping the manager to not be surprised by feelings of anxiety, danger, and uncertainty. Thus managerial training operates as a social defense to contain anxiety by in fact denying it.

A typical Tavistock training event is called a Working Conference, based on the Leicester model (Miller, 1989). This consists of at least 5 days of experiential learning about the temporary organization being formed for these 5 days. Roles will be clear in terms of management, consultants, and participants (employees of the temporary organization). Typical events include plenary sessions; large study group events (up to 50 people in the same room sitting in a spiral); small study group events (up to 12 people); intergroup events studying the crossing of boundaries between subsystems (departments, teams); institutional events studying the dynamics of the total system (management and nonmanagement); as well as review and application group events where the learning is discussed and transferred to the workplace. The role of the Tavistock consultant in these events is to offer ,on the grounds of own cognitive and emotional experiences, working hypotheses about what is happening in the here-and-now of the event. This is then open for the individual and group to take up or reject in terms of learning and understanding.

Working with these hypotheses provides the individual with insights into his/her own functioning intrapersonally and interpersonally (in the group). It also gives the group an opportunity to explore the relationships and conflicts between themselves (for example, in team building) and between them and their authority figures.

Suggestions for Practice

It may be argued that Freud's theory does not apply directly to consulting in an I-O psychology situation. From the above, it is clear that the broader application thereof lends itself to a real and deep understanding of organizational behavior. This gives the consultant, working from the Tavistock stance, the opportunity to offer the individual, the group (or team), and organization insight into its own dynamics, leading to organizational change and development.

From the above, it is suggested that the Tavistock approach to understanding of organizational behavior be implemented in all university departments of I-O psychology. The purpose would be to facilitate learning about individual, group and organizational dynamics and to equip the psychologist as internal or external consultant, with knowledge and understanding about these dynamics. In this way the field of I-O psychology as organizational function will be empowered while at the same time, the organization will be empowered to take responsibility for conscious and unconscious behavior and grow towards optimal functioning.

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Macro, Meso, and Micro: Linking Strategy, Process, and I-O

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Last issue's *TIP* article on the need for promoting I-O work to businesses (Waclawski & Church, 2000) converged with many of my own experiences. Executives, managers, and politicians often don't know or care about what we do, or how our work can benefit them. What can we as I-O psychologists do differently to remedy this situation? One proposition is to start taking a broader view of our field and attempt to include perspectives from other disciplines (e.g., MBAs) in our work. Recently, I spoke with **Allan Church** about the possibility of creating a new column in *TIP* to draw out the connections between "big picture" organizational outcomes, internal process improvements, and micro-level interventions. In this piece, I present some of my ideas about what this type of column might include. My hope is to gauge a level of interest in reading and contributing to such a forum.

Viewing I-O from a Skycam: Benefits to Science and Practice

Recent empirical and theoretical work suggests a need for understanding how our work improves organizations' ability to realize strategic goals (e.g., Boudreau, Dunford, & Ramstad, 2000). Academics and practitioners both can benefit if we can think carefully about the sorts of organizational problems our research and interventions solve. If we can build models that holistically clarify how our interventions integrate to solve key organization-level problems, I believe we can significantly improve our public image. Bridging business with I-O can help increase grant funds from nontraditional settings (e.g., corporations), improve the chances for start-up companies to thrive, increase our chances of getting working adults as subjects in studies, promote science-based HR practice, facilitate internal practitioners' effectiveness with leadership, and put more money in I-O consultants' pockets... and no, I'm not selling any Ginzu knives!

What are we missing?

Historically, macro-level organizational diagnoses and planning have fallen under the purview of executives and organizational consultants with MBAs. However, they often fail to understand micro-level integration and people management issues. Newer work from the finance tradition recognizes that organizations can't just focus on "bottom-line" (e.g., profit, revenues) issues without understanding theoretical models for the underlying causes of all desired outcomes (e.g., innovation, market/customer, job attitudes). Kaplan and Norton's (1996) suggestions that good companies use holistic business "scorecards" about antecedent "leads" and outcome "lags" to test theories about their firm is increasingly favored by organizations.

While I-O psychologists aren't traditionally skilled at understanding organizational strategy, we do have measurement expertise. If we were able to show linkages between micro-level intervention and macro-level outcomes, in the context of scorecard-like data, we would stand a much better chance at articulating where our science can help people and organizations. At the same time, given our quantitative training, we should be more adept at understanding and using financial, market, customer, and innovation outcome measures of organizational effectiveness to select appropriate I-O interventions. I believe that business strategy and scorecards provide a way for us to understand where we can contribute the most and give us a business language to help articulate the benefits our interventions can bring.

Current State

Recently I've started to see increasing interest in our field about integrating organizational outcomes such as innovation, time to market, profitability, and job attitudes with our analyses and interventions. Traditionally, O-psychology literature examined the social context (e.g., culture, climate, motivation) for human behaviors, and I-side work often included interventions that impacted individuals or small work groups (e.g., selection, training, coaching, performance appraisal, compensation). Rarely did the two sides integrate.

Our operational counterparts in traditional HR roles have also remained narrow in their focus. Historically, they have focused on transactional aspects of different HR programs (e.g., recruiting), without fully considering what impact their work may have. As a result, HR and I-O are constantly struggling to gain a place at the decision-making table with organizational leaders. Without a discernable line of sight to the strategic business reasons for HR resource allocation, I-O and HR work, in my opinion, has been underfocused and undervalued.

A New Direction

New work in the areas of linkage research and human capital management provide new frames for thinking about connecting the different levels of analysis and translating our work into meaningful outcomes for managers, employees and executives. For example, Boudreau and Ramstad's Human Capital BRidge Model™ answers questions like, Where should the organization place scarce resources to best realize strategic goals? Where is it constrained in the value chain? What key talent pools are responsible for constrained performance? What set of HR practices should produce the most value? Answers to these questions can provide an appropriate business context for thinking about where people and people systems are most likely to produce a strategic competitive advantage to the organization. Further, these data provide a basis for thinking about I-O outcomes that are central to the organization's reason for existing.

Strategic outcomes are unique to each organization, and don't have to be limited to profitability, market share or other for-profit goals. For example, the American Red Cross' mission is to "...provide relief to victims of disasters and help people prevent, prepare for and respond to emergencies" (Red Cross, 1999). The human capital bridge model would direct the Red Cross to understand the "value chain" of how it produces humanitarian aide and medicines to relieve human suffering in a way that provides the most rapid, high-quality

care to persons in a crisis. Executing on this mission would strategically differentiate them from the United Way, and other charities in serving people with unique needs during a severe calamity. Information about the Red Cross' strategic objectives, constraints, and value chain creates the context to integrate traditional I-O interventions that will be difficult for other charities to imitate, including:

- organization and work design
- selection, recruiting
- compensation
- team effectiveness
- development
- succession planning
- performance management
- process redesign
- culture/climate change

Further, this provides a context for thinking holistically about realizing goals beyond traditional performance, profit, or efficiency concerns. If the Red Cross identifies a key constraint as physician and nurse capability to quickly address urgent humanitarian medical needs at any time of the day or night, then I-O research on shift work may be especially crucial to ensure that strategic goals are realized.

Worthwhile?

I would like this potential new column to be a forum for people whose research and practice provides a holistic understanding of the links between organizational outcomes and meso- and micro-level interventions. I hope to include topics such as human capital decision making; "linkage" research and practice connecting employee attitudes (and other attributes) and customer satisfaction (or other outcomes); techniques for dealing with levels of analysis issues (e.g., use of Hierarchical Linear Modeling); using financial and strategic decision models to frame selection, training, compensation interventions, or other ideas you may have.

What do you think? Do you have ideas or concerns about the approaches? Do you think a forum such as this can address fundamental issues that will help professionals in our field become true players with organizational decision makers? I'd like to get at least $n > 10$ responses that suggest this is a worthwhile topic to pursue. Please send me feedback: iopsych@flash.net.

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Practice Network: Uncle Sam wants YOU! Recruitment and I-O Psychology

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When I was a child, there was a large sign on the sidewalk near my residence that had a picture of a stern looking "Uncle Sam" pointing a finger at the reader, with the caption "I Want You" underneath. The sign was of course a World War I recruiting poster. Incidentally, the term "Uncle Sam" was apparently due to a Samuel Wilson who supplied meat to the military and stamped his goods "U.S." to indicate government property. Eventually, people began to refer to U.S. as Uncle Sam. I remember this sign so well that I can even recall the barber shop and hot dog stand next to it. Fortunately, because I was born just a little too late to be recruited by "Uncle Sam," I did not serve in Vietnam, the National Guard, or any other military unit. Now that I have confessed to my lack of military experience, I can proceed to the topic at hand, namely, recruitment and I-O psychology.

While I have been intrigued by the topic of recruitment for a long time now, I have become particularly interested in this topic in the last few years, as organizations have increasingly talked about the importance of recruiting. Consider the following two examples (Dauten, 2000). The CEO of Noosh, an Internet-based company, employs two in-house recruiters and spends one-fifth of his time on recruiting activities. Managers at The Container Store chain carry "recruiting cards," which they give to particularly gifted workers they meet in a store or business. The recruiting cards contain information about the company, as well the telephone number for the company's recruiting hotline. So, what are I-O psychologists doing in this vein? It has been my perception that while there is a reasonable amount of research on the topic of recruitment (e.g., realistic job previews, recruiter effects, and recruitment sources), I-O psychologists have had little involvement in recruitment practice. My curiosity raised, I made contact with a number of I-O psychologists. I asked them four basic questions:

Have you been involved in recruitment activities? If not, why not?
What can I-O psychologists contribute to the practice of recruitment?
What prevents I-O psychologists from being more involved in recruitment?
What type of training and what kind of research would be useful to I-O psychologists in this area?

I summarize the answers and provide my own thoughts next.

Involvement in Recruitment Activities

As I anticipated, a number of I-O psychologists I contacted had little or no involvement in recruitment. In fact, one I-O psychologist turned down my request for information because he had no experience in this area and didn't wish to say something that would embarrass him! I-O psychologists' involvement in recruitment focused around two topics. One topic was the link between selection tests and recruitment. As one respondent observed, "It is not possible to be a good selection consultant without considering the applicant pool." For instance, some knowledge of the applicant pool is necessary in order to design effective tests. A second aspect in which I-O psychologists have been involved is in locating effective recruitment sources. It appears that some I-O psychologists have helped companies to determine where better sources of candidates may be found. Aside from these contributions, there are some I-O psychologists that have been active in finding ways to attract applicants and in helping to develop self-selection tools. I do think, nevertheless, that these I-O psychologists are in the minority. How about you, reader? Please let me know what your experience has been in the recruitment area.

Contributions by I-O Psychologists

My respondents pointed out a number of potential contributions that I-O psychologists can make in this area. For purpose of simplifying, I will categorize these contributions into two categories. First, we are experts in human behavior. Second, we are experts in making systematic, objective, data-based decisions. In terms of being experts in human behavior, we know more about behavior at work than other disciplines and recruitment is all about human choices and decisions. In terms of making systematic, objective, data-based decisions, our strength is the ability to make better decisions and a number of my respondents emphasized the need for a more scientific approach to recruitment. For example, one respondent observed that HR planning is a technique that could be effectively used by I-O psychologists in this regard. Another respondent emphasized the ability of I-O psychologists to identify the appropriate competencies, without falling into the trap of concentrating on credentials. However, I do believe that there are others (e.g., MBAs) who receive training in making sound, objective decisions. It seems to me, therefore, that our unique contribution is the *combination* of these two strengths. That is, we can apply objective, data-based tools to better understand human behavior. While others may be skilled at one of these two strengths, we combine the two together. So, if what I am saying has some truth, why aren't I-O psychologists more involved in recruitment? Some possible answers appear next.

Why Aren't I-O Psychologists More Involved in Recruitment?

I really didn't know what to expect here, but the answers I received made a lot of sense. One explanation was that the recruiting function pays less. If you examine this web site (www.wageweb.com/hr1.htm), you will find that

recruiters are among the lowest paid HRM staff. A second explanation is that the recruitment area is entirely separate from the functional area where the I-O psychologist is located. Finally, one respondent noted that our expertise lies elsewhere. Specifically, for those I-O folks who concentrated on the "I" side of the fence, recruitment was *not* highly emphasized in graduate school, if it came up at all. To prove my point, think back to graduate school for a moment. Are a lot of bad memories coming back? Put those out of your mind for a moment and think about applied class projects you did. I will bet that for most of you, the project involved test validation. Furthermore, I would predict that only a very small percentage of you did a class project on recruitment, if for no other reason than it is much easier to conduct an actual validation project than it is to perform an actual recruitment assignment. Simply put, I-O psychologists are usually in a different functional area that is better paying and better suited towards their strengths. Given the new emphasis on recruitment in the workplace, however, one respondent noted that the current state of affairs is rapidly changing and I-O psychologists will become more heavily involved in recruitment in the near future.

Practical Help for I-O Psychologists

What can be done to prepare I-O psychologists for recruiting responsibilities? In terms of the type of course work that was mentioned, one interesting idea was a course in marketing. Learning sales skills was also mentioned, as was an overview course in HRM and a general business program. The value of on-the-job training was emphasized, especially the observation of experienced headhunters. In terms of research, one suggestion offered was to study the effect of source credibility. A second suggestion was to study executive and managerial recruiters. There has been some published research on college campus recruiters; but I am not aware of any such research addressing recruiters of more experienced applicants. Finally, there was a call for research on Internet-based recruitment, a topic that personally intrigues me.

Summary and Conclusions

I anticipate that I-O psychologists will experience a slowly increasing involvement in the recruiting process. I also foresee I-O psychologists becoming more active in the development and maintenance of Web-based recruitment sites. As one respondent noted, industry is moving closer to an "end-to-end human capital management" approach, which will involve I-O psychologists from the initial contact with an applicant through the point at which the employee leaves the organization. Thus, these Web sites will continue to blur the traditional distinction between selection and recruitment. The implication is that if you wish to become more involved in recruitment, your best opportunity may be with Web-based systems.

In conclusion, I would recommend that you start learning more about recruitment. If your boss sees you looking at a job database, you can always say you were "benchmarking" the competition for the purpose of improving your organization's recruiting processes! 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, fax (314) 516-6420, or snail-mail me, Michael Harris, College of Business Administration, University of Missouri–St. Louis, St. Louis, MO 63121.

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TIP-TOPics for Students

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Welcome to the jungle for all you "newbies"—prepare for a wild, chaotic, but always stimulating ride! And for you veterans—congratulations, you're another year closer! The academic year is bearing down on us once again and it's time to kick it into high gear…at least for some of us who have been "taking it easy" over the summer (hey, we deserve a break, too!) Right on cue, we open with an installment of *TrIP Through Time*, which features a few insights concerning the process of writing, proposing, and defending that thesis or dissertation. Unfortunately, space precludes an in-depth analyses and report; however, a book that may prove helpful is *Dissertations and Theses from Start to Finish* by John D. Cone and Sharon L. Foster. In **Making the Right Connections**, we offer a few tidbits on how to maintain your default network of graduate school classmates, long after you have "left the building." And lastly in **TIPs for Balancing Life and Graduate School**, we urge you to forget the Joneses and follow your own drummer. Remember, preserving your sanity during this period is a top priority!

TrIP Through Time

Imagine it is a year from now. It is 10 minutes before you are scheduled to give your proposal, and you are waiting patiently in the conference room for your esteemed committee to arrive. You are confident—you have your presentation down pat, you checked to ensure the media equipment works (there are horror stories from those who didn't), there are copies of your proposal for those who forgot theirs, and slide handouts and pens are placed at every committee member's place. You are confident because you have been thorough, not only in your research and write-up of the proposal, but in your research of the process as well. You have done the required and planned for the unexpected. You are confident, in part, because 1 year ago today you read this article.

In this section, we will walk you through the ins and outs of the thesis and dissertation process. It is no secret that the thesis, comprehensive exams (coming soon!), and dissertation are often the biggest culprits of the "decade to the doctorate" phenomena—but they don't have to be. There are ways to make the process less painful (no pain would mean no gain, right?) but this too, like everything else, takes some research and lots of legwork. There is more to completing the thesis and/or dissertation than proposing, data collecting, and defending—there is the paperwork, scheduling, and oh, did I

mention paperwork? It would be a shame to successfully propose and defend your thesis or dissertation, only to forget to submit your manuscript to the Graduate School or apply to graduate!

It should first be noted that we will refer to the thesis as the body of work required for the master's degree and the dissertation as the work required of the doctorate, though this is not always the case (e.g., students at Harvard and University of Washington work on a PhD thesis.) Though the process for undertaking the two are very similar, they are fundamentally different in size, focus, and scope. The thesis is primarily designed to initiate you into the world of research. Unlike the dissertation, it does not have to significantly add to the body of current I-O knowledge, nor do you have to "prove your salt" as an independent researcher. It is the *methodology* that must be mastered at this stage in the game, not the subject matter. After all, most "facts" in this field tend to have a half-life of about 5 years, but learning the proper methodology will last you a career. So don't go too far off the beaten path—doing so will not only make collaborating with faculty more difficult (they understand the meaning of small, incremental advances), but more importantly, it will disrupt the coherence and integrity of the field.

For those undertaking the dissertation, you have used the thesis to develop and refine your research skills; now it is time to combine proper methodology and subject matter expertise into an independent work that advances the field. For future academicians, the dissertation should also provide at least a few notable publications once you've become an assistant professor which should help the "publish or perish" dilemma. No problem, right? Not really, if you understand early on what needs to be done, plan your path accordingly into small manageable steps, and resolve yourself to stick to it! "How exactly do I do that?" you say incredulously. Well, with any luck, we will help you answer that very question.

Getting to know the ropes. Before you even let the word thesis into your head, there are some preliminary things you need to do (for dissertation folks, you hopefully learned your lesson working on the master's). First, become an expert on the administrative details of your program and department. Fish out the I-O program, departmental, and graduate school handbooks that you received at orientation and study them. Understand the required sequence of events to completing the thesis or dissertation, as well as the requirements of your university for completing the degree (no, the master's and doctorate are not conferred at the conclusion of your defense). Collect all the forms that may be required (i.e., committee selection forms, IRB forms, etc.) and know at what point of the process they must be completed. Go to the library and read theses and dissertations done by those who have successfully completed the program, and read books such as *Dissertations and Theses From Start To Finish* by Cone and Foster (many of the kernels of wisdom imparted here come from this text). Doing so will only make your life easier and will prevent you from wasting your committee's time by asking them questions that are available in the handbooks they expect you to have read.

Selecting your advisor/committee chair. We cannot emphasize the importance of this step enough, as it is probably the most important factor in how smoothly the entire thesis/dissertation process will run. It should be noted here that for the master's, your advisor serves as your committee chair, while for the dissertation, your advisor serves on the committee, but not as chair (the actual "chair" is usually an impartial faculty member from outside the department and/or college). Some would suggest, such as the text noted above, that picking your chair and committee should be done simultaneously and done somewhere between the beginning and middle stages of the game. We strongly disagree. Picking your thesis/dissertation advisor should be the first thing you do, and he/she in turn (when the time comes) will help you select the proper committee. Not only is it likely that your thesis or dissertation topic will "magically" fall out of discussions or conversations with your advisor (or better yet, out of his or her funded research), but she or he will also prove to be an exhaustive source of information and ideas as you begin the journey. Remember, there is no need to go this route alone—so use the faculty, that's what they're paid for!

What, then, are you to look for in an advisor, and how do you go about looking? For master's students, use the first year to "sniff" around, and really put your ear to the ground. Ask nth years about faculty interests and their responsiveness to students. Finding a faculty member who is a leader in your area of interest, but who has little or no time for students, will be of little help. Try to get a feel for the formal and informal departmental politics (yes, there are always politics), like finding out whose name is listed after the CC: on all departmental forms—those with the power of the signature can cut a lot of red tape as you move through the process. Most important, however, is finding a faculty member with whom you can truly collaborate, someone who not only has a vested interest in your work, but in your success as well. Doing so will bring both personal and professional gratification from a relationship that often lasts well beyond your graduate education.

Getting organized (formerly known as "finding a topic"). How do you find a topic for your thesis or dissertation? There have been several how-to books devoted to this very topic, with advice ranging from "go to the library and set up camp in the bound journal section" (yeah, right) to "search for divine intervention." We are here to tell you to do neither or anything in-between. In the field of I-O, much like in the *Field of Dreams*, the best thing to do is "build it, and they will come." By "building it," we mean get organized, in every sense of the word. From the beginning of your graduate career (no, 2nd to nth years, it's not too late), keep meticulous notes, file away the

articles you get in class (piles don't count), write down what you and your advisor talk about in meetings—and most importantly, start to organize all of this information into a framework for I-O research and theory. By doing this, you will be building a foundation that will make for the sound, quality research that the thesis and dissertation require. Once a foundation is in place, and you have found a truly collaborative partner in your advisor, the ideas and topics will flow. Indeed, by "building" a foundation and collaborative relationships, your topic will "come."

Now that we have offered the "touchy-feely" or "warm-fuzzy" advice (depending on your region of origin) on how to pick your topic, here are some practical tips for the "financially impaired" or "topic-blocked." Your faculty, might we say all faculty, are dedicated (at least in part) to the quest for the almighty grant dollar. As a result, they are often under enormous pressure to provide the "goods" for the money they have received for their research. This is an invaluable opportunity for you, especially if you have found an advisor that has similar research interests and who cares about your progress. By "cutting" a thesis or dissertation out of your advisor's funded research, you not only have fulfilled your own needs, but you have helped your advisor fulfill his/her research needs as well! If you are lucky enough, there will be enough grant monies left over to provide you with a research assistantship—though we do not recommend begging and groveling (well, maybe a little).

Tackling the proposal. You have done everything you needed to do to get to this point—you have found your advisor, become educated on the process, collected the forms, built your framework, and have your topic in hand. You have now reached the *beginning*. Don't worry, you're not starting from scratch, remember? It is time for the dreaded lit review, and you don't know where to turn. How will you mold and shape this voluminous amount of information into a clear and articulate introduction? It will not be easy (if it were, more people would have research PhDs), but it is possible.

First and foremost, you must address your writing skills, and have others do so as well. The most groundbreaking research study will never make it past the thesis, dissertation, or editorial review committee if you cannot effectively express your ideas. If you know you are not particularly strong in this area, then PRACTICE! Hemingway would write every day because he was afraid he would forget how—and you should do the same. Practice writing both technically and creatively, and ask for feedback whenever possible. It is no secret that the most successful authors in the field are not only leading researchers, but refined writers as well.

If you have your committee assembled, go to them for advice on where to investigate. This will not only provide you with good alternative sources of information, but it may allow you to sidestep a land mine during the proposal presentation on "why didn't you address this body of research in your lit review?" One last piece of advice concerning the lit review—go to the library and read theses and dissertations done by former students in your department. See what magnitude and scope their introduction took on, to get a better idea of what you need to do. Don't refer to refereed journals on how to write your lit review, as they are written by experienced authors and are pared down versions of what is needed for the thesis or dissertation.

For master's folks, the methodology and data collection efforts should be coordinated and supervised by your advisor. Again, don't try to go it alone—you probably don't have the experience even if you wanted to! The thesis is your opportunity to learn the ropes, not master them (despite what the name implies). For those tackling the dissertation, you are more on your own. You have been given your methodological and analytical "wings," and this is your opportunity to show that you are ready to leave the nest. This, however, does not mean that your advisor will not be there to collaborate with and support you in your efforts, though you will not fall under the "watchful eye" as closely as you did during the thesis.

The dreaded proposal presentation. Here you are, back again, 10 minutes before you are scheduled to present your proposal to your committee. You are confident—but let's face it, it is a little intimidating. After all, you have put a great deal of work into this, and you are being judged on the quality of that work. That, in-and-of-itself, is enough to provoke anxiety in almost anybody. But remember, you are prepared, and you are ready to face the challenge.

The biggest fear most people have is public speaking. Get over it. You are going to one day be academicians, corporate executives, and high powered consultants to industry—and you are going to have to speak in front of groups of highly educated and intelligent audiences. Take this opportunity in your career to refine your public speaking skills by practicing, practicing, practicing—we guarantee you'll be glad you did.

Most committee members ask that you send them the final proposal at least 2 weeks in advance of the presentation, though many, we suspect, do not read it until the morning of. If your advisor is on the ball, they will usually confer with other committee members to see if they picked up on any "fatal flaws" in the methodology. If there are none, then be confident that you will make it through the day. Remember, nobody knows your proposal better than you do! When committee members ask questions following your presentation, they are doing so for their own edification or to provide possible alternatives or constructive criticism. So, take a deep breath, and get ready to propose—in less than an hour (or two,) you will be one more hurdle down.

D.. d.. data collection and analyses. You made it through the proposal intact—now it's time to really get started! We found an excellent tactic for speeding through this stage, at least for the masters—use archival data if at

all possible. If you are one of the smart (or lucky) ones, then you might be able to "leverage" (to quote our fearless advisor) work you are currently doing on a grant and use this data. Or, if you ask very nicely, perhaps a colleague who has just finished will be willing to share some data with you (as long as the topic and variables are relevant). The point is, avoid having to be incredibly fancy and sophisticated in the data collection at the master's stage. Of course, be certain to have a sound design that is suited to your purpose, but fluff for the sake of fluff makes Jack a frustrated boy (and delayed in getting that master's degree).

For you dissertation folks, carefully consider what it is you need to do to obtain the data that will best fit your purpose. If you are planning to use survey methodology, for example, keep in mind that this may cost you several hundred dollars in postage, copying, and so forth. Similarly, you may need to set up a retreat in order for some companies to agree to allow you access to their employees. We certainly aren't discouraging such methods; simply be prepared ahead of time for the pitfalls you may encounter by conferring with those veteran ABD students who have seen and heard it all. However you collect your data, plan for more time, frustration, and money than your wildest dreams tell you it will require. Then, if it goes smoothly (a rare 1%), you will be pleasantly surprised, but if it doesn't (as we can say from experience, this is most often the case), you're still right on track!

For those smooth-talking, professional finaglers, use your internship as an opportunity to collect data! Get your boss excited about your topic, or find a way to carve out a special project that the company would be interested in—then you may have hundreds of "victims" (okay, participants) at your discretion to sample. Who knows, you may just be good enough to get some extra bucks out of it (can't hurt to ask, right?). And then there's the old trade game. Our wise, relatively young (we'll find out if "they" are reading our column after that one), colleagues have enlightened us to this tool of the trade. Unless students are sufficient for your dissertation sample, you will need data from "real" employees, and getting information from these people can be almost as difficult as becoming an astronaut. If you can, trade your services or talents for surveys, interviews, and so forth; however, you may emerge unscathed from this process yet. For example, offer to provide a development analysis for individual employees if they participate in your project or a job analyses. You've gotten by this far on those powerful brain cells; don't be afraid to use them now to get what you want.

What can we say about data analyses? Finally, you have all the data. The only thing standing between you and the degree is analyzing this mess and writing it up! Eager is not the word to describe it—frantic is much closer. Don't let this trip you up though. Spend some time with the data; no you don't have to wine and dine it like you did your spouse or significant other, but you should "get acquainted" before you start running tests. Develop an analysis plan and a timeline and stick to it. If there are interesting phenomena to investigate (that you didn't foresee or hypothesize), discuss this with your advisor first, then analyze away. A word of caution, keep track of each analysis. Some of us have looked at the data in so many ways that deciphering the results is like figuring out why people are so captivated by the plethora of reality TV shows! After each analysis, determine how it fits into the big picture and what it means to your study; then, write it down in a mini-results section. Then, you won't have to go to your advisor with a stack of printouts 3 feet thick crying "uncle"! Don't forget, data analyses going off without a hitch is as common as a defending your thesis at the end of your first year—yeah, right! Expect delays, frustrations, and re-analyses. Approach it methodically and with help from your advisor, it'll soon be behind you.

Defending your masterpiece. Here you are standing at the apex... you have a more intimate relationship with your study than you do with your significant other. No sweat then. The defense should be a breeze, but you're afraid it will turn out to be dust in the wind. If you have followed our advice and that of a few others (wiser and more experienced than us,) this is the "easy" part. That's right, easy! Why? Well, you are the expert on this particular study—nobody, including your advisor, knows it better than you do. But if that doesn't convince you, we suggest you practice, practice, practice. Anxiety is the mortal enemy here—so trample it by gathering a group of critical and knowledgeable classmates for a practice defense. Refrain from using nonpsychology types because they might find your presentation interesting but won't ask you the right questions to prepare you for your actual committee defense. Bake some cookies or bring some beer (don't allow them to ingest until after the practice) to entice your colleagues to participate, and then have them pretend to be your committee—the last obstacle between you and that degree! If you have chosen well, the questions raised at this practice defense will not only prepare you for similar questions from your committee but will also help you to relax and refine your presentation skills. Do this at least a couple weeks before your actual defense (leaving room for last minute changes in the manuscript, if necessary) and preferably with classmates who may be working with you on a research project (that you "leveraged" your data from anyway) so that they are as familiar with the data as you are. Chances are, they will have more and tougher questions than your committee anyway. If nobody of this nature exists, find a few students who are known for their knowledge of design, statistics, and any other areas that represent weaknesses for you. Trust us—just do it. And, ask your advisor to play devil's advocate during a meeting and ask questions that are likely to surface during the defense. Be a Boy Scout for this one—be prepared, and the force will be with you. Don't rule out the idea of feeding your committee either (growling stomachs have probably ruined a defense or two). We hear cheese and crackers, assorted fruit, and muffin trays are most popular.

Final thoughts. We can name that tune in 5 words... *plan, organize, prepare, advisor, relax.* Whatever your topic or approach, plan your attack ahead of time, but be flexible when you hit those bumps in the road. Organize your materials, thoughts, and actions. Keep track of where you have been so you know where you are going. Prepare through extracurricular research, talk to colleagues, faculty, and your advisor, and ask them about the "unwritten" rules and lessons of the process. Everyone loves to share success (or horror) stories; learn from others' successes and failures. Your advisor is key; remember a good advisor is vested in your success. Your success is his/her success too—he/she wants you to wow them in the defense and publish your paper because as a "mentee" your accomplishments and failures reflect on them. If you find a faculty member who is not like this (there may be a few but most are of the former nature), then run screaming from his/her office and find someone else before you get in too deep. RELAX—how many people have you heard of that have actually failed their defense? It's rare because you are a graduate student—a special breed whose ambition and motivation for success knows no bounds! And, if you take one step at a time, you'll find that the degree has already been earned by the time you reach the defense. A defense is just another opportunity to prove you are worthy of the torture it requires to be a fledgling professional.

Making the Right Connections

Connections, networking, the "right" people...whatever euphemism you use, the concept is the same. The people you encounter along your career path are important—no matter who they are. And as we have said before, your career has already begun in graduate school. In keeping with the sentiment of our last column, the connections you are craving are staring you in the face. Other students can be your best resources now and in the future. Hey, who else knows first hand, right now, what you are experiencing and what it takes to survive the jungle. When we want the authentic, no-holds-barred scoop, we talk to the veterans of grad school, those who have been hanging around the hallowed halls longer than us.

So folks, the purpose of this piece is to throw out ideas concerning how to maintain grad school contacts far into your lucrative careers. After you grab that brass ring, the sacred PhD (or master's), don't forget the "little" people who "assisted" you along the way. Here's what we suggest:

Periodically, e-mail former classmates just to discover where they are working, recent accomplishments, current research and/or projects, new marriages, births, and so forth. If your company or institution is looking for competent and talented professionals, put out a call to former classmates. If, as we all have a tendency to do, you aren't as diligent in maintaining your network as you would like to be and you find yourself unable to scrounge up the correct phone number or e-mail address, keep an eye out in *TIP* **IOTAS.**

When you see that your graduate school classmates and former colleagues have achieved successes, send congratulations and words of encouragement.

With the growing number of attendees at the annual SIOP conference, an innovative method to maintain a network is to arrange a mini-reunion for alumni of your program. The University of South Florida recently began a tradition of providing mascot stickers ("Rocky," the bull; now if you see those on name tags, you'll know why) to place on name badges so former and current students can identify each other and compare notes about their experiences. And, as a by-product, everyone builds a diverse network (and has some FUN!).

Even if you are unfortunate enough to not be able to attend the conference each year, do NOT underestimate the power of conventional methods of communication. Yes, we're talking about the old holiday cards. If you prefer to be high tech, send an e-card. Either way, make an effort to keep in touch with those you spent a significant portion of your time with, not to mention probably some blood, sweat, and tears.

The upshot is—take advantage of the default network already at your disposal. Throughout the years, as you climb ladders and shatter glass ceilings, take a few minutes to catch up with former classmates. You may even discover a formidable business partner or even a lifelong pal. As we always say, keep making the right connections, especially those you already have in place!

Tips for Balancing Life and Graduate School
Keeping up with the Joneses

"Have you heard... Jones is already defending her thesis, and I haven't even come up with my topic yet?" "Can you believe Jones has been here 8 years, and has been ABD for the last 4? What has he been doing?" Any student enrolled in a graduate program has either heard or made comments like these at some point. Students have concerned (read this as "compared") themselves with the progress of their peers long before they entered graduate school and will continue to do so long after they've left. The $64,000 question is, why? Some might say that it is part of the human condition to gauge ourselves against those we consider as equals, so that we may better assess our own successes and failures. Even so, given the unique context of graduate education, the question remains—why? Graduate school is a strange beast, in that there are as many reasons for attending as there are students. Some are here to "drink the academic well dry" by learning everything they possibly can for as long as it takes. Some hope to be academicians and need the extra time to secure the publications required for hire. Others are here to get done and do what they need to do in a timely manner to finish the program and start their careers. Given the myriad of personal circumstances, individual goals and timeframes, why are we so concerned with how quickly or slowly others move through the program? While the

answer to this question certainly lies beyond the scope of this article (and probably our understanding), the impact of this phenomenon is very real and can have significant consequences if not handled early and effectively.

You may be asking yourself, "What does this have to do with balancing life and graduate school?" If this "comparison" were resigned to nothing more than a friendly competition between friends and colleagues, then there would be no problem in doing so. However, when students try to "keep up with the Joneses" and move outside their own comfort zone, then the effects start to bleed into their personal life. They start to give up things they promised themselves they wouldn't give up just to stay ahead. When this happens, the delicate balance struck between graduate school demands and personal needs starts to shift toward the former, which can cause discontentment in both their professional and private life.

Ideally, at the beginning of your graduate education, sit down and introspect. Take stock of what's important to you. Think about how much personal time you need (and can afford) to preserve your sanity by maintaining a life outside of the classroom and away from the computer. If you have to have weekends to yourself no matter what, and can afford to stay in school for 5 or 6 years, then go for it—and don't feel bad or pressured about your decision! Whatever path you choose, whether you want to get done in 3 years, or become the n^{th} of all n^{th} years, then resolve yourself to follow it and not allow your peers to cause you to deviate from a progression that's most comfortable for you. There will always be Joneses out there, both in your professional and personal lives, and graduate school is no exception. The trick is to know your own wants, needs, goals, and limitations, and plan accordingly. As for the Joneses, who cares—is it worth giving up your Sunday mornings or Tuesday nights at the coffee house with friends? We doubt it, and so should you.

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The Real World: It is Better to Receive than to Give—Practical Tips for Giving and Receiving Performance Feedback

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Greetings all and welcome to another installment of the **Real World.** Fall has come and with it a return to work and school for many. This time of year often leads me to reflect upon some of my schoolgirl memories. I mention this as a way of introducing my issue for this column—the importance of providing constructive feedback. This is something that as I-O scientists and practitioners we think about, study, and advise others on often—especially with respect to giving effective performance appraisals, coaching and developing employees, providing informal recognition to employees, motivating and directing employees, and also in helping manage problem employees.

On the Importance of Being Earnest

In many instances in my work, I have had clients ask me how they can improve their ability to give feedback (both positive and negative) to their direct reports. For most, giving negative feedback that is respectful and at the same time constructive is very difficult. Often, as a result, many avoid the unpleasant task altogether. This has gotten me thinking (on more than one occasion) about the impact of feedback on those who receive it. It has also gotten me to think about my own personal experiences in getting feedback both positive and negative.

One of my earlier memories of school was in the second grade when I first became aware of the concept of feedback. Specifically, I clearly remember one of my second grade report cards (which was overall a very good one). However, in addition to the grades, there was also a section on the report card for both positive and negative write-in comments from the teacher (Ms. Abrams in this case). On the plus side, she noted something like I was a good student with a good vocabulary—I don't remember the exact wording. On the minus side—and I remember this verbatim some 28 years later—she said, "Janine is a bit too high spirited." This was quite a blow for several reasons: (a) she had never said anything like this to me personally up to this point, (b) I didn't understand what it meant or what I should do about it, and (c) like most students, I wanted to please my teacher and felt that I had somehow done just the opposite. Needless to say, I took the feedback very hard. I went through the usual reactions to feedback—shock, anger, and then rejection (in this case it was more like depression). Once through these initial reactions, I remember seeking to understand what the feedback meant and where it was coming from. So, I went to my parents.

As I think I have mentioned before, both my parents were schoolteachers (they are retired now), and therefore I placed a lot of value on their input, especially when it came to understanding where my teachers were coming from. First, I went to my dad (a man of few words) and I asked him what the feedback meant. He gave the following response, "The grades look good, I don't know what this other stuff means, why don't you go ask your mother?" So, you guessed it, I went to my mom. She knew how upset I was about this and was very supportive, trying to point out that overall the report card was very good—good grades and some good feedback, too. Of course this did little to divert my attention from the negative remarks. When I pressed further regarding what the remarks meant she said something like, "Well, maybe your teacher doesn't appreciate your unbounded enthusiasm as much as she would appreciate you being more disciplined." That was, I think, my mother's very politic way of saying I should be more reserved. In any case, it did clear things up for me a little. However, I was still left with many unanswered questions (e.g., Is this behavior truly bad? What should I do to change this behavior? Should I change this behavior? Is this behavior affecting my grades? Do other students get feedback like this? Does this mean I am a bad person? etc.). In hindsight, I guess I could have asked Ms. Abrams myself but I was too upset and afraid. Afraid mostly of what else she might say about me that I couldn't handle or afraid of further disapproval. So I did not pursue it. I think the only lasting impact the feedback ultimately had on me was that I felt a bit more hesitant in my second grade class, and I was perpetually left wondering what, if anything, I should do about my high spiritedness.

Lessons Learned and the Golden Rule

In retrospect, I learned a great deal from this experience. I'm not sure if my own behavior was much changed, but I did learn in a very personal way about the emotional impact of feedback and how it has the potential to stay with you for a very long time. For me this was a significant learning experience because it illustrated the importance of giving feedback that is focused on constructive change. This means feedback that not only provides criticism but that is also *actionable*. In large part, this requires doing unto others, as you would have them do unto you. That is to say, provide feedback that is more focused on facilitating improvement and growth than it is on an individual's personality or style.

So, while I can't speak to how others respond to receiving feedback, I do think that as psychologists who work in one of the helping professions, we have a certain responsibility to educate others about the impact of feedback. Specifically, that feedback—especially when given by those in positions of

power and authority such as teachers, bosses, and those in other leadership positions—can have a profound impact on the recipient, both personally (in terms of their emotional response) and professionally (in terms of making behavioral changes based on feedback). Given this, the importance of giving feedback effectively in my opinion, cannot be understated. In fact, the use of feedback to create awareness and change is at the root of a good deal of I-O practice in terms of tools and techniques such as performance appraisal and management systems, multisource (AKA 360-degree) feedback and even survey feedback.

Of course, feedback recipients also have a responsibility to act on the feedback they receive. Feedback (when done well) is a gift. It enables us as recipients to enhance our own awareness of how others perceive us and to ultimately learn, change, and grow as human beings in the workplace and outside of it. In the end, feedback provides the most benefit to those who are on the receiving end of it and can be a powerful catalyst for change and improvement. In many cases, given the personal nature of feedback, it will remain with the recipient well beyond his or her tenure in a particular job or organization. So it is important that it be given appropriately with the objective of enhanced individual awareness and improvement in mind. For what it is worth, below are some of the pointers I usually impart to others about giving and receiving feedback.

Some things to do when giving feedback:

- Provide specifics, not generalities
- Provide feedback as soon as possible after the observed behavior
- Check for understanding and agreement with the recipient
- Focus on observed behaviors not personality
- Avoid making inferences
- Provide examples of the observed behavior
- Provide suggestions for improvement and change
- Give support and resources for improvement and change
- Provide follow-up feedback to reinforce changes and to discuss changes that have *not* occurred
- Reward changes in behavior

Some things to do when receiving feedback:

- Listen carefully and avoid being defensive—think of the feedback as a learning opportunity
- Paraphrase what you hear to check for understanding
- Ask for clarification and examples from the person providing the feedback

- Compare this feedback to other feedback you have received to identify patterns and themes
- Discuss action plans to create meaningful change
- Seek follow-up feedback

Voices from the Field: The Art and Science of Feedback

In hindsight, I guess I could have been a better feedback recipient, but I was only in the second grade after all! Hopefully, I have learned a thing or two since then. More importantly, given the collective knowledge we have in our field with respect to giving effective feedback, I thought it would be useful to canvass some SIOP members with respect to this matter to see what others have learned. Below are the usual Q&A.

What are the hallmarks of providing effective feedback (i.e., what are the keys to providing feedback effectively)?

What are the hallmarks of providing ineffective feedback (i.e., what are actions one should avoid when giving feedback)?

What are the implications or outcomes of giving feedback effectively and ineffectively?

As I-O psychologists, what can we do to continue to promote the importance of providing effective and constructive feedback in the workplace?

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Hi Janine,

Feedback does indeed impact performance and attitudes of the receiver. And, reversing the arrow, performance and attitudes can drive the type of feedback given (think attribution theory). It is does not seem to be a simple relationship. The key to effective feedback is an awareness of the complex influences on how feedback is perceived.

Recently, this complexity has been tackled by **[Avraham] Kluger** and **[Angelo] DeNisi**'s research and creation of the Feedback Intervention Theory (1996, *Psychological Bulletin, 119*, 254–284). Their theory suggests that more feedback is not necessarily better, but feedback that is directed at the task level, rather than the person, is more likely to improve performance. This would support the oft-mentioned prescriptions to be constructive, to avoid ego-threatening attacks, to provide credible and concrete examples, to consider the sign of the message and timing, and so forth.

With the rise of e-mail and videoconferencing, it is increasingly important to consider the medium of feedback. I recall a discussion by employers concerning how to inform a job applicant of a rejection for the position. A heated debate ensued whether it would be more acceptable to receive the news from a phone call, letter, or e-mail. The group was split in terms of

their own personal preferences. This suggests to me that beyond the medium there is a place for including individual differences as part of communicating feedback. I-O psychologists could provide more translation of their knowledge to those that deliver feedback.

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Hi Janine:

Feedback should be given in the spirit of being helpful. It should be specific, describing clear examples of behaviors (not traits) that the feedback giver observed, and it should be given as close in time to the observed behavior as is possible and practical. The feedback should include not only the specific behavior observed, but the impact and consequences of it from the perspective of the feedback giver. It should address something that the recipient has control over (i.e., is actionable).

The hallmarks of providing ineffective feedback are the opposites of effective feedback behavior. Ineffective feedback is vague, general, trait-related, a conclusion from the observer's inferences and assumptions, hearsay, not timely, given in public or delivered as a personal attack.

Effective feedback has a greater likelihood of acceptance, insight, and awareness that are key to behavioral change and reinforced strengths. On the group level, effective feedback over time can contribute to more openness and willingness to give and receive feedback regularly, which of course can contribute to increased individual and group effectiveness. Ineffective feedback has a greater likelihood of rejection and lack of behavioral change. It can contribute to a closed, defensive relationship between individuals, and a closed, defensive environment on the group level, which can impact group effectiveness adversely.

As I-O psychologists, we can model giving effective feedback, naming it when we model it, give recognition to it when we observe it, coach on an individual and group level, and celebrate successes. On an organization level, we can communicate, communicate, communicate. We can build explanations and examples into communications, and "connect the dots" by demonstrating how a climate of open and constructive feedback aligns with specific organization values and can enable desirable organization outcomes.

Carol Timmreck, PhD
Shell Oil Corporation

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Good topic. Giving effective feedback has to be near the top of the list of the most challenging tasks a manager faces, and one of the most frequently mishandled. When the feedback is negative, the emotional inhibitors—fear, guilt, and the desire to not harm another or damage the interpersonal relationship—can render the manager ineffective, while the emotional reaction of the receiver of the negative feedback can result in defensive denial. Thus a lot of feedback that should be given is never offered, and some that is never registers. Sometimes a manager avoids timely feedback when it could be most helpful and saves it up for a later session, catching the employee unaware and leading to the feeling that he or she has been dumped on.

The most common complaint about feedback that I hear from persons going through management training programs is not about the type of feedback they receive, positive or negative, but that they just don't get much at all. While emotional factors can be a major inhibitor of negative feedback, the withholding of positive feedback is more likely to stem from the personality of the manager. When I hear a manager say "doing the job well is expected; people shouldn't need to be told," I know I'm dealing with someone who is not tuned into basic human needs for approval and recognition. The good news here is that many such people can accept intellectually that it's important to many people to get pats on the back and if motivated to become more effective managers, will consciously embark on a program to do so. We can help by offering tips on how to get started, get assistance from others, and monitor progress.

The most effective feedback, of course, is that given in the course of daily interaction on the job, which means it's timely and can serve as an immediate reinforcer of appropriate behavior or corrective of less appropriate behavior. Ideally, when this situation prevails the periodic formal performance reviews won't bring any big surprises.

As for what we can do to promote better feedback, one of the best ways we can help is to offer training sessions in how to give feedback, with managers role-playing both giver and receiver in illustrative hypothetical situations. Or, even better—situations the manager is currently dealing with where he or she will be facing, and perhaps has avoided, a feedback session that he knows is going to be difficult. Regarding incentives to get managers to focus on their responsibilities in this area, how about including informal evaluations of their own performance or an item on their effectiveness in giving feedback to their subordinates? If a system for "evaluating up" is in place, this data can come direct from the subordinates themselves.

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Well, it seems that I am not alone after all in my thoughts about the factors involved in giving effective performance feedback. One thing that Ken pointed out that I think is especially important is to remember to give positive feedback as well. From a developmental perspective, this is critical. As the saying goes "you get more flies with honey than with vinegar."

With respect to what we can do as psychologists to promote effective feedback, I think that the suggestions mentioned by my contributors were right on target. Namely, we can and should (a) work to transfer our knowledge about what constitutes good feedback to others, (b) provide education and training to others on how to provide effective feedback, and (c) conduct research and engage in practice that makes the link explicit between a climate of openness (where giving and receiving feedback is a part of the culture) and improved organization effectiveness. In the end it's up to us. Moreover, given that we are now well into the first year of "the decade of behavior" (our APA moniker), I think this would be highly appropriate!

As always, I would like to thank my gracious contributors Alice, Carol, and Ken for their thoughtful comments. If you have any feedback for me, I would love to hear from you. Please feel free to contact me at PricewaterhouseCoopers, 201 Wolfs Lane, Pelham, NY 10803 or by e-mail at j9151@aol.com.

On the Legal Front

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In the July issue of *TIP*, I forecasted a Supreme Court ruling on the Americans with Disabilities Act (ADA). Recall that in *Kimel v. Florida (2000)*, the Supreme Court ruled that the Age Discrimination in Employment Act (ADEA) does not apply to state entities. In January, the Supreme Court consolidated two cases to decide the parallel issue for the ADA (*Florida v. Dickson & Alsbrook v. Arkansas*). Oral arguments were scheduled for April 26, but in February, Florida settled with Dickson (a prison guard who wanted accommodations for climbing the stairs of a watchtower) for $142,000, and in March, Arkansas settled with Alsbrook (an amblyopic excluded from police work) for an undisclosed amount. This issue will likely be revisited in the 2000–2001 term.

Some of my other wishes, however, were granted, including an interesting tidbit, an article on *Daubert*, three other timely legal articles, and a Supreme Court ruling on disparate treatment (*Reeves v. Sanderson Plumbing*), which I will discuss below.

Regarding the tidbit, a colleague, who will remain anonymous, asked if it was legal to force an employee suspected of having mental problems to take an MMPI and then to terminate based on the test results. I am reminded of *Hollihan v. Lucky (1996)*, where an employee was forced to seek counseling due to his frequent outbursts at work. Hollihan had a seemingly weak ADA claim (i.e., the court found no evidence of a mental impairment that significantly restricted a major life activity). But, since Hollihan was *forced* to seek counseling, the court ruled that he was *regarded* as being disabled. Forcing the MMPI based on suspicion of mental problems raises, I believe, the same issue.

The *Daubert* feature article, by **Michael Harris**, summarizes prior standards for admissibility of expert testimony, provides sample cases illustrating the *Daubert* standard, and concludes with five critical implications. Recall that in the July issue, this topic was at the top of my "wish list". Hopefully, it will stimulate additional discourse.

Dianne Brown Maranto contributes two news items. The first item, on the 10th anniversary of the ADA, contains four must-see Web sites. The second item, on the July 20th meeting of the Senate Committee on Health, Education, Labor and Pensions, raises some chilling prospects relating to genetic information in the workplace, most notably as it relates to various proscriptions within the ADA.

Linda Sullivan and **David Arnold** discuss the Rent-A-Center (RAC) settlement with two plaintiffs who challenged a test battery containing, among other components, two personality tests. RAC agreed to discontinue these tests and to a $2,000,000 settlement. The timeliness of this article is confirmed in *USA Today*, which on August 8, cited RAC as a centerpiece in a featured article on the growing unwillingness of employers to use and employees to take psychological tests.

Reeves v. Sanderson Plumbing

Rarely is the Supreme Court unanimous on any issue; rarer yet when the ruling favors the plaintiff in a EEO case. The Supreme Court so favored Roger Reeves in an ADEA claim featuring the probative value of *indirect evidence* of pretext in the McDonnell-Burdine[1] scenario. *Reeves* clarifies the Court's prior 5–4 ruling in *St. Mary's v. Hicks (1993)*. In the minds of many, *Hicks* had overturned a key precedent in the landmark case of *McDonnell Douglas v. Green (1973)*.

McDonnell Douglas v. Green (1973). In *McDonnell Douglas v. Green*, Justice Powell, speaking for a unanimous Supreme Court, outlined a three-phase scenario containing relatively light burdens for the plaintiff and defendant in Phases 1 and 2, respectively, and a heavier burden of *persuasion* for the plaintiff in Phase 3. The facts of the case were that after a layoff and a subsequent recall, Percy Green, who was not rehired, claimed racial discrimination. His Phase 1 burden was to provide evidence *presumptive* of racial discrimination. In Justice Powell's words, this evidence was as follows:

> (i) that he belongs to a racial minority; (ii) that he applied and was qualified for the job for which the employer was seeking applications; (iii) that, despite his qualifications, he was rejected; and (iv) that, after his rejection, the position remained open and the employer continued to seek applicants from persons of complainant's qualifications.

The Phase 2 burden on the defendant was equally as light...to *produce* or *articulate* a nondiscriminatory reason why Green was not rehired. The defense stated it did not rehire Green because of his illegal actions against the company during the layoff period (that he and others had prevented workers from both entering and exiting the plant).

This then set the stage for the plaintiff's proof, in Phase 3, that the defendant's articulation in Phase 2 was a pretext for discrimination (the only burden of persuasion in this scenario). Justice Powell then outlined two ways to prove pretext. Accordingly:

> Especially relevant to such a showing would be evidence that white employees involved in acts against petitioner of comparable seriousness to "stall-in" were nevertheless retained or rehired... Other evidence... includes facts as to the petitioner's treatment of respondent during his prior term of employment; petitioner's reaction, if any, to respondent's legitimate civil rights actives; and petitioner's general policy and practice with respect to minority employment.

Thus, the gist of this scenario is to set up an articulation by the employer and to see if the plaintiff can disprove it via *indirect* evidence (e.g., rehiring of white employees who also engaged in illegal activities) and/or *direct* evidence (e.g., specific discriminatory acts against Green and/or other minorities).

St. Mary's v. Hicks (1993). Melvin Hicks, a black prison guard, had seemingly sufficient *indirect* evidence of pretext. He was reprimanded and ultimately discharged for rules violations, even though more egregious violations by other (White) employees were ignored and/or dealt with less severely. The district court judge ruled that even though Hicks had proven a "crusade to terminate him, he [had] not proven that the crusade was *racially*, rather than *personally*, motivated."[2] The 8th Circuit overturned the ruling, stating that:

> Because all of the defendant's proffered reasons were discredited, defendants were in a position of having offered no legitimate reason for their actions. In other words, defendants were in no better position than if they had remained silent, offering no rebuttal to an established inference that they had unlawfully discriminated against the plaintiff on the basis of his race.

But in a 5–4 Supreme Court ruling, Justice Scalia, speaking for Justices Kennedy, O'Connor, Rehnquist and Thomas, reversed the 8th Circuit, stating:

> The [district court's] disbelief of the reasons put forward by the defendant... may together with the elements of a prima facie case, <u>suffice</u> to show intentional discrimination. Thus, rejection of the defendant's [articulation] will permit the [district court] to infer the ultimate fact of discrimination.... But the Court of Appeals' holding that rejection of the defendant's [articulation] <u>compels</u> judgment for the plaintiff disregards the fundamental principle of Rule 301 that a presumption does not shift the burden of proof, and ignores our repeated admonition that the Title VII plaintiff at all times bears the "ultimate burden of persuasion." [emphasis by author]

Taken literally, this ruling implies that indirect evidence of pretext *may* suffice for judgment for the plaintiff, but does *not* guarantee it.

Post-Hicks rulings. The minority in Hicks feared for the demise of McDonnell-Burdine. Thus, speaking for Justices Blackmun, Stevens, and White, Justice Souter stated:

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[1] It is called the McDonnell-Burdine scenario because a series of four cases beginning with *McDonnell Douglas v Green (1973)* and ending with *Texas v Burdine (1981)* created and cemented the burdens of proof for plaintiffs and defendants for most disparate treatment claims.

[2] On remand, the district court again ruled that Hicks was terminated for non-racially motivated *personal* reasons and the 8th Circuit had no choice but to affirm (*Hicks v. St. Mary's, 1996*).

> The majority fails to explain how the plaintiff, under this scheme, will ever have a "full and fair opportunity" to demonstrate that reasons not articulated by the employer, but discerned in the record by the factfinder, are also unworthy of credence. The Court thus transforms the employer's burden of production from a device used to provide notice and promote fairness into a misleading and potentially useless ritual.

Nevertheless, most circuit courts subsequently articulated a willingness to affirm either up *or* down district court rulings. For example, in *United States v. Crosby (1995)*, a Black female sergeant at a detention center was fired for taking an unauthorized leave even though "certain White male employees received more thorough disciplinary reviews and less severe sanctions." The district court judge accepted the defendant's articulation that the termination was not due to gender or race, but rather, "a need to set an example, and a need to enhance discipline." Although the 11th Circuit affirmed this ruling, it indicated that the opposite ruling would have *also* been affirmed. Accordingly:

> The record could support an inference that Burnbridge was treated more harshly than other employees. Another district court, facing similar evidence and making different credibility choices might even conclude that this differential treatment was caused by intentional discrimination. We cannot, however, hold that this district court clearly erred by not so finding.

Analogous rulings were rendered in other cases, including *Combs v. Plantation (1997), Kolstad v. American Dental Association (1997)* and *Carey v. Mt. Desert (1998)*, prompting this author to suggest the following (see Gutman, 2000; page 28):

> Early Supreme Court rulings implied that pretext could be proven with indirect or direct evidence, but the *Hicks* ruling means that a false articulation does not automatically equate to a plaintiff victory. Nevertheless, credible indirect evidence of pretext is sufficient to withstand summary judgment for the plaintiff, meaning it is also sufficient for a jury trial. Since juries are perceived to be more lenient than district court judges, and since circuit courts stand ready to affirm jury verdicts based on credible evidence, it would appear that McDonnell-Burdine, though bruised by the Hicks ruling, is still alive and well.

Indeed, a major difference (though not the only one) between *Hicks* and *Reeves* is that the trier of fact in *Hicks* was a judge (as required in rules that predated the Civil Rights Act of 1991, whereas the trier of fact in Reeves was a jury (as permitted within the Civil Rights Act of 1991 for claims of intentional discrimination).

The Reeves Ruling. *Reeves* was a McDonnell-Burdine ADEA[3] case in which the jury ruled for the plaintiff and the 5th Circuit reversed. The employer claimed that Reeves, then 57 years of age, was fired because of "shoddy recordkeeping." At trial, Reeves, in the pretext phase, presented evidence that (a) he had properly maintained records; (b) that his supervisor had directed towards Reeves "derogatory, age-based comments"; and (c) that the supervisor had "singled him out for harsher treatment than younger employees". The jury believed Reeves, but the 5th Circuit ruled that Reeves "had not introduced sufficient evidence to sustain a jury's finding of unlawful discrimination". Conceding that Reeves had sufficient evidence for a jury to believe that the explanation for his termination might have been pretextual, the 5th Circuit nevertheless concluded that Reeves failed to prove that age was the motivating factor in the decision to terminate. Speaking for a unanimous Supreme Court, Justice O'Connor reversed, ruling that:

> In so reasoning, the Court of Appeals misconceived the evidentiary burden borne by plaintiffs who attempt to prove intentional discrimination through indirect evidence. This much is evident from our decision in *St. Mary's Honor Center*. There we held that the factfinder's rejection of the employer's legitimate nondiscriminatory reason for its action does not *compel* judgment for the plaintiff... The ultimate question is whether the employer intentionally discriminated, and proof that "the employer's proffered reason is unpersuasive, or even obviously contrived, does not necessarily establish that the plaintiff's reason is correct. ... In other words, "it is not enough ... to *dis*believe the employer; the factfinder must believe the plaintiff's explanation of intentional discrimination. ... In reaching this conclusion, however, we reasoned that it is permissible for the trier of fact to infer the ultimate fact of discrimination from the falsity of the employer's explanation.

Implications

Reeves implies that the Supreme Court would have supported Melvin Hicks had the trial judge disbelieved St. Mary's Honor Center and would have supported Sanderson Plumbing had the jury disbelieved Melvin Hicks.

There is also a more subtle implication relating to evidence of derogatory age-based remarks. There are cases in which such evidence has saved claims that otherwise seemed weak. For example, in *Madel v. FCI Marketing (1997)*, the trial judge believed that two fired older employees were probable losers in a discriminatory discharge claim and rendered summary judgment for the defendant. But there was credible evidence of derogatory age-based remarks, prompting the 8th Circuit to reverse and rule that the plaintiffs had "created a fact issue as to whether FCI's proffered reasons are pretextual... [these]... age-based epithets create a reasonable inference that age was a determinative factor in the termination decision." This

3 In general, courts have ruled that McDonnell-Burdine rules, particularly in discharge cases, are interchangeable between Title VII and the ADEA, meaning that McDonnell-Burdine precedents have been established for Title VII in ADEA cases and for ADEA in Title VII cases.

is not to suggest that the jury verdict in *Reeves* hinged on derogatory remarks (there was other evidence), but cases like *Madel* imply that such remarks carry significant weight.

In retrospect, *Hicks* was clearly no blessing for plaintiffs. At the same time, *Reeves* clarifies that Justice Souter's fear (that McDonnell-Burdine would become a "useless ritual") was an overreaction. The McDonnell-Burdine scenario is still viable and, apparently, in the hands of juries more so than district court judges.

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International Forum

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Our world travels take us to the equator in South America this issue. SIOP member **Jaime Moreno** traces the history and tells of I-O psychology activities in Ecuador. As usual, I appreciate your comments and suggestions concerning this column. Send them to: Dirk Steiner; Département de Psychologie; Pôle Universitaire St. Jean d'Angely; 24, Avenue des Diables Bleus; 06357 Nice Cedex 4; France. E-mail: steiner@unice.fr. Phone: (33) 492-00-11-91. Fax: (33) 492-00-12-97.

Industrial and Organizational Psychology in Ecuador

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The Country and Its Situation

Ecuador is a small country in South America located on the equator, from where it takes its name. The population is approximately 12 million people, and the size of the country is about the size of the state of Nevada. The capital is Quito, and the other two important cities are Guayaquil and Cuenca.

After several years of military ruling, Ecuador returned to a democratic government in 1979. However, the last 4 years have been extremely difficult. The country is going through a period of political instability and is experiencing the worst economic crisis of its history. This crisis is so serious that the country is relinquishing its monetary system and adopting a dollar-based economy in the hope of overcoming the problem. This process is referred to as "dollarization" and it is currently in progress. It is expected that by the end of the year 2000 Ecuador will be the second country in Latin America with a dollar-based economy (the other country is Panama). The International Monetary Fund is helping in this process, and if it works, it is believed that the country will recover its productivity potential in 2 years. Meanwhile the crisis has had deleterious effects on society at large. Many businesses have gone bankrupt, there are no jobs, downsizing is a norm, inflation is very high, many are leaving the country, and foreign investment is scant. The next 2 years will be decisive for the future of the country.

Industrial Psychology in Ecuador

Unfortunately, there are no written records about the origins of I-O psychology in Ecuador, so I had to conduct several interviews with people who were involved in its origins. The oldest reference to I-O psychology dates back to 1966 when the School of Philosophy at Central University (Quito) approved the creation of the "industrial psychology area" (Garrido, 2000). It is not clear who came up with this idea, but the evidence suggests that Luis Riofrio, a psychiatrist who traveled around the world, brought the idea from one of his visits (presumably to the United States). Later he became the dean of the school of psychology. Despite the official approval in 1966, the first students of the program appeared in 1972 when a group of 15 students bet on this new discipline called "industrial psychology." The first diploma in industrial psychology was granted in Ecuador in 1974. The man who received that diploma, Juan Montero, is currently one of the main partners of Price Waterhouse–Ecuador.

Interestingly enough in the same year, 1972, the Catholic University (Quito) opened the area of I-O for students of psychology. Until that time, the department of psychology was a small area subsumed in the school of education. But in 1972, Ewald Utreras (an Ecuadorian who studied clinical psychology at the Universidad Coplutense de Madrid, Spain) and Canales (a woman psychologist from Spain who came to work in the country) proposed the creation of the I-O psychology area to José Rivera and Jaime Malo, the pioneers of psychology at the Catholic University. According to Utreras, the first curriculum in I-O was heavily based on curricula from the University of Purdue and the Universidad Coplutense de Madrid. It is not clear who obtained the curriculum from the University of Purdue.

It is interesting to note that I-O psychology had parallel independent origins at both Central University and Catholic University in Quito. In other words, the people who pioneered this area in both universities had no connections with one another.

Nowadays I-O is taught in the following universities and cities as an undergraduate area: Catholic University and Central University (Quito); State University of Guayaquil and Catholic University (Guayaquil); and University of Azuay (Cuenca). The newest I-O programs are at the University of Azuay (1997) and the Catholic University of Guayaquil (1995). It is probable that in the next year Universidad San Francisco (Quito) will offer a master's program in I-O psychology. These facts suggest that this field is becoming a very popular area across the country.

Students

Although there are no official figures, it is believed that more than 2,000 people have studied I-O psychology in Quito since its introduction in 1972. According to an ongoing survey not yet completed, most of the graduates of the

Catholic University of Quito are now working in private organizations in human resources departments and have positions such as human resources assistant, human resources analyst, chief of personnel, and human resources manager. Some of them are working in multinational corporations in other countries.

The professionals from Central University are filling similar positions in the public sector. This different career path—private institutions for Catholic University students and public institutions for Central University students—is related to the economic background of these universities. Catholic University is private and middle-class, whereas Central University is free with no entrance examination tests. Nevertheless, professionals from Central University have formed a professional association to regulate the practice of I-O psychology and to defend the interests of the group. However, the group is rather small and its activities limited.

Right now I-O is the most popular area among psychology students. For example, the Catholic University of Quito has three areas: clinical, educational, and industrial psychology. In the 1970s and 1980s, clinical psychology was the favorite field of most students. In the 1990s, this trend reversed and most students are choosing I-O. This is due in part to economic reasons. Industrial psychologists are the best paid among professional psychologists.

Ecuador, like most Latin American countries, has no research tradition (Ardila, 1986); therefore, almost 99% of the people who study I-O psychology have no intention of pursuing an academic career. The few professionals who decide to pursue an academic career must find other jobs to increase their incomes to an acceptable level. The environment does not offer good opportunities to become an academic.

Professors

The "typical" I-O psychology professor works in the human resources department of an organization or works in human resource consulting firms, and teaching activities are performed at marginal hours (very early in the morning or very late in the evening). This pattern is consistent with the study of Marin, Kennedy & Campbell (1987). Since most professors are dedicated more to their professional activities, there are no research programs in I-O psychology. Their functions are basically to teach and to direct students' dissertations.

Curriculum

Most curricula have the following features: There are 2 or 3 years of general psychology courses (general psychology, differential psychology, statistics, systems of psychology, and so on.) Later the psychology student must choose a major (e.g., clinical, educational, or industrial psychology.) Among the typical courses taught are personnel selection, performance appraisal, training and development, human resources administration, social

psychology, organizational development, tests and assessment, organizational culture, and the like.

Future Issues and Challenges

I-O psychology has 28 years of history in this country. Although it is well positioned in the market (many companies recruit industrial psychologists on a regular basis), the discipline needs to adapt its practices to the cultural context (Harris, 1999). There are few efforts to develop practices that are sensitive to the characteristics of our organizations. For example, our organizations are small compared to United States organizations; a "large" organization here has 1,500 employees and most organizations do not have more than 500 employees. This feature has serious implications for many practices. Finally, despite the shortcomings that I-O psychology may have in this country, it is undeniable that it has contributed to the development of people and organizations. Thanks to I-O psychology, the administration of human resources has moved significantly in the right direction.

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Informed Decisions: Research-Based Practice Notes

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The recent **Informed Decisions** column authored by **Maggie Laber** and **Jimmie O'Connor** (in the April, 2000 issue of *TIP*) generated a great deal of interest from people. In fact, **Dan Chiaburu**, a Student Affiliate of SIOP and an MBA graduate of Case Western Reserve University, recently sent me an additional set of competency modeling references to complement the set provided in the original article. I thank Dan for his efforts. If you would like to discuss these references (or add some of your own to his list), you can reach him at chiaburu@hotmail.com.

After this past SIOP, a number of my colleagues told me that they had attended a great workshop on succession planning. Next issue, I plan to run a column addressing this very issue.

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The High Society: Eight Things That Really Tick Me Off

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The other day I was experiencing a generalized sense of discomfort. I didn't know exactly what or why. I therefore decided to get in touch with my feelings, and I didn't like what I felt. However, I am an expert in dealing with feelings, because feelings dealing is the stuff of counseling psychology, and I am a jolly good Fellow of that division of APA. I therefore counseled myself to get them off my chest, as my grandmother used to say. So what follows are some slow burning issues that really fry me. I originally had an earthier title for this column, but a sense of propriety prevailed. I'm already feeling a sense of anticipatory relief.

1. Numerical estimates reported beyond the second decimal place. You get on a bathroom scale and it shows you weigh 152 pounds. At your doctor's office, the nurse weighs you and records your weight to be 151.5 pounds. A contender for the World Boxing Association's welterweight title has his weight recorded as 151.58 pounds. That's about as precise as it ever needs to be in life. So why do some journals in our discipline report estimates up to the sixth decimal place? Who is kidding whom here? I've seen variance estimates reported to be something like "0.782945." In case you've forgotten the meaning of each decimal place, let me refresh your memory: tenths, hundredths, thousandths, ten-thousandths, hundred-thousandths, and millionths. Yep, I sure sleep better at night knowing there are five parts per million in that variance estimate. It could have been six. The technical term for this form of folderol is "pseudo-precision." It gives us a sense of smug comfort, shrouded in supposed scientific rigor, to report estimates of relationships between abstract concepts at a higher level of precision than estimates of something as unambiguous as weight. It was a little over 100 years ago that assessments of mental qualities were conducted by feeling the bumps on a person's skull with your fingers. That practice was called phrenology. We still love digits—they've just changed from anatomical to numerical. I propose we limit our numerical estimates to two decimal places. When the World Boxing Association moves to the sixth decimal place in its estimates, so can the American Psychological Association.

2. Why the cover page of a manuscript is "Page 1." This seems like such a little thing, why would it bother anyone? I don't know, but it bothers me. I know what you're saying—we make the cover page of a manuscript page 1 because the *APA Style Guide* says so. Wake up, people! How many books do you know where the cover of the book is counted as the first page? None, not even one, never, ever. So how did this practice begin? I bet I

[1] Unamused, indifferent, or delighted readers can contact the author at pmmuchin@uncg.edu.

know. About 35 years ago in some junior high school a teacher gave the following assignment: "Write a three-page report on why Shakespeare and the Beatles exerted strong social influence on their respective cultures." Not knowing Shakespeare from shinola, a smart-aleck kid in the class came up with this brilliant ploy. By making the cover page of the report "page 1," the length of the actual writing assignment is reduced by one-third. The little twerp grew up to work in the editorial office of APA and now inflicts this particular perversity on the rest of us. I can't wait until the next time my dean tells me "to write a brief one-page report" on some academic issue. It will be brief, alright.

*3. **Gang-bang authorship.*** How many authors can meaningfully contribute to one paper? I'm not talking about your basic menage-a-trois or a garden variety San Francisco mixed combo. No, I'm talking about gang-bang. Let's define our terms. Four or fewer authors are standard fare. Five authors are just a bunch of people out for a good time. But six or more constitutes a gang. There is something prurient about one paper supposedly being written by six or more people. Over my long and illustrious career, the most authors I've ever seen for one paper is twelve (it was in social, not I-O). An even dozen. But that pales in comparison to what a colleague of mine in physics once saw—19 authors! (And incidentally, that 19-authored publication was two pages in length.) I would love to have been a fly on the wall when the serial position of the 12 authors was determined. The most socially manipulative person of the bunch orchestrated first authorship. Early on in the research process one poor schmuck was designated for last place. But what most intrigues me is how the assignment of authors to serial positions 7 through 10 was determined. These positions represent the best of the bottom half of authors, but not the absolute dregs. I can just imagine a dialogue like this. "I shouldn't be the 10th author. I should be moved higher to 8th. After all, I was the one who spotted that typo in the footnote." Author #8 then pipes up, "Oh, yeah? Who stapled all those questionnaires? Not you!" The determination of authorship in a gang-bang would be a research study unto itself. I say in the name of decency and maintaining local standards of morality, we limit the number of authors of any publication to five.

*4. **People who insist on dropping Latin phrases in their writing.*** I'm not talking about citing some famous quotation from Julius Caesar. Nor am I talking about specific legal terms expressed in Latin. No, I'm talking about those two-word snippets that are dropped into a paper to make it sound more sophisticated, urbane, and scholarly. You know the ones I mean—*ad hoc, ad hominem, pro forma, ipso facto, per se*, and so on. Are these people so intellectually impoverished they have to rely on a dead language to help them communicate? There are over 800,000 words in the English language. Pick out a few that make your point. Unless you make it to Pope, knock off

the Latin. To those who still insist upon dropping Latin phrases in their writing like croutons into a salad, to you I say [Latin expletive deleted].

*5. **Ergonomically designed.*** Once upon a time this term really meant something important. It meant that some human factors folks designed a product with full regard to how people would use it. But now "ergonomically designed" has become a self-parody, a sad spectre of something that once stood proud and tall. To enhance marketing appeal just about everything is now touted to be "ergonomically designed." And thank goodness for that. The other day I was in my university's bookstore and came across a box of "ergonomically designed" #2 lead pencils. They looked suspiciously like nonergonomically designed pencils—one end you sharpen, the other end had an eraser. But wait, these pencils were round, not hexed. So if you plan to grip one of these babies for 14 hours with a force of 3 *G*s, the resulting indentation in your finger will be uniform and not ridged. I recently visited a friend in the hospital who was recovering from surgery. At his bedside were "ergonomically designed" straws, according to the box. I couldn't wait to open one. About three-fourths of the way up from the bottom of the straw there were a series of small folds or crinkles. It allowed the patient to use the straw at an angle, without crimping it. I have some big news for the manufacturer of this product. They had these straws 40 years ago. They were called "bend 'em" straws because you could bend them and get an unimpeded suck. They were not "ergonomically designed." They were also great for shooting spitballs around corners, as my seventh grade homeroom teacher would attest. I say we reserve "ergonomically designed" for those products that truly deserve it and not cheapen it by frivolous application.

*6. **The loss of the word "foreign" from our vocabulary.*** I must have been asleep for about a decade. It wasn't all that long ago that "foreign" was a totally acceptable word. There are still a few vestiges of the word, but they are quickly disappearing. Most universities have a department of foreign languages. Senator Jesse Helms from my beloved state of North Carolina is the chair of the Senate Foreign Relations Committee. Recently, however, it is as if "foreign" has become a dirty word, implying some degree of condescending superiority. It has been replaced with a trio of words that have a kinder, gentler ring to them. The first is "international." My university has exchange programs with "international universities." The students who come here from there to study are "international students." Music was once referred to as "the international language" because it could be experienced by people from all countries. That was then and this is now. Now "international" means any place that doesn't have a ZIP code. Among the more sophisticated, "international" has been replaced with "multinational." It sounds more pluralistic. I guess if you fly to Stockholm and directly return home, you are an "international" traveler. But if your plane makes a stop in London, that makes you a "multinational" traveler. Not to be outdone, the elite of the elite eschew "multinational" in favor of "global." I can understand "global warming"—I can't quite get the hang of a "global experience." You don't know what that is? Let me explain it to you as it was explained to me. While in France, if you go to a German restaurant and order an Italian meal cooked by a Philippino chef and it's brought to your table by a Pakistani waiter, you are having a "global experience." I'm not kidding—that's what I was told. I guess I'm getting too old or cynical, but that logic is just so foreign to me. And don't get me started on how "cross-cultural" is now "multi-cultural." Most Americans are descendents of foreigners who came to this country for a chance at a better life. Deal with it.

7. "Rejoinder" articles. Let's be sure you understand what I mean when I refer to "rejoinder" articles. Assume Smith writes a paper which the editor accepts for publication. However, Smith's research does not support the work of Jones, and the editor allows Jones to write a reply article which is critical of Smith. Smith, in turn, is allowed by the editor to write a rejoinder to Jones' reply. Got that? All three articles are published in sequence in the same issue of the same journal. Smith's original article, followed by Jones' reply, followed by Smith's rejoinder. I fully support the editorial decision to publish Smith's original article. Likewise, I fully support the editorial decision to publish Jones' reply, which is critical of Smith. But what is the point of giving Smith a second chance to restate a view that was already expressed in the original article? I have yet to read a single rejoinder article that added anything of value to the issue under consideration. Every rejoinder article ever written has the same three parts. (a) Smith thanks Jones for giving Smith the opportunity to clarify some points that Smith loves to make. (b) Smith asserts that Smith is not the idiot Jones portrays Smith to be. (c) Smith states Jones wouldn't be so misguided if Jones really understood the substantive issues involved in the research (like Smith does). That's it. Every rejoinder article follows this exact same script. Once, just once, I'd love to read the following rejoinder. "Jones is correct. I *am* an idiot. I am therefore moving to Somalia to take up goat herding." So why do editors give Smith two bites of the same apple? Maybe Smith is a friend who is owed a favor, or more likely a former student who is in need of a "vitae-building experience" (which is not to be confused with a "global experience"). I say we abolish the practice of publishing rejoinders, unless the goat-herding response is evidenced therein.

8. How "groups" became "teams." This is another one that snuck by me when I wasn't looking. Now I have to admit, I don't consider the two terms to be completely interchangeable. The New York Yankees are not my favorite baseball group. However, the term "group" is going the way of "foreign." A prominent area of research used to be group decision making. A highly respected book in our field was *Group Dynamics*. An established assessment method is the leaderless group discussion. But now "group" is

on life support, and it's "team" this and "team" that. Even my local television station talks about a story being covered by its "action news team." There is also a subtle difference in the prepositions used to denote respective memberships. You are *in* a group but *on* a team. A "team" seems to imply a greater sense of solidarity, interdependence, and cohesion. It is such a "with it" term. Come to think about it, I wonder how a "team" and a "group" differ from a "gang?" I guess team and group don't rhyme with "bang." I think I figured out the major distinction between a team and a group. If you wear a uniform, you're on a team. If you don't, you're in a group. I say we bring back the "group" and restore it to its rightful place as an object of study in psychology. Let's leave the "team" to leisure studies.

***

Wow, do I feel better, *ceteris paribus*. Got a few gripes of your own? Send them in. If I get enough of them, I'll devote a column to them. There will be no reply to that column, let alone a rejoinder. Just remember—we carp because we care.

Global Vision

Mark A. Griffin and Boris Kabanoff
Queensland University of Technology

We are pleased to continue the mission for **Global Vision** outlined by **Charmine Härtel** in her final column: To be a forum for discussing international developments and perspectives in work and organizational psychology. Choosing where to start on this task is daunting so we begin where we are most familiar, reporting news of the recent I-O conference in Australia. In future columns, we look forward to bringing together news of research and practice from around the world. **Global Vision** aims to cover topics in a way that highlights the role of international psychologists and extends work conducted in North America. It has been noted before that much of the research read by SIOP members is produced in North America. We hope to encourage consideration and integration of activities from across the globe to enhance the theory and practice of I-O psychology.

To achieve the goals of **Global Vision**, a series of specific topics outlined below will be addressed in forthcoming issues of *TIP*. Our choices will depend a great deal on the input of *TIP* readers. Please send us ideas for column topics, research activities, news, and tips.

You can contact us both at the School of Management, Queensland University of Technology, Queensland, 4001, Australia. E-mail breaks down international barriers by being cheaper and faster (m.griffin@qut.edu.au and b.kabanoff@qut.edu.au).

Future Topics of Global Vision

Global Vision will address topics that provide a focus for identifying research and practice issues around the world. We welcome all input on research and practice issues of which you may be aware. Let us know of your own research or industry collaborations so that we can integrate your news into the column topics. If you are aware of other researchers and practitioners working in a particular area, let us know and we will make follow-up contact. We hope to make particular use of recent international conference presentations, which will accelerate the timeframe for access to research presented in specific areas. To initiate the process, we have identified the following topics for upcoming issues of **Global Vision**:

- Work Safety
- Leadership and Change Management
- Diversity
- Innovative Research Methodology
- Work Design and Team Working

In the next issue of *TIP*, we begin with the topic of work safety. The current emphasis on integrating safety research with mainstream management and I-O research makes it a timely topic. Strong research programs related to safety in countries such as the UK and Israel make it a topic particularly relevant for **Global Vision**.

For each of the above topics, we know there are many active researchers around the world. Please submit ideas for future topics as well as content within specific topic areas. Again, we are particularly keen to identify topics where international research and practice may provide a different perspective to research that is more easily accessible in North America.

Australian I-O Conferences

Despite Australia's long history of involvement in applied psychology, it was only in 1995 that an Australian I-O conference was initiated. The first conference was held in Sydney and has been followed by conferences in Melbourne and Sydney at 2-year intervals. A key feature of these conferences is the overall high quality of the work that is presented and the involvement of international researchers. As co-chairs of the recent Brisbane conference, we believe Australian I-O conference is a forum for high-quality international research and we expect that submissions from around the world will continue to increase. The opportunity to add a sunny vacation in Australia is, of course, an added attraction.

The Australian Conference is modeled on the U.S. SIOP Conference and aims to achieve a high level of academic and practical relevance. Two days of workshops presented by national and international scholars preceded the 1999 conference and were attended by over 400 participants. The opening keynote address by **Benjamin Schneider** (University of Maryland, USA) titled "Services Management and I-O Psychology" set the tone of quality research linked to organizational practice. The concluding address presented by **Phyllis Tharenou** (Monash University, Australia) titled "The Relevance of I-O Psychology to Contemporary Organisations: Are We Y2K Compliant?" explored the history and impact of Australian I-O research. Sandwiched between these great presentations were a series of symposia, individual papers, and practitioner forums that brought together researchers from Australia with researchers from other countries.

Three best paper awards highlighted the international flavor of the conference. Recipients of these awards were David Brown (Griffith University, Australia), Karen Harlos (University of Otago, Canada), and David Holman (University of Sheffield, UK). Almost 500 participants represented 14 countries and all states of Australia.

The next Australian I-O Psychology conference will be held in Sydney from June 22 to June 24, 2001. The conference chairperson is **Ann Williamson** (University of New South Wales, Australia) and her contact e-mail is a.williamson@unsw.edu.au. Submissions for the conference close on December 8, 2000. Further information about the location, submission guidelines, and accommodation will be available shortly.

We look forward to fulfilling the mission of **Global Vision** and receiving input from *TIP* readers.

TIP Crossword

Steven Katzman
KPMG LLP

Don't look! You can still attempt the crossword that appeared in the previous edition of *TIP*. The answers to the July 2000 puzzle, entitled "Inaugural Puzzle," are in the grid below. Thanks for all the wonderful feedback I received.

In addition to all the nice remarks, I also received some comments and corrections. **Philip Bobko** informed *TIP* that, in fact, my crossword was not the first. There was a puzzle published in the February 1979 issue.

Paul Thayer wrote to inform me that the answer to the clue, First Woman (63 Across), was incorrect. I had mistakenly thought that **Mary Tenopyr** was the first female SIOP president. Paul corrected me: "Although I admire Mary for her work and regard her as a close friend, she is not the first woman president. That honor goes to Marion A. Bills, President from 1951-52. She was a pioneer in selection techniques, performance appraisal, and many other things. She was a high level officer of Aetna Life and Casualty Insurance Company of Hartford, CT, and did much to get our discipline accepted by that industry as well as others." Thanks to both Phil and Paul for their comments and corrections.

Look for a new puzzle to appear in the January 2001 issue of *TIP*.

Answers to Inaugural Puzzle

A	M	O	R	E		S	P	E	E	D		P	I	S
B	O	N	E	S		U	L	C	E	R		I	L	A
B	R	U	C	E	V	M	O	O	R	E		L	O	L
A	E	R	O		E	M	T			A	N	O	V	A
			D	A	R	E		U	P	D	A	T	E	S
A	N	G	E	L	O	D	E	N	I	S	I			
L	I	N	D	A			N	I	L		L	A	B	S
A	N	A		S	T	U	T	T	E	R		C	A	T
N	A	T	O		A	C	E			E	E	R	I	E
			P	A	U	L	R	S	A	C	K	E	T	T
P	O	L	E	N	T	A		O	B	O	E			
O	Z	O	N	E				F	L	U		S	S	T
E	A	T		M	A	R	Y	T	E	N	O	P	Y	R
T	R	U		I	M	P	E	L		T	R	A	D	E
S	K	S		A	M	I	T	Y		S	E	N	S	E

Announcing New SIOP Members

Beth Chung
Cornell University

Irene Sasaki
Dow Chemical

The Membership Committee welcomes the following new Members, Associates, and Foreign Affiliates to SIOP. We encourage members to send a welcome e-mail to them to begin their SIOP network. Here is the new list of members as of August 1, 2000.

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Welcome to all of the new members.

Membership Applications and Information are available on the SIOP Web site: www.siop.org

Guion Honored Twice in One Week

Milton D. Hakel
Bowling Green State University

SIOP's **Robert M. Guion** was recognized in two separate ceremonies in June for his formidable and enduring contributions to research and application.

On June 6, in Washington DC, Guion was honored by the International Personnel Management Association Assessment Council. In recognition of his contributions to professional practice in personnel testing, Bob received the Stephen Bemis Award. The award is named after a staff psychologist at the Office of Federal Contract Compliance who was noted for his hands-on assistance to those under the office's authority.

On June 8, in Miami Beach, Guion was honored by the American Psychological Society. In recognition of his "distinguished, exceptional, and lifetime achievement in scientific psychology," Bob was awarded status as a James McKeen Cattell Fellow of APS. The award is named for a founder of applied psychology and is given to only two psychologists each year. The citation recognized Guion's 50 years of contributions covering attitudes, morale, motivation, recruiting, placement, selection, discrimination, organizational climate, utility, and general issues concerning measurement; his roles in setting standards for practice (principal author of the 1974 *Standards for Educational and Psychological Tests*, and co-chair for two editions of SIOP's *Principles*); his textbooks (*Personnel Testing*, 1965; *Assessment, Measurement and Prediction for Personnel Decisions*, 1998); his leadership in creating the doctoral program at Bowling Green State University; and his mentorship of many of today's leaders in industrial and organizational psychology.

Guion commented, "What is nice about it, and what I'd like to shout from the housetops, is that the sermon I've preached for nearly a half century—that every I-O psychologist should be both a researcher and one who finds out whether the research will work in practice—seems to be coming together in a single week."

What a career. Not a bad week either.

Congratulations, Bob!

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:

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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.

Note. Chuck Hulin's, Wayne Kirchner's, and Gary Latham's names were incorrectly left off the Fellows list in the July issue of *TIP*. They are significant contributors to the field, Fellows, and I apologize for the error. The list below is a working list so please contact me if the it reflects any errors (i.e., the list is passed from one chair to the next). *JNC*

Current 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. Borman
Thomas J. 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
Charles L. Hulin
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
Wayne Kirchner
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
Gary Latham
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

Preview of 2001 SIOP Pre-Conference Workshops

Karen B. Paul
3M

The Continuing Education and Workshop Committee is very pleased and proud to announce this year's lineup of distinguished workshop leaders and compelling topics for the SIOP Pre-conference Workshops to be held in San Diego on April 26, 2001. More detailed information will follow in the next issue of *TIP*. We hope you will join us for what promises to be an outstanding set of learning opportunities.

1. Strategic I-O: Creating and Communicating the Connection Between I-O, Human Capital, and Strategic Success by John W. Boudreau, ILR School, Cornell University, and Peter M. Ramstad, Personnel Decisions International. Coordinator: Blake Frank.

2. Been There, Done That, Wish I Could Have Done It Differently: Responding to Client Needs From A Practitioner's Perspective by Joseph L. Moses, Applied Research Corporation, and Rebecca Baybrook-Heckenbach, 3Com Corporation. Coordinator: Luis F. Parra.

3. Executive Coaching: How and When to Use It by David L. DeVries, Kaplan DeVries, Inc., Andrea M. Konz, SC Johnson & Sons, Inc., and Robert E. Kaplan, Kaplan DeVries, Inc. Coordinator: Joan R. Rentsch.

4. Using the Internet to Advance Biodata for Selection Programs by Terry W. Mitchell, e-Selex.com. Coordinator: Steve Johnson.

5. Cutting Edge Concepts/Practices in Management Development by Stephen L. Cohen, Managing Director, The Learning Design Group. Coordinator: Mick Sheppeck.

6. Emotional Intelligence in Organizations: Do We Need It and Can We Really Measure It? by Marilyn K. Gowing, U.S. Office of Personnel Management. Coordinator: Kristofer Fenlason.

7. Leveraging New Technology: Using Artificial Neural Networks for Applied Problem Solving by David Scarborough, Decision Point Systems, Inc., Mark Somers, New Jersey Institute of Technology/Rutgers. Coordinator: Timothy Patton.

8. Global Survey Research by Lise M. Saari, IBM Corporation, and Benjamin Schneider, University of Maryland. Coordinator: Alberto J. Galué.

9. Coaching for Success: Tips for Building a Coaching Culture for Managers by Kristen Mitchell, Pizza Hut, Inc. Coordinator: James Eyring.

10. Communications That Work: How to Make Presentations and Face the News Media by Richard M. Daniels, APR, RMD Communications. Coordinator: Irene Sasaki.

11. Testing and The Law...The New Century by Keith Pyburn Jr., McCalla, Thompson, Pyburn, Hymowitz, & Shapiro, and William W. Ruch, Psychological Services, Inc. Coordinator: Steven Robison.

12. Remote Leadership: Getting Things Done Across Time, Space and Culture by Alison R. Eyring, Organization Solutions, and Albert Valera, Compac. Coordinator: Victoria Pollman.

13. The Talent Solution: Winning the People Wars by Ed Gubman, Hewitt Associates, and MaryBeth Mongillo, Raytheon. Coordinator: Karla Stuebing.

14. The Impact of the Web on Organization Design and Human Resource Management by Edward E. Lawler III and David Finegold, University of Southern California. Coordinator: Ed Kahn.

15. Understanding and Using Web-based Recruiting and Screening Tools: Key Criteria, Current Trends, and Future Directions by Michael M. Harris, University of Missouri—School of Business, and Katrina Dewar, ePredix. Coordinator: William Shepherd.

16. Current Reality and the Unfolding Future of Web-Based Training by Robert Most, Mindgarden, Inc, and Marcia Simmering, Rucks Deptartment of Management, Ourso College of Business. Coordinator: Jeffrey Stanton.

Heads Up!
Expanded Tutorials are Back!

Adrienne Colella
Texas A&M University

Due to the booming success of last year's Expanded Tutorial sessions, SIOP is pleased to announce that four more sessions will be offered at the 2001 SIOP Conference in San Diego.

The goal of Expanded Tutorials is to provide a longer and more in-depth opportunity to explore a particular area of research or methodological issues from a scholarly perspective. These sessions will address state-of-the-art research and theory.

Below is some basic information on the sessions. A more detailed description of the sessions and presenters will appear in the January 2001 *TIP*.

Duration: The sessions are 4 hours long.

Enrollment: Enrollment will be restricted to 30 individuals.

Cost: Each expanded tutorial will cost $50.

When: Sunday, April 29, 2001. 8:30 a.m. to 12:30 p.m. Location TBA (it will be at the conference site).

Registration: To register, you must complete the Expanded Tutorials section of the Registration form and include payment in your total. The registration forms will be available in January 2001.

Topics (Tentative Titles) and Presenters:

Creativity: TBA

Personality and Work: Murray Barrick (Michigan State University) and Tim Judge (Univeristy of Iowa)

Examining Macro Problems from a Micro Perspective: Angelo S. DeNisi (Texas A&M University) and Michael Hitt (Arizona State University)

Mutli-Level Issues in I-O Research: Katherine Klein (University of Maryland)

Although it's a little too early to register, mark these sessions on your calendar, and don't forget to sign up when registering for the conference. The sessions filled up quickly last year!

Invasive Questions Lead to Legal Challenge, Settlement and Use of Different Test

Linda Sullivan and David W. Arnold, Esq.
Reid Psychological Systems

On May 14, 1999, two prior Rent-A-Center ("RAC") employees (Arthur Staples and Scott Hadley) filed suit against RAC in San Francisco Superior Court. Subsequently, on June 17, 1999, the suit was removed to the U.S. District Court for the Northern District of California. The suit ultimately sought class action relief for all past, present, and future employees and applicants who were required or in the future will be required to take RAC's Management Test in the state of California. See *Staples, Hadley, Ferrando, Allen and Fralin v. Rent-A-Center, Inc.*, No. C 99-2987 MMC (1999).

According to the complaint, RAC required all management employees, all nonmanagement employees seeking managerial positions and all external applicants for management positions to take a battery of nine written tests ("Management Test"). The test was allegedly used to determine whether employees were eligible for promotion and whether applicants would be hired for management positions, as well as identify training and personal growth exercises for current employees. The Management Test was comprised of the following instruments: (a) Minnesota Multiphasic Personality Inventory I ("MMPI"); (b) Bernreuter Personality Inventory ("BPI"); (c) Strong Interest Inventory; 4. Bennett Mechanical Comprehension Test; (d) Language Comprehension Test; (e) Mathematical Thinking Test; (f) Wide Range Vocabulary Test; (g) Minnesota Clerical Test; and (h) Wonderlic Personnel Test—Form B.

While the complaint generally referenced the Management Test, ostensibly the major, if not exclusive, focus was on the MMPI and BPI. The complaint raised specific concerns regarding MMPI inquiries about sexual practices, religious beliefs, and sexual orientation. Also, the complaint characterized the BPI as "outdated and widely criticized" and indicated that it contained intrusive and personal inquiries such as "Do you tend to be radical in your political, religious, or social beliefs?"

The plaintiffs further stated that the Management Test is scored and interpreted by Associated Personnel Technicians, Inc. (APT). Moreover, APT prepares a profile for RAC, which summarizes the test taker's mental skills, personality, adjustment pattern, interests, and suitability for advancement or hiring. The complaint also alleges that the profiles contain "gross and unfounded generalizations" about each test taker's personality and abilities, as well as "often absurd suggestions for ways to improve the employee's personality tendencies or projected performance." Examples of such suggestions cited in the complaint include:

> The Adjustment pattern is showing the primary tendency to be restless and impatient. We suggest he eliminate his intake of caffeine and nicotine materials, if appropriate, with an increase of water consumption up to 6-10 glasses per day, as well as being involved in a regular exercise program under his physician's supervision.
>
> He is resistant to rules and codes. We suggest he be thoroughly grounded in company policies and procedures and understand there will be no deviation from them. We suggest he work through the books *Your Erroneous Zones* by Dr. Wayne Dyer, *Codependent No More* and *Beyond Codependency* by Meloday Beattie, one chapter at a time, with a significant person in his life. After reading and discussing each chapter, he needs to write down what he has learned that is *new* to him and what he is *actually doing differently*, then submit these two sentences per chapter to his training supervisor for further discussion.

Based on the foregoing, as well as other allegations of fact, plaintiffs asserted the following claims against Rent-A-Center: (a) Violation of Article 1, Section 1 of the California Constitution (Invasion of Privacy); (b) Tortious Invasion of Privacy; (c) Violation of the California Confidentiality of Medical Information Act; (d) Violation of the Americans with Disabilities Act; (e) Violation of the California Fair Employment and Housing Act; (f) Violation of the California Labor Code; (g) Defamation; (h) Unfair Business Practices; (i) Tortious Wrongful Termination in Violation of Public Policy; and (j) Unlawful Retaliation.

Simply as a result of this litigation, RAC discontinued administering the Management Test and using its results in California as of January 1, 2000. Subsequently, on July 7, 2000, federal district court Judge Maxine Chesney approved a settlement between the parties. Under the settlement, RAC has agreed to divide about $2 million among approximately 1,200 test takers in California.

Rent-A-Center also agreed not to resume use of the Management Test in California. In addition, even though this was only a state-wide action (federal jurisdiction was based on diversity of citizenship), Rent-A-Center agreed to discontinue use of the Management Test (including the MMPI or BPT, in whole or in part) nationwide. According to the parties' *Joint Petition for Final Approval of Class Action Settlement* (submitted to the court on July 7, 2000), "A new test has been developed, and it is currently in the validation stage. Training remains to be performed at Defendant's approximately 2,500 stores. Although every effort has been made to comply with the July 1, 2000 deadline [agreed-upon date to discontinue the Management Test], the new test will not be ready to administer until August 31, 2000. Consequently, the parties have agreed to extend the deadline for Defendant to cease administering the Management Test in other parts of the United States until August 31, 2000.

Tenth Anniversary of the ADA

Dianne Brown Maranto
APA Science Directorate

July 26th was the 10th anniversary of the passage of the Americans with Disabilities Act (ADA). In Washington, the anniversary was marked by a number of celebrations, a couple of executive orders, a Department of Justice progress report, and a Senate hearing on "The ADA, Opening Doors to the Workplace." A lot of the rhetoric focused on how far we've come in 10 years, but with recognition that continued progress is needed in employment of individuals with disabilities. In this article, I briefly summarize the notable events related to the ADA and employment issues and provide Web links to assist you in finding more information.

In two executive orders, President Clinton called for the federal government to set an example as a model employer by increasing federal employment opportunities for individuals with disabilities and by establishing procedures to facilitate the provision of reasonable accommodation. According to the Executive Order, based on current hiring patterns and anticipated increases, the federal government will be able to hire 100,000 qualified individuals with disabilities over the next 5 years. Federal agencies are not expected to have to create new jobs to fulfill this goal. Following the recommendations of the Presidential Task Force on Employment of Adults with Disabilities (established in 1998), the President also calls for federal agencies to develop a written procedure for processing requests for reasonable accommodation by employees and applicants with disabilities. The EEOC is charged with reviewing each agency's procedures. You can obtain copies of the executive orders at www.whitehouse.gov.

The Department of Justice Civil Rights Division released its report "Enforcing the ADA: Looking Back on a Decade of Progress." The report provides examples, many of which are anecdotal, of the ADA's impact on participation in civic life, employment of individuals with disabilities, accessibility issues, and access to health care and to childcare. Many state government initiatives are highlighted, as well as legal cases, and the efforts of commercial services and industries. The report is available at www.usdoj.gov/crt/ada/adhom1.htm, the Department of Justice's ADA home page.

The Senate Committee on Health, Education, Labor, and Pensions had an oversight hearing on the status of employment of individuals with disabilities. Among the witnesses were Judith Heumann, Assistant Secretary, Office of Special Education and Rehabilitative Services of the Department of Education; Rebecca Ogle, Executive Director of the President's Task Force on Employment of Adults with Disabilities; Peggy Mastroianni, Associate Legal Counsel, EEOC; and Elizabeth Savage, Counsel to Assistant Attorney General for Civil Rights, Department of Justice. Testimony tended to highlight how far we've come in providing employment opportunities for individuals with disabilities, but was not without acknowledgment that there is more to accomplish. Of particular concern in this hearing was the accessi-

Sixteenth Annual Industrial-Organizational Psychology Doctoral Consortium

Martha E. Hennen
Verizon Communications

Donna Chrobot-Mason
University of Colorado at Denver

Thursday, April 26, 2001 marks the day of the 16th Annual Industrial-Organizational Psychology Doctoral Consortium to be held at the Sheraton Harbor Island, San Diego California, the same site as the SIOP Conference. The consortium is traditionally known for its impressive lineup of speakers. The speakers are chosen for their outstanding contributions to the field and will provide their unique perspectives on opportunities and challenges faced by I-O psychologists today. Please look in the next issue of *TIP* for the announcement of the speakers for 2001.

Each doctoral program will receive registration materials for the Consortium in early January, 2001. Enrollment is limited to one student per program up to a maximum of 40 participants. We encourage you to make your nomination as soon as registration materials arrive because students are enrolled in the order that completed applications are received.

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

If you need additional information, please contact Martha E. Hennen at martha.e.hennen@verizon.com or by phone at (703) 974-2613 or Donna Chrobot-Mason at dchrobot@carbon.cudenver.edu or by phone at (303) 556-8566.

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bility of technology to individuals with disabilities. In April 2000, the Attorney General presented a report to the president on the current state of federal accessibility of information technology (see Web site at www.usdoj.gov/crt/508). You should be able to get a copy of the testimonies of this hearing at the Senate Committee's Web site at www.senate.gov/~labor. This hearing was held July 26, 2000.

One of those "you had to be there" moments occurred during the Senate hearing when Rebecca Ogle began her testimony by explaining why she was late to the hearing. She had difficulty finding an accessible restroom in the Senate Hart Building! To the credit of our esteemed Senate, there *was* an accessible restroom in the building, but it was closed for repairs. Unfortunate timing.

SIOP and the APA:
Where We've Been and Where We're Headed

Jennifer D. Kaufman, Tulane University
Frederick P. Morgeson, Michigan State University
Wayne Camara, The College Board
Angelo DeNisi, Texas A&M University
William C. Howell, Arizona State University
Dianne Brown Maranto, APA Science Directorate
Heather Roberts Fox, Towson University
Mary L. Tenopyr, Consultant

When the American Association for Applied Psychology (AAAP) merged with the American Psychological Association (APA) more than 50 years ago, Division 14 was established to represent the interests of Industrial and Business Psychology. Almost from the beginning, however, there has been a certain level of tension between industrial-organizational (I-O) psychologists and the APA, as the division sought to establish its own identity and meet the needs of I-O psychologists. One result of this tension has been the incorporation of The Society for Industrial and Organizational Psychology (SIOP). SIOP represents and caters to the needs and interests of industrial-organizational psychologists and provides the field an identity separate from other fields of psychology and from APA.

As an independent entity, SIOP has enjoyed remarkable success. The membership has grown exponentially, the annual conference sets new attendance records every year, the SIOP *Frontiers* and *Professional Practice* book series have thrived, and we have a vibrant academic and practitioner community. To some, these successes have made SIOP less dependent on the APA, and made our affiliation with the APA seem less consequential. But there are many reasons why a strong and positive relationship between APA and SIOP is important.

To discuss and examine both the past and future of the relationship between SIOP and APA, we conducted a panel discussion at the 15th Annual SIOP conference in New Orleans. As a group, the panelists have had considerable involvement with SIOP and APA: **Wayne Camara** and **Mary Tenopyr** are Division 14 representatives to APA Council, **Angelo DeNisi** is a past president of SIOP, **William Howell** is past Executive Director of the APA Science Directorate, **Dianne Brown Maranto** is Director of Psychology in the Workplace within the APA Science Directorate, **Heather Roberts Fox** is chairing a SIOP committee on APA/APS relations, and **Jennifer Kaufman** and **Frederick Morgeson**, session co-chairs, are current and past I-O representatives on the APA Science Student Council. The purpose of this article is to summarize the major points that were made during the discussion. Hopefully, this will show why it is important to cultivate and strengthen relations between SIOP and APA and encourage others to become more involved.

First and foremost, APA is a large organization with a vast array of resources. APA membership currently exceeds 160,000 members and affiliates and is the de facto "face" of psychology. Together, these factors naturally contribute to the role APA plays in public relations, policy arenas, and dissemination of knowledge. Specifically, much of what the general public knows about psychology is what they learn through APA channels. Thus, for I-O psychology to have a greater presence as a psychological discipline, it is critical for SIOP to become a more integral part of APA and not remain isolated from the larger psychological community.

Yet it seems that many SIOP members are indifferent about the relationship between SIOP and APA, and some even feel animosity toward APA. We urge I-O psychologists to instead view APA as a forum within which psychologists work out internal problems, and then explore and exploit external opportunities. It is important to embrace our differences and view them as opportunities to improve I-O psychology in terms of new perspectives, theories, and methodologies.

Continued withdrawal from APA is likely to hurt I-O psychology as a field. Isolation from the larger field of psychology will lead to an increasingly remote discipline that is distanced from what is happening at the core of psychology. Although the SIOP conference may appear to adequately meet all of our professional needs, failure to acknowledge APA's task force reports, guidelines, policy documents, and letters sent to Congress may have serious repercussions for our field. Many of the policy issues, professional standards, and guidelines acted upon by APA have a profound effect on the practice of I-O psychology. As such, it is essential for SIOP to have a seat at the table when these issues first arise and to become proactive voices within APA. It is important for SIOP members to be more involved on APA boards and committees to make sure that I-O psychologists are making decisions about issues that impact the practice of I-O psychology. This will ensure that the concerns of I-O psychologists will be heard at the outset, before any policies are approved and decisions are made.

Because SIOP is one of the largest divisions within the APA and has a relatively well-defined focus, we have the ability to make a substantial impact in the greater community of psychologists. For example, SIOP has the largest percentage and absolute number of people that allocate all 10 membership votes to Division 14. Such level of agreement is unique to our division. It might be possible to leverage this influence within APA to forward a SIOP-oriented agenda. Yet, with the exception of SIOP's current involvement on the Board of Scientific Affairs, Committee on Psychological Testing and Assessment, and our council representatives, SIOP is remarkably underrepresented within APA governance activities. It is critical that we come together and push for more liaisons to committees and general involvement in the formulation of APA projects.

Fortunately, several promising steps are being taken to improve relations and involvement with APA. For example, a SIOP committee has recently been formed to foster relations between SIOP and both APA and APS. In particular, this committee will work to broaden the role of I-O psychologists in policy development by increasing the representation of SIOP members on APA and APS boards, committees, and task forces. The committee also plans to work with APA staff and program chairs to include convention programming that is more appealing and beneficial to I-O psychologists as well as represent our field within the Master Lecture Series. In addition, Dianne Brown Maranto has recently been named Director of Psychology in the Workplace within the Science Directorate at APA. Dianne is an I-O psychologist and will act as an advocate for issues of concern to all I-O psychologists.

It is our hope that SIOP members will recognize that APA can serve as a valuable resource for I-O psychology, and working with APA can strengthen our discipline. If you would like to become more involved in APA, please contact Dianne Brown Maranto at dmaranto@apa.org.

Submissions to *TIP*

Manuscripts, news items, or other submissions to TIP should be sent to:

Allan Church
PricewaterhouseCoopers, LLP
201 Wolfs Lane
Pelham NY 10803-1815

Phone (914) 738-0080 • Fax (914) 738-1059
E-mail allanhc@aol.com

Call for Program Proposals: 2001 APA Convention in San Francisco

Jan Cannon-Bowers
Division 14 APA Program Chair
Naval Air Warfare Center Training Systems Division

Hey folks, it's time to start thinking about your submission for the 2001 American Psychological Association (APA) Convention. The convention will be held from August 24 to August 28 in San Francisco, California. In order to keep everything running on schedule, I must receive your proposals by **December 1, 2000**.

Submission formats we have seen in the past include (but are not limited to) posters, papers, symposia, tutorials, panel discussions, and conversation hours. New and different program formats are always welcome! You do *not* have to be an APA member to submit a proposal. Submissions for the APA Division 14 program will be accepted from APA and SIOP members, as well as individuals sponsored by an APA or SIOP member. The Board of Convention Affairs has established uniform requirements for all proposals, which are detailed below. Mainly, in getting your submission together, note that APA distinguishes between "presentations" and "programs" with different submission procedures for each.

"Presentations" are individual papers to be presented either in a paper or poster session. Division 14 presentations will primarily be poster sessions; however, we also have the option of combining separately received papers into a paper session focusing on a common theme. The requirements for a presentation submission are: 5 copies of a 500- to 1000-word summary and 5 copies of a 100-word abstract. Members of the Division 14 Program Committee conduct a blind review of each presentation submitted. Therefore, please put ONLY the submission title on your summary and abstract (i.e., leave your name off). Submissions should be double-spaced, with one-inch margins using Times New Roman 12 pt font.

"Programs" are sessions with multiple presenters and include traditional formats such as symposia, debates, and panel discussions. Programs with creative nontraditional formats are encouraged. Unlike presentations, programs are NOT blind reviewed. It is important for the program committee to know who the participants are in order to evaluate the proposal. Submit 5 copies of the complete proposal. Program proposals should include a 300-word summary of the overall program and 300-word summaries of each participant's presentation. Program submissions must be double-spaced, with one-inch margins, using Times New Roman 12 pt font.

Specific details about program submissions, as well as an APA cover sheet, can be found in the September issue of the *APA Monitor* or on APA's Web site at www.apa.org. The call for program submissions is also available by writing: Convention Office, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242.

In evaluating submissions to the convention, we will be using the following criteria:

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

If you have any questions, ideas, or suggestions for invited speakers, feel free to contact me via e-mail (cannon-bowja@navair.navy.mil) or telephone (407) 380-4830. Please note all submissions MUST be received by **December 1, 2000**.

The Division 14 Program Committee looks forward to receiving your ideas and submissions. We know 2001 will be a great year to present at APA in San Francisco!

Mail proposals to:
Jan Cannon-Bowers
308 Celtic Ct.
Oviedo, FL 32765 USA
Fax: (407) 380-4110

Senate Hearing on Genetic Information in the Workplace

Dianne Brown Maranto
APA Science Directorate

On July 20, the Senate Committee on Health, Education, Labor, and Pensions held a hearing on the use of genetic information in the workplace. Senate bill 1322, "Genetic Nondiscrimination in Health Insurance and Employment Act," was introduced by Senator Daschle (D-SD) in July 1999. The legislation prohibits health insurance and employment discrimination against individuals and their family members on the basis of predictive genetic information or genetic services. No action has been taken on S.1322 or its companion bill in the House (H.R. 2457) since last spring. In February this year, President Clinton issued an Executive Order (13145) extending the same provisions of the legislation to the federal government (see April 2000 *TIP*, p.167). Although there seems to be recognition that it is not presently a widespread practice for employers to seek, obtain, or use genetic information in employment practices, the potential for misuse remains a concern as science advances in this area. In fact, many are referring to the bill as preventive legislation.

Both the legislation and the President's Executive Order are based on recommendations set forth by the Ethical, Legal, and Social Implications (ELSI) Program of the National Institutes of Health Human Genome Research Institute. The Human Genome Project is an international research program designed to construct detailed genetic and physical maps of the human genome. Francis Collins, the Director of the National Human Genome Research Institute, testified that "...discoveries about genetic diseases are increasingly uncovering hereditary factors in heart disease, diabetes, Parkinson's disease, bipolar illness, asthma, and other common illnesses. These revelations hold within them the promise of a true transformation of medical practice." However, because the potential misuse of such information is well recognized, the ELSI Program was established to study the implications of genomics and to develop recommendations for safeguarding privacy. In October 1996, ELSI issued a set of recommendations on the use of genetic information in the workplace, which provided the model for the genetic nondiscrimination legislation.

Also testifying at the hearing was Paul Miller, Commissioner of the Equal Employment Opportunity Commission (EEOC), who noted that a number of surveys on this issue indicate growing public concern. Fearing that genetic information may be obtained and used by employers to either discriminate or deny medical coverage, many individuals are deciding against medical testing for genetic traits linked to breast cancer, cystic fibrosis, Huntington's disease, colon cancer, and other conditions, even though early detection and treatment could possibly improve their lives. Miller also pointed out that it is unclear whether or not the Americans with Disabilities Act (ADA) extends its coverage to genetic information. The following excerpt from EEOC's policy guidance on Executive Order 13145, issued in July 2000, indicates that an individual may be regarded as having a disability based on information obtained from a genetic test, and therefore may be protected under the ADA:

*Can an individual be **regarded as** having a disability based on information obtained from a **genetic test** or **family medical history**?*

Yes. An employer using information obtained from a genetic test may be "regarding" the individual tested as having an impairment that substantially limits a major life activity. The **"regarded as,"** or **third** prong, of the definition of disability protects an individual who does not have an **actual disability** (first prong) or a **record of a disability** (second prong). A person who falls solely within the "regarded as" prong of the definition is one:

- who has an impairment that is not substantially limiting but is treated as substantially limiting;
- whose impairment is substantially limiting only because of the attitudes of others; or
- who has no impairment but is treated as having a substantially limiting impairment.

However, EEOC policy guidance does not have the force of law, and the agency would like to see legislation addressing the use of genetic information in particular.

Although there seems to be widespread support for the legislation, some expressed concern over how the bill is crafted and whether its ultimate impact will have unintended consequences. Susan Meisinger of the Society for Human Resource Management (SHRM) noted that the legislation does not parallel the ADA or the civil rights act in that it applies to all employers, regardless of size and that damages are unlimited. Harold Coxson, an employment law attorney, also noted that "this legislation, with an overly broad definition of genetic information and unlimited liability for compensatory and punitive damages, may actually serve to foster litigation and workplace disputes."

It is not expected that these bills will move during the 106th Congress. But, we can expect to see them revived in the next Congress. And we may see more action at the state level, as 23 states have already passed laws prohibiting discrimination on the basis of genetic information. Despite the fact that this is not seen as a common problem at present, there were anecdotal incidents of employment or insurance discrimination raised at the July hearing. And medical researchers engaged in genetics research are finding that individuals are becoming increasingly reluctant to participate because of the fear that their genetic information may be obtained by employers and used against them.

For more information about the Human Genome Project, check out their Web site at www.nhgri.nih.gov. You can also obtain a report of the Administration's recommendations regarding genetics in the workplace, released in January 1998 at www.nhgri.gov/HGP/Reports/genetics_workplace.html. EEOC's policy guidance can be found at www.eeoc.gov/docs/guidance-genetic.html.

As If "*g*-loaded" Adverse Impact Isn't Bad Enough, Internet Recruiters Can Expect to Be Accused of "*e*-loaded" Impact

James C. Sharf
Sharf and Associates

The latest release of the U.S. Department of Commerce's survey "Falling Through the Net" paints a disturbing picture in which the digital divide between rich and poor, White and nonwhite, well-educated and under-schooled seems, if anything, to have widened significantly during the 5 years in which this information has been collected. Among the examples of the digital divide today, the survey found that:

- People with a college degree are 8 times more likely to have a PC at home and 16 times more likely to have Internet access at home than those with an elementary school education.
- A high-income household in an urban area is 20 times more likely to have Internet access than a rural, low-income household.
- A child in a low-income White family is three times more likely to have Internet access than a child in a comparable Black family, and four times more likely than if he were Hispanic.
- A wealthy household of Asian descent is 34 times more likely to have Internet access than a poor Black household.
- A child in a two-parent White household is twice as likely to have Internet access as a child in a single-parent household. If the child is Black, he is four times more likely to have Internet access than his single-parent counterpart.
- Disabled people are nearly three times less likely to have home access to the Internet than people without disabilities.

In other words, although Internet penetration has risen across all demographic groups, the digital divide remains only too real. It has also become a poignant proxy for almost every other kind of disadvantage and inequality in society.

Reference

The Economist (24 June, 2000). Government and the Internet. p.24.

TIP MISSIVES

In Accordance with Affordance

Hi Allan,

I enjoyed (as usual) your *TIP* editor's column from the April 2000 issue—and wanted to point out yet another potential variable that may have been involved in your push/pull study. This is what Don Norman called the "affordance" of the door—described in *The Psychology of Everyday Things* (later published as *The Design of Everyday Things*—I guess they thought psychology wouldn't sell as well...). The term refers to the "perceived and actual properties of the thing, primarily those fundamental properties that determine just how the thing could possibly be used." (p. 9)

At any rate, a door handle such as the one in your study provides an affordance—or a very strong cue—to grasp and pull, and that will usually be an individual's first response. One that has a bar or no handle would provide an affordance to push. So, the error may have been in the design of the door rather than the response of the opener—the PUSH sign was probably the band-aid fix to an awkward design. That's probably more than you wanted to know ...but I thought I would pass it on. The next time you pull a PUSH door, you will know why! Thanks for your editoring efforts.

Kathleen L. Mosier, PhD
Psychology Department, San Francisco State University
kmosier@sfsu.edu

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A Field by any Other Name

Allan, I read with interest your column in the July 2000 *TIP* in which you suggested that SIOP might consider changing its name. I think it's a great idea but suspect that if the idea gains any momentum, we will have an excellent case study on resistance to change. I think both of your suggestions (work psychology and organizational psychology) are superior to our current lengthy and confusing moniker. My colleague across the hall, **Mike Gasser**, published an article on this very issue in the April 1998 *TIP*. The article begins with an anecdote which suggests that "work psychology" might be the better option. When Mike told a bank president that he was an "organizational psychologist," the executive responded, "Boy, I really need to get organized!" I hope you take up the cause and wish you luck!

Adam Butler
Department of Psychology, University of Northern Iowa
adam.butler@uni.edu

To Bridge the Gap

Dear Dr. Church:

I have been working/consulting in rather unconventional I-O areas over the past few years; mostly integrating counseling aspects of psychology with my background in I-O.

Most recently, I joined a start-up e-commerce consulting firm and am working in the "intersection of technology and management"—new competencies, new expectations, new human/social dynamics, hyperlinked not hierarchical org design... anyhow you get the picture.

I find that my work on executive issues (executive counseling) is especially different from the typical "executive coaching" services used by I-O and that technology-driven OD interventions also have unique qualities to them which can be actively explored. Contacting and discussing these issues with other practitioners is more easily said than done.

TIP would be beneficial to members if we could find other professionals working in similar lanes using *TIP* as the bridge (collaboration tools or other technologies); that is, on-line, real time connectivity based upon interests. These "communities of interest" have had good results when deployed strategically in corporate environments; in any case it might be worth a thought or two. Please feel free to call if I can be of assistance... just wanted to run the above idea by you. Appreciate your efforts with *TIP*, by the way. Thanks for your time.

Tom Diamante, PhD
Veridian—Emerging Technology Solutions
Diamante.Tom@ets.mrj.com (Diamante, Tom)

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Dear Allan,

I read your response to "OD for Dummies" in the latest *TIP* and wanted to begin a dialogue. I thought that your answers were insightful, and you put words to ideas that I have, but until now, have not expressed as clearly as you did. My doctorate is in organizational psychology from Rutgers University (I finish in October). On the OD side, I have worked with **Clay Alderfer**. I am now in Washington DC at the Office of Personnel Management surrounded by I-O psychologists who are less familiar with the OD perspective. I became a member of PTC because I thought that it was similar to Metro in NYC, but found it to be too statistically oriented. I have since joined the OD Network, and while I have found psychologists there who do understand organization development (ODN membership is comprised of quite a mix of backgrounds), I still feel a bond with I-O psychologists. That is partially why your answers hit so close to home. I feel that a mix of both groups would be ideal: The organization development component and a solid understanding of the psychology of groups, backed up by empirical research. The majority of my colleagues at OPM are on the "I" side of I-O, and I am looking for an organization that practices the type of theoretically driven, humanistic organization development that you wrote about. Thank you for sharing your perspective.

Stephen Pick
stephenpick72@hotmail.com

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Challenging Therapy

Dear Editor,

To **Bill Verdi,** I say hooray for managed care for curbing the psychotherapy scam. I began looking at research evaluating psychotherapy and clinical judgment in 1997, and what I have found sickens me. Here are the findings of several reviews and meta-analyses:

Psychotherapy is quite effective, having an effect size of .85 *SD*.

However, the average placebo has an effect size two-thirds as large: .56 *SD*. According to Jeff Berman at the University of Memphis, one of the country's more prolific researchers, reasonable placebos are as effective as psychotherapy.

Minimally trained (2 hours to 2 days), uneducated, and inexperienced individuals are just as effective as highly trained, highly experienced psychotherapists. Actually there is a slightly negative correlation between therapists' education and the effectiveness of psychotherapy. One of my favorite studies pitted applicants for secretarial jobs against highly trained and highly experienced therapists, and found no difference.

Self-help methods are just as effective and more cost-effective than psychotherapy.

Untrained, uneducated, and inexperienced people are just as accurate when making clinical judgments as psychologists. Psychologists are only slightly more accurate when they use valid tests that the non-psychologists are unfamiliar with.

A colleague and I are reviewing psychological evaluations of police officers. We have found that much of the research is so bad it embarrasses us.

An article I ran across recently reported that inert pills were just as effective as psychotherapy in treating mild to moderate depression. The pills are even effective when patients know they have no medicinal value. Based on this research, it is quite clear that managed care is doing the public a great service by promoting the de-professionalization of psychotherapy. When I am asked by someone to recommend a psychotherapist or counselor, I advise that they see a friend, pastor, nurse, or so forth, and stay away from psychologists. My guess is psychics and astrologers perform exactly the same service as therapeutic psychologists.

By hiding this research from the public and policy makers, psychologists have de-professionalized themselves. Unionization is nothing more that the last breath of a dying field.

Sincerely,
Bill Townsend
jwtownsend@sprintmail.com

[Editor's note: Bill sends these reference to back up his assertions.]

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IOTAS

Allan H. Church
PricewaterhouseCoopers, LLP

Here, once again, are the latest job changes, awards, promotions, and other *TIP*bits for your perusal. As always, send all future items of interest to me at allanhc@aol.com.

Awards

SIOP member **Belle Rose Ragins** and coauthor **John Cotton** received this year's American Society for Training and Development (ASTD) Research Award for their paper, "Mentor functions and outcomes: A comparison of men and women in formal and informal mentoring relationships" that was published in the *Journal of Applied Psychology* in 1999. Their study examined the effects of type of mentor and gender composition of the relationship on mentoring effectiveness and career outcomes. The ASTD Research Award recognizes "an outstanding, original piece of published research that holds major implications for the field of Training and Development." Belle Rose Ragins can be reached at Ragins@uwm.edu.

SIOP Historian **Laura Koppes** wrote in to let us know that **Robert Perloff** received an American Psychological Foundation 2000 Gold Medal Award for Life Achievement in Psychology in the Public Interest. If you want to drop Bob a note, he can be reached rperloff@katz.pitt.edu.

People on the Move

As part of an acquisition on May 15, 2000 of W. Warner Burke Associates, Inc., SIOP members **Janine Waclawski, Seth Berr**, and **Allan Church** have joined the ranks of the largest professional services firm in the world—PricewaterhouseCoopers, LLP. You can reach all three of them, however, at the same address, phone, and fax numbers as before.

Congratulations to **Wayne Camara**, who recently changed positions at the College Board and has been promoted to Vice President of Research and Product Development there! Wayne can be reached in NYC at (212) 713-8069, fax (212) 649-8427, wcamara@collegeboard.org.

Barry Friedman wrote in to let us know that he has left Mobil to join Harris Interactive, Inc. as Director, Training and Development. Harris

Interactive is the fastest growing market research and polling organizations globally, and has made a firm commitment to improving employee competencies. Barry can be reached at BarryAFriedman@aol.com.

After 4 years in the Washington, DC office of Personnel Decisions International, **Marc Sokol** will be moving to PDI's London office on an expatriate assignment. He'll be Managing Director, PDI—UK for the next 3 years. Marc can be reached at marcs@pdi-corp.com or at telephone # 44 (0)207 535 5373.

Personnel Decisions International is pleased to welcome **Chet Robie** as Senior Researcher. Chet is joining **Maynard Goff**, Karin Kaster, Seymour Uranowitz, and Chris Carraher in PDI's Research Services group. Chet will collaborate on research projects with clients and academic partners. He can be reached at crobie@personneldecisions.com or (612) 373-3443.

Jeff Daum, CEO of Competency Management Inc., wanted to announce two new additions to his organization. First, Greg P. Haudek has joined the firm as Project Manager. Greg brings a broad background in human resources and statistics and is completing his doctorate in I-O psychology from Wayne State University. He will head CMI's selection and test development/validation unit. Second, **John R. Mietus**, PhD has joined the firm as HR Development Manager. John's 30 years of applied experience spans all aspects of I-O psychology with an emphasis in assessment and development. John is a licensed psychologist and his doctorate is in I-O psychology from Michigan State University. He will head CMI's management assessment and development programs. Greg and John can be reached at (313) 885-4421.

Moving to the academic front, **Jose M. Cortina** wrote in to inform everyone that **Lynn McFarland** from Michigan State University has joined the faculty at George Mason in the I-O program and that "we are thrilled to have her with us."

Doug Johnson e-mailed this announcement for immediate release: The Psychology Department of the University of North Texas is pleased to announce that it is now offering a PhD in I-O psychology. It replaces the previous master's I-O program. The new doctoral program will be closely allied with the University's Center for the Study of Work Teams, which will provide research and practice opportunities for students. Two recent PhDs, **Terry Halfhill** (University of Tennessee), and **Joe Huff** (Northern Illinois University), have joined Mike Beyerlein, **Rodger Ballentine**, and Doug Johnson as program faculty. Anyone who is interested in the new program should contact **Amy Gray**, the departmental graduate coordinator, at 940-565-2652/amyg@unt.edu, or Doug Johnson, program director, at 940-565-2680/johnsond@unt.edu.

Last but certainly not least, **John Hollwitz** wrote in to say that he's begun as Vice President for Academic Affairs at Fordham University in New York. John can reached at hollwitz@fordham.edu.

OBITUARIES

In Memory of Dr. Dan Mack

"I think continually of those who were truly great...who wore at their hearts the fire's centre.

Born of the sun, they traveled a short while toward the sun and left the vivid air signed with their honour." –Steven Spender

On June 16, the field of I-O psychology suffered a great loss when Dr. Dan Mack was killed by a drunk driver. Dan earned a BS from the University of Southern Indiana, an MS from the University of Tennessee at Chattanooga, and a PhD from the University of Georgia in 1999. He had just completed a very successful first year as a faculty member at his alma mater, the University of Tennessee at Chattanooga. Dan was a passionate teacher with the natural ability to inspire his students. This was further validated at a recent memorial service by the numerous students who spoke of the profound impact "Dr. Dan" had on their lives. This after only a year under his guidance.

Furthermore, Dan was in the early stages of a promising research career. His research interests included selection with an emphasis on individual differences, affirmative action, jury decisions, racial and ethnic identity, and the role of diversity in organizations. Dan was primarily interested in research that centered around understanding the dynamics and impact of heterogeneity in groups (i.e., diversity in organizations). Friends and colleagues understood Dan's passion for diversity research, as we all recognized his gift—the ability to see all people equally and fairly without passing judgment. It is this gift and the knowledge that came with it that will be missed most by the field of I-O psychology and humankind in general. If only we could have harnessed his gift or at least if we could have learned its origins or the life experiences that inspired it. Unfortunately, Dan is no longer with us, but his ideas and inspirations do live on in the form of his publications (3 are currently in press), unfinished research, and the students and colleagues he has touched.

Dan Mack was friend to some, a colleague to many, and a teacher to us all. Even if you didn't have the privilege of knowing Dan, please learn from his life. If he had one thing to say, it would probably be "Life is too short to be judgmental or prejudiced." Actually, this would have to be a really succinct summary of his thoughts because this is one topic Dan had a lot to say about—and once you got him started….

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Kenneth E. Clark, 1914–2000

Kenneth Clark, past President of CCL, passed away gently on June 21st, at his home in Naples, Florida. His wife, Miriam, and her daughter, Martha, were with him. He had been in poor health for several months, and his passing was not unexpected. He was 85 years old.

An Informal Biography

Kenneth was born in Madison, Ohio on December 18, 1914 into a Quaker family. He had a sister and twin brothers, one of whom preceded him in death. He received his PhD from Ohio State in about 1940, and shortly thereafter joined the faculty of the Psychology Department at the University of Minnesota. During World War II, he moved to Washington, DC, and as a civilian, worked for the U.S. Army, the Army Air Force, then with the U.S. Navy as a commissioned officer. He was engaged in assessing the talents and skills of sailors, and assigning them to occupational specialties, a general interest in talent and assessment that he was to retain the remainder of his career.

Returning to Minnesota, he worked his way up the professional ranks to full professor, becoming chairman of the department of psychology from 1957 to 1960, and then serving a brief stint as associate dean of the graduate school. In the early 1940s, Kenneth married Helen Titelmaier of Minneapolis. They had three daughters: Patricia, now of Silver Bay, Minnesota, Virginia, and Joyce, both now living in Rochester, New York.

In 1960, he moved to the University of Colorado in Boulder as the Dean of the College of Arts and Science. In the spring of 1963, in an upheaval that saw the president of the university (Quigg Newton), and several vice-presidents and deans leave the University of Colorado at the same time, Kenneth moved to the University of Rochester, again as dean of the College of Arts and Sciences, a position he was to hold until his retirement in about 1980.

Kenneth was always a popular teacher and administrator, winning several student awards for excellent teaching. During his time at the University of Rochester, he was honored by an "Alumni Citation to Faculty." A few sentences from the page-long citation:

"With humor and wit to spark the challenge, and with patience and wisdom to sustain the effort, Kenneth E. Clark has worked tirelessly in the best interests of education."

"In his own discipline, psychology, he has been cited for his scholarly research..."

"His special blend of urbanity and rusticity has made it possible for him to feel as comfortable at the conference table, engaged in important problem solving, as he does mowing field grass near his home in the Bristol Hills (outside of Rochester), or remodeling the cabin he built in northern Minnesota."

"Whether on the public platform or in the seminar, in his office or in his own home, to his colleagues, students, and friends, he is a man of spontaneous and invigorating charm and intelligence."

Throughout these years, he was amazingly prolific in his profession. He was a member of the President's National Medal of Science Committee, president of the American Board of Examiners in Professional Psychology, president of the American Psychological Foundation, chairman of the Association for the Advancement of Psychology, and chairman of the American Conference of Academic Deans. He also chaired several boards of the American Psychological Association, including the blue-ribbon committee on the Professional and Scientific Aims of Psychology.

He received numerous formal awards, including the Gold Medal Award of the American Psychological Foundation in 1986 for a lifetime of exceptional contribution to psychology. Kenneth joined the Board of Governors of the fledgling Center for Creative Leadership in 1972 and was elected chairman of the board a few years later, a position he was to hold until 1980 when he formally retired from the University of Rochester. He then moved to Greensboro and became president of the Center for Creative Leadership from 1981 to 1985.

His days on the CCL Board of Governors were summed up in a refreshingly candid and succinct 1978 letter from Randolph Richardson, president of the Smith Richardson Foundation, to President Robert Sproull at the University of Rochester. President Sproull, in the anticipation of Kenneth's retirement, had written to several people, seeking recommendations for his replacement. Randy Richardson's reply said, in part, "*Thank you... for asking about a replacement for Ken Clark. You might as well have inquired about a replacement for the Hope Diamond. I have known a good many academic people, but none such as Dr. Clark. In a situation I know of, he fired and hired with gay abandon, mostly doing it to the right people, and thereafter Ken effectively turned a mangled concept into an effective institution.*"

In the early 1980s, Kenneth's first marriage ended in divorce. He then married Miriam Rock of Rochester. Kenneth was the second president of CCL, serving from about 1981 to 1985, a time of substantial growth and realignment for the Center. When he retired for the second time, to become a Smith Richardson Senior Scientist (for life), his retirement gifts from the CCL staff included a 12-foot, 3-inch diameter wooden pole with the inscription, "For Kenneth Clark, a leader who routinely solves problems that other people wouldn't touch with a ten foot pole."

Kenneth was a remarkably unselfish administrator and leader, often making good things happen for people that they never knew about. His effectiveness can be described by the Chinese quote, "When a great leader's work is done the people say, 'We did it ourselves.'" (Lao-tsu)

For approximately the past 15 years, Kenneth and Miriam have lived comfortably in their condo in Naples, Florida, overlooking the Gulf of Mexico. True to form, they have stayed active in their community, contributing their administrative talents especially in the arts and education.

Kenneth will be missed and remembered by his friends and family, his professional colleagues, and the institutions that he served so well. As John Gardner has said, "Some individuals strengthen the society just by being the kind of people that they are."

David Campbell

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Charles Hubert Lawshe, 1908–2000

C. H. Lawshe, known as Chuck, died July 15, 2000, in Lafayette, Indiana; his wife Muriel died in November 1999. He is survived by a daughter, Jane Kelbaugh, two grandchildren, and many former students and colleagues. A much-honored psychologist, he was president of Division 14 (now SIOP), in 1957–58, he received the SIOP Distinguished Professional Service Award and American Psychological Foundation's Gold Medal for Life Achievement in the Application of Psychology, among other honors.

Chuck was a lifelong student of the psychology of work, even when not officially identified as a psychologist. Growing up in Swayzee, Indiana where he was born on May 26, 1908, he took every opportunity to observe people working in the grain elevator, foundry, print shop, and other "hands-on" small-town businesses. He also worked in his father's drug store, a community center of sorts. Among other undergraduate work experiences at Purdue, he worked in a movie theatre in Lafayette, first as a part-time ticket taker and later as "house superintendent," responsible for among other things, hiring, firing, and training the staff of ushers. After graduation in 1929, he became manager of a chain of three theatres in Logansport, Indiana, giving him a higher level of managerial responsibility. By late 1930, the depression caused owners of the theatres to close two of them, and Chuck was unemployed. He took education courses at Marion College

to qualify for teaching positions and taught high school English, social studies, and journalism. After getting a qualifying MA degree from the University of Michigan, he became a high school principal and later was principal of a trade school where he learned much about training people for the skilled trades.

This varied background later served him well as a professor of psychology. His students may have sometimes wished he were less well versed in English and journalism, but his own writing and therefore that of his students was marked with clear and simple use of language. The trade school experience surely was useful in the development of the Purdue tests for various trades.

His undergraduate work at Purdue was, by his own descriptions, undistinguished, and it is strange that circumstances led him back to Purdue in successive roles as graduate student (under Joe Tiffin), faculty member, and administrator. He completed his dissertation while a trade school principal in Evansville. Shortly after awarding him his PhD, the psychology department offered him a one-year appointment. He arrived back in Lafayette in June, 1941—6 months before Pearl Harbor. The 1-year assignment stretched into 17 years.

Most of the first 3 years was spent in designing and implementing selection and training programs for rapidly growing war industries. Then, for the next 2-1/2 years, he was responsible for all sections in introductory psychology. After that, he taught primarily at the graduate level. In 17 years he published (or had in print) more than 60 articles, 3 books, and he was major professor for 49 doctoral candidates. Then, in 1958, he accepted a position heading Purdue's continuing education and extension programs, largely (he said later) to see if the ideas he had been teaching really worked. On his watch the School of Technology was formed and four extension centers became independent, degree-granting institutions. All of this happened with the support of affected faculty and with solid faculty recruiting and development systems. He practiced what he taught, and it did indeed work.

In July of 1974, he (in his own words) "succumbed to the University's mandatory retirement policy," but he returned to an active career in industrial psychology. So far as I know, his retirement as a consultant was marked less by any specific date than by the need to be with Muriel, whose difficulty walking was exacerbated by an unsuccessful knee surgery.

His hallmarks were practicality, clarity, and continual learning. He saw the field of industrial psychology as finding workable solutions to intractable problems in organizations. He had limited tolerance for those who would substitute rhetoric and untested platitudes for clarity in writing, speaking, or thinking. And he never stopped learning.

Robert M. Guion

Mary Patricia Van Sell

Former recipient of the Edwin E. Ghiselli Award ("Models of Individual Differences in Turnover Decision Making," 1985, with Craig Russell) Mary Van Sell died on May 25, 2000 after a long illness. Mary served as Associate Professor of Management in the School of Business Administration at Oakland University since 1985. She began her academic training in music and music history at Indiana State University earning both bachelor's and master's degrees. Her shift to organizational behavior at the doctoral level led her to the University of Iowa where she earned her PhD in 1981. Prior to accepting a position at OU, she served as a member of the faculty in the business school at Michigan State University.

Mary's research on the lives of working men and women resulted in the publication, with Brief and Schuler, of the seminal book *Managing Job Stress*. Throughout her career, Mary was concerned with gender-related work issues as well as research methods. She was particularly sensitive to the challenges faced by adult learners and nontraditional students and had recently redesigned a number of her courses to be responsive to this population. She was an active supporter of the Women's Studies Program at Oakland University and has funded a major bequest to them.

Mary is survived by her former husband and good friend Donald, her parents, aunt, brothers and sister, nieces, and nephews.

Lizabeth A. Barclay

Tom Stutzman

The Society was also informed of the death of Tom Stutzman of Cambridge Management Consultants. Tom received his PhD in 1981 from Auburn University.

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CONFERENCES AND MEETINGS

This list was prepared by **David Pollack**. Please submit additional entries to David Pollack at David.M.Pollack@usdoj.gov.

2001

Jan 4–6	Conference of the Centre for Comparative Public Management and Social Policy. Theme: Labour in a Globalizing World: The Challenge for Asia. Hong Kong. Contact: 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 16–18	22nd Annual IO/OB Graduate Student Conference. State College, PA. Contacts: Nathan Hiller or Analea Brauburger, (814) 863-1717.
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.
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.
July 29–Aug 3	Interamerican Congress of Psychology. Santiago, Chile. Contact: Bernardo Ferdman, (858) 623-2777 x362 or bferdman@cspp.edu.
Aug 5–8	Annual Meeting, Academy of Management. Washington, DC. Contact: Academy of Management, (914) 923-2607.
Aug 5–9	Annual Convention of the American Statistical Association. Atlanta, GA. Contact: ASA, (703) 684-1221.
Aug 5–10	4th International Conference on Engineering Psychology and Cognitive Ergonomics. New Orleans, LA. Contact: Gavriel Salvendy, salvendy@ecn.purdue.edu or (765) 494-5426.
Aug 24–28	Annual Convention of the American Psychological Associ-ation. San Francisco, CA. Contact: APA, (202) 336-6020.
Sept 10–12	12th Annual International Conference on Work Teams. Dallas, TX. Contact: Center for the Study of Work Teams, (940) 565-3096 or workteam@unt.edu.
Sept 30–Oct 2	29th International Congress on the Assessment Center Method. Frankfurt, Germany. Contact: DDI, (412) 257-3952.
Oct 8–12	Annual Conference of the Human Factors and Ergonomics Society. Minneapolis, MN. Contact: The Human Factors and Ergonomics Society, (310) 394-1811.

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 (703-706-5687) at HumRRO, 66 Canal Center Plaza, Suite 400, Alexandria, Virginia 22314. The application deadline is March 15, 2001.**

Call for Papers:
Psychology & Marketing
Special Issue: Evolutionary Psychology and Consumption

Evolutionary psychology views behavior as the product of evolved adaptive mechanisms interacting with the current environment. From this perspective, the root causes of behavior lie in that which was selected in the evolutionary past. Within psychology, analyzing and interpreting social behavior from the viewpoint of evolutionary theory is a growing trend. In particular, much empirical work and theory development is occurring in evolutionary social psychology, which is both intellectually exciting and controversial, spurring reassessment of many traditional ideas. Yet, at the same time this research is largely limited to questions related to issues of mating and reproduction. Certainly problems of mating and reproduction are important in the evolution of a species, but so are other problems of survival such as procuring food and finding shelter.

This special issue of *Psychology & Marketing* seeks to extend the scope of evolutionary analyses of social behavior to the consumption and disposition of goods and services, asking consumer behavior researchers to reconsider the degree to which shopping and consumption may be biobasic activities, rather than products of marketing practices. Papers examining human consumption from an evolutionary perspective are solicited, and preference will be given to those reporting studies which either critically re-evaluate common consumer behavior constructs from an evolutionary perspective or bring evolutionary concepts and theories to bear on the study of consumer behavior.

Both empirical and theoretical articles are appropriate for this special issue. Methods may range from studies of individuals or groups in a single situation, comparisons of individuals within different contexts, or comparisons across species. Tests of Evolutionary Theory per se are not suitable for this special issue, but papers based in middle-level evolutionary theories or papers reporting tests of specific evolutionary hypotheses related to consumption will be considered. In any case, all papers must be grounded in Evolutionary Theory/ Evolutionary Psychology and have an explicit link to the acquisition, use, and disposition of goods and services.

Possible topics may include (but are certainly not limited to):

- Mating strategies and consumption
- Kinship influences on consumption
- Optimal diet models and food consumption
- Gathering/hunting/scavenging and consumption
- Evolution of preferences
- Inclusive fitness theory and consumption
- Consumption as adaptive problem solving
- Comparisons of consumption across different contexts

Papers addressing topics other than those enumerated above will also be considered. Manuscripts should be between 15–20 double-spaced pages. **Send 4 hard copies of the paper in APA style, prepared for blind review, by December 7, 2000 to: Donald A. Hantula, PhD, Guest Editor, Evolutionary Psychology & Consumption, Department of Psychology, Weiss Hall (265-67), 1701 North 13th St., Temple University, Philadelphia, PA 19122-6085 USA, e-mail: hantula@temple.edu, phone: (215) 204-5950, Fax: (215) 204-5539**

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:

- Theoretical and conceptual articles with implications for consulting
- Original research regarding consultation
- In-depth reviews of research and literature on consulting practice
- Case-studies that demonstrate applications or critical issues
- Articles on consultation practice development
- 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, tel. (617) 425-4540, fax: (617) 425-0073.**

POSITIONS AVAILABLE

SBC COMMUNICATIONS INC. (www.sbc.com), an international leader in the telecommunications industry, is accepting applications for **PRE-DOCTORAL INTERNSHIPS IN HR RESEARCH.** The internship position is located in either the corporate headquarters in San Antonio, Texas or in Hoffman Estates (Chicagoland), Illinois.

SBC is made up of the merged companies of Southwestern Bell, Ameritech, Pacific Bell, Nevada Bell, and Southern New England Telephone. SBC's subsidiaries provide local and long-distance phone service, wireless and data communications, paging, high-speed Internet access, cable and satellite television, security services, telecommunications equipment, and directory advertising and publishing. With over 200,000 employees, SBC is the 13th largest employer in the United States and is rated 12th in the Fortune 500.

Our internship program provides the opportunity to apply I-O training in a fast-paced corporate environment. Interns work in a team setting on a range of HR Research projects, including selection, performance management, and employee surveys. Qualified candidates should have completed or be close to completing their master's degree, 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 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 highly successful Fortune 500 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., 175 E Houston Street, Rm. 6-G-10, San Antonio, TX 78205-2212, e-mail: rhartfo@corp.sbc.com, Fax: (210) 351-2883.**

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
- statistical analysis

Familiarity with SPSS is preferred but not required. Experience with web authoring or foreign language skills such as German, Spanish, or French is 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, Phone: (313) 322-0505, Fax: (313) 323-8531, E-mail: nmills@ford.com.**

THE UNIVERSITY OF TULSA PSYCHOLOGY DEPARTMENT invites applications for a tenure-track position as **ASSISTANT PROFESSOR** in industrial-organizational psychology commencing Fall 2001. We are especially interested in applications from qualified women and minorities. Our department offers MA and PhD degrees in both I-O and clinical psychology (APA-accredited) and features a Center for Managerial Assessment.

The successful applicant will combine research with course instruction in organizational development and theory courses. The University is a small private university in a highly livable cosmopolitan city. Review of applications will begin October 23, 2000, and will continue until the position is filled. E-mail inquiries to robert-tett@utulsa.edu. Send c.v., three letters of recommendation, evidence of teaching effectiveness, and pre/reprints to **Robert Tett, PhD; Department of Psychology; The University of Tulsa; 600 S. College Avenue; Tulsa, OK 74104-3189.** The University of Tulsa is an EEO/AA employer.

ORGANIZATIONAL BEHAVIOR—CLAREMONT GRADUATE UNIVERSITY. Claremont Graduate University announces a search for a **PSYCHOLOGIST** who specializes in organizational behavior.

The position is a tenure-track graduate faculty appointment, rank open. The successful candidate will be expected to teach and supervise research in the PhD program in organizational behavior and to contribute to other academic programs including the MA in organizational behavior and program evaluation, and the MS in human resources design. Interdisciplinary collaboration is encouraged. Candidates must have a doctoral degree, specialization and experience in organizational behavior research, outstanding teaching and mentoring skills at the graduate level, and the ability to attract extramural research support.

Expertise in program evaluation, human resource development, women's issues in the workplace, workforce diversity, and/or research methodology in organizational settings are highly desirable.

CGU is committed to applying psychology to the prevention and amelioration of social and organizational problems, and to developing and evaluating programs and polices that serve the public interest. As part of this commitment, the university wishes to promote diversity in all aspects of its programs. Minority and women candidates are especially encouraged to apply for this position. Further information on this position and other open faculty positions at CGU can be found at our Web site: cgu.edu/sbos/jobs/jobs.html. Evaluation of candidates will begin October 1, 2000 and continue until the position is filled. Interested candidates should send a vitae, personal statement of their relevant skills and experiences, preprints/reprints, and 3 letters of recommendation to: **Dr. Stewart Donaldson, Chair, Organizational Behavior Doctoral Program, Claremont Graduate University, 123 E. Eighth St., Claremont, CA 91711.**

INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST: A tenure-track **ASSISTANT PROFESSOR** position in I-O psychology at **PURDUE UNIVERSITY**, beginning August 2001. Applicants must have a PhD in I-O psychology or organizational behavior and be pursuing an energetic program of teaching, research, and publication in I-O psychology, with the potential to obtain external funding. Candidates with research interests in any area of I-O psychology will be considered, but candidates must be willing and able to teach courses in traditional areas of industrial psychology (e.g., selection, appraisal, or training). Responsibilities will include maintaining a productive research program, directing graduate student research, and teaching undergraduate and graduate courses. Applicants should submit a description of current research and teaching interests, vitae, reprints of publications, and 3 letters of recommendation that include a discussion of teaching strengths to **Professor Howard M. Weiss, I-O Psychology Search Committee, Department of Psychological Sciences, Purdue University, W. Lafayette, IN 47907-1364**. Application review begins October 15, 2000, but applications will be accepted until the position is filled. Women and minorities are especially encouraged to apply. AA/EOE.

THE DEPARTMENT OF PSYCHOLOGY AT FLORIDA INTERNATIONAL UNIVERSITY seeks applicants for tenure-track position(s) in **INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY** (assistant or associate level) beginning Fall 2001. Area of specialization is less important than the potential to make a significant contribution to the discipline. A PhD in industrial-organizational psychology or related area is required. Successful candidates will join an active group of I-O researchers who are regular contributors to the field and will advise students in the I-O master's and doctoral programs. FIU is a member of the State University System of Florida, currently serving a diverse population of over 30,000 students.

Send 3 letters of reference, copies of recent publications or reprints, vitae, and a letter describing research interests to **Industrial-Organizational Search, Department of Psychology, Florida International University, North Miami, FL 33181.** Applications must be postmarked by November 1, 2000 to be considered. FIU is an Equal Opportunity/Equal Access/Affirmative Action Employer.

THE UNIVERSITY OF NORTHERN IOWA, DEPARTMENT OF PSYCHOLOGY invites applications for a tenure track **INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY POSITION** at the Assistant or Associate Professor level beginning Fall 2001. Qualifications include an earned PhD in I-O psychology (advanced ABDs considered), strong methodological skills, and evidence of potential research productivity and teaching excellence. The successful applicant will teach undergraduate courses in her/his specialty, as well as core psychology courses, participate in instruction/thesis supervision in the MA program in psychology, and develop a program of research in her/his specialty. Applicants with interests in areas of organizational psychology (work motivation, job satisfaction, leadership, group influences, organizational change, etc.) are especially encouraged to apply.

The University of Northern Iowa is a 13,000-student state university ranked by *U.S. News and World Report* as one of the top 10 Midwestern regional universities. Applicants should send a letter of interest, curriculum vitae, three letters of reference and reprints/preprints to: **Professor Michael Gasser, Chair, I-O Search Committee, Department of Psychology, University of Northern Iowa, Cedar Falls, IA 50614-0505**. Applications must be received by October 20, 2000 to receive full consideration. UNI is an Equal Opportunity Educator and Employer with a Comprehensive Plan for Affirmative Action.

GEORGE MASON UNIVERSITY. The Psyhology Department of George Mason University will add two tenure-line faculty, for Fall 2001 (search chairs in parentheses):

COGNITION (Dr. Deborah Boehm-Davis)—open to a variety of research specializations, including computational cognitive modeling, human-computer interaction, human factors, complex problem solving, higher level cognition, visual attention, training [especially computer-based], and human performance. Demonstrated ability to advance cognitive theory, preferably in the context of real-world problems.

APPLIED DECISION MAKING (Dr. Richard Klimoski)—research emphasis can stress individual (e.g., job search or job choice, applicant selection) or group/team/organizational decision making (e.g., group problem solving, strategic planning). The candidate would be expected to advance the national reputation of the I-O program, but would also contribute to other programs, especially our Human Factors/Applied Cognition program.

All positions funded at the assistant professor level; more senior candidates who bring external funding with them are encouraged to apply. Candidates must demonstrate scholarship capable of attracting external funding and strong teaching potential/experience at both undergraduate and graduate levels. Candidates capable of teaching advanced methodology courses are especially encouraged.

George Mason University is the state university in Northern Virginia. Located 15 miles west of Washington DC, it is convenient to cultural and recreational activities, and funding sources. For a description of programs, including our new center, see www.gmu.edu/departments/psychology.htm.

Candidates should send a vitae, copies of publications, brief statement of research and teaching interests, and 3 letters of reference to: **Search Committee (specify position), Department of Psychology, MSN 3F5, George Mason University, Fairfax, VA 22030.** Review of applications will begin on November 1, and continue until positions are filled. George Mason University is an EEO/AA employer.

THE DEPARTMENT OF PSYCHOLOGY AT THE UNIVERSITY OF MISSOURI-ROLLA: seeks applicants for a **TENURE TRACK POSITION IN APPLIED PSYCHOLOGY** at the level of assistant professor, beginning August 2001. Teaching duties include industrial psychology, human factors, human-computer interaction, and general psychology. The teaching load is typically three courses enrolling 30 students each, with two preparations per semester. Requirements include a PhD in I-O, applied experimental, human factors or closely related degree programs in psychology, and the ability to develop a nationally recognized research program. Opportunities are available on campus for collaborative grant proposals with science and engineering faculty. Submit a letter of application, curriculum

vitae, three letters of recommendation, and reprints or preprints to: **Human Resource Services, Reference Number: R51626, University of Missouri-Rolla, 1202 North Bishop, 1870 Miner Circle, Rolla, MO 65409-1050.** Review of applications will begin October 1, 2000 and will continue until the position is filled. UMR is an AA/EEO employer. Females, minorities, and persons with disabilities are encouraged to apply.

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE. I-O. The UNC Charlotte Department of Psychology anticipates two or three tenure-track positions one at the **Associate Professor** (possibly advance assistant) and one or two at the **Assistant Professor** level to begin August, 2001. Requires PhD in industrial-organizational psychology plus appropriate research and teaching experiences. Candidates with teaching interests in organizational issues will be preferred for at least one of the positions. The Psychology Department has 28 full-time faculty, four I-O faculty, and offers an MA in I-O psychology. Additional information about the department is available at www.uncc.edu/colleges/arts_and_sciences/psychology. Applications—including statements of teaching philosophy and research program, graduate transcripts, and three letters of recommendation—should be sent to **Dr. David Gilmore, Search Committee, Department of Psychology, UNC Charlotte, 9201 University City Blvd., Charlotte, NC 28223.** The review for candidates will begin on November 1, 2000 and continue until the positions are filled. AA/EOE.

THE UNIVERSITY OF NEW HAVEN invites applications for a tenure-track **ASSISTANT PROFESSORSHIP** to begin in September 2001. The successful applicant will teach graduate courses in a comprehensive program in industrial-organizational psychology. The applicant should possess skills in applied personnel psychology including testing, training, performance appraisal, industrial psychology, statistics and research methods. The position may entail some teaching abroad. Preference will be given to those with applied experience. PhD in I-O psychology required. Salary and benefits are competitive. Opportunities for research and consulting are plentiful in southern Connecticut. Women, individuals of color, and members of other under represented groups are strongly urged to apply. Send vita and three letters of recommendation to: **Search # 99-49A, Search Committee Chair, University of New Haven, 300 Orange Avenue, West Haven, CT 06516.** Review of candidates will begin immediately and will continue until the qualified candidate is identified. Candidates who have previously applied will be given consideration. They do not need to re-apply. The University of New Haven is an Affirmative Action/Equal Opportunity Employer.

Pending final university approval, the Department of Psychology at **WAYNE STATE UNIVERSITY** seeks to hire a new faculty member in Workplace Psychology, effective late August 2001. Academic rank for this tenure-track position is open. Normal teaching loads are two courses per semester of undergraduate and graduate instruction. The successful applicant will have the following qualifications: (a) a PhD in industrial-organizational psychology (strengths in organizational psychology are particularly sought), (b) a strong quantitative background and skills; (c) dedication to teaching excellence; and (d) the ability to initiate and/or maintain an active, funded research program.

Interested applicants should send a cover letter describing their research and teaching interests, an up-to-date c.v., copies of recent publications and have three letters of reference sent to: **Chair, Workplace Psychology Search Committee, Department of Psychology, Wayne State University, 71 West Warren Avenue, Detroit, MI 48202.**

Applications will be accepted until October 31, 2000 or until the position is filled. For more information about the department, visit our Web site: www.science.wayne.edu/~psych/. WSU is an equal opportunity/affirmative action employer.

WRIGHT STATE UNIVERSITY—PROFESSOR INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY. The Department of Psychology, Wright State University invites applications for the position of Professor in the area of industrial-organizational (I-O) psychology. Rank of the appointment is open. The department is committed to excellence in research and teaching, has a strong undergraduate program, and is building a doctoral program in I-O and human factors (HF) psychology. Applicants must have academic training and/or experience in I-O psychology and should have evidence of a strong commitment to teaching and research in this area. Preference will be given to applicants who have completed their PhD in I-O psychology. The successful applicant will teach graduate and undergraduate courses in I-O psychology as well as other courses at the undergraduate level and assume some level of leadership in the I-O complement of the PhD program. Because integrating I-O and HF will be critical to the leadership role, individuals who show a blend of I-O and HF interests are especially encouraged to apply. A curriculum vitae and three letters of recommendation should be sent to Dr. Larry Kurdek, Co-Chair (with Dr. Wayne Shebilske), I-O Search Committee, Department of Psychology, Wright State University, Dayton, OH 45435-0001. Formal review of applications will begin November, 1, 2000, but applications will be reviewed until the position is filled. Wright State University is an Equal Opportunity/Affirmative Action employer.

UNIVERSITY OF CALGARY. The Department of Psychology invites applications for a tenure-track appointment at the **ASSISTANT PROFESSOR** level in industrial-organizational psychology, effective July 1, 2001.

Responsibilities: Maintain a productive research program, teach in the department's graduate and undergraduate programs, supervise graduate students, and contribute to university service activities.

Qualifications: PhD in psychology or equivalent, evidence of effective teaching and a demonstrated ability to conduct research in industrial-organizational psychology. Teaching experience in research design and quantitative methods is an asset

Applications, including a statement of interest, curriculum vitae, recent representative works, and three letters of reference, should be sent by December 15, 2000, to: **Dr. Theresa Kline, Search Committee Chair, Department of Psychology, University of Calgary, 2500 University Drive NW, Calgary, Alberta, T2N 1N4. Tel: (403) 220-3469 Fax: (403) 282-8249 e-mail: babbitt@ucalgary.ca.** The University of Calgary respects, appreciates, and encourages diversity.

ASSISTANT PROFESSOR and **ASSOCIATE OR FULL PROFESSOR. INSTITUTE OF LABOR AND INDUSTRIAL RELATIONS, UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN.** The Institute of Labor and Industrial Relations has two vacant faculty positions in human resource management. We are interested in all HRM subject areas. Desirable (though not required) supplementary interests include international perspectives on human resources, the economics of human resources, and/or industrial relations.

Both openings are tenure-track positions that combine research with teaching in the Institute's interdisciplinary MHRIR and PhD programs, which are located on the University's Urbana-Champaign campus.

Qualifications: Applicants for the assistant professor position should have a PhD in an appropriate social science discipline or professional area of study. Applicants with experience should have a strong track record of research and teaching accomplishments. ABDs should demonstrate strong potential for conducting exemplary research and teaching. Applicants for the tenured associate or full professor position should have a PhD in an appropriate social science discipline or professional area of study, and a track record of substantial research and teaching accomplishments that warrants a tenured appointment at the University of Illinois.

Appointment and starting date: Appointment will be as a tenure-track assistant professor or tenured associate or full professor. In both instances, salary will be competitive and commensurate with the successful candidate's professional qualifications. Starting date for both positions is August 2001. These positions are full-time 9-month academic year appointments.

How to apply: For full consideration, applications must be received by November 1, 2000. Please send statement of interest, vitae, a writing sample, and the names and addresses of three references to: **Prof. Joe Martocchio, Chair, Faculty Search Committee, Institute of Labor and Industrial Relations, University of Illinois, 504 East Armory Avenue, Champaign, IL 61820, (217) 244-4098, fax (217) 244-9290, e-mail martocch@uiuc.edu.** The University of Illinois is an Affirmative Action/Equal Opportunity Employer.

ANDERSEN CONSULTING. ORGANIZATIONAL AND HUMAN PERFORMANCE CONSULTING PROFESSIONALS. Location negotiable. In the electronic economy, the possibilities are virtually unlimited for those who see things in a new light. By joining Andersen Consulting, a leading global management and technology consulting organization, you'll have the opportunity to work in a collaborative, dynamic environment that provides continuous growth opportunities and the global resources to expand your possibilities.

Our Organizational and Human Performance practice has immediate opportunities for experienced consulting professionals with deep utilities, chemicals or energy industry expertise. Working with us, you'll help world-class organizations achieve lasting success by collaborating with them to get the most from, and give the most to their workforces.

You'll help clients manage Human Performance initiatives to achieve predictable outcomes through an understanding of the interdependencies of human behavior, performance measures and rewards, and culture and organizational structure. You will work as a member of a project team at client sites and develop strong analytical, communication, and interpersonal skills. Typical assignments focus on training, communications, job impacts, and analysis.

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 www.ac.com. Andersen Consulting is an Equal Opportunity Employer.

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.

Our 25 years of success in this challenging field provide an excellent opportunity for applied research and consulting with the world's largest and most complex organizations. Responsibilities include client liaison, survey design, data interpretation, reporting and some staff management. Successful candidates at ISR demonstrate a strong academic background, excellent interpersonal skills, and high ethical standards. Qualified candidates should have:

- A PhD in the behavioral or social sciences, I-O psychology, or OD
- Experience with organizational surveys
- Excellent interpersonal and communications skills
- A demonstrated ability to write business proposals, and give effective presentations
- Fluency in a second language is highly desirable
- Willingness to travel

ISR places great value on its team-working environment. We would give you:

- An excellent compensation package, with the opportunity for performance-based bonuses
- A challenging work environment with the opportunity to interact with Fortune 500 clients
- Experience with cross-cultural and international work
- The opportunity to use and develop language and consulting skills
- The chance to join a dynamic, fun, and growing global firm

Interested candidates should send their letter of interest and resume to: **Human Resources, Associate Project Director Search, International Survey Research, 303 E. Ohio St., Suite 2100, Chicago, IL 60611, Fax: (312) 828-9742 or by e-mail: mcgovern@isrsurveys.com.** Web site: isrsurveys.com. Please see our full-page advertisement in this issue of TIP!

CLEMSON UNIVERSITY'S DEPARTMENT OF PSYCHOLOGY invites applications for two full time, tenure-track faculty positions at the Assistant or Associate Professor level beginning Fall 2001. We seek applicants for a **HUMAN FACTORS PSYCHOLOGY** position and an **INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY** position. Requirements include a PhD in psychology, a strong research orientation with potential for extramural support, and a commitment to excellence in graduate and undergraduate education. The Department of Psychology at Clemson http://hubcap.clemson.edu/psych/psych.html. is a research-oriented department with 21 full-time faculty, 550 undergraduate majors, and with graduate training in industrial-organizational psychology, human factors and occupational health psychology. Recent additions to the department's facilities include the Human-Technology Interaction Laboratory and the Driving Simulation Laboratory. Clemson University is a Land Grant Institution with over 17,500 students. The campus is located in the foothills of the Blue Ridge Mountains near outstanding year-round recreational opportunities. Applicants should submit a letter of interest, a current vitae, recent reprints, and three letters of reference. Preference will be given to applications received prior to January 5th, 2001. Send applications to: **Human Factors Search Committee or Industrial-Organizational Search Committee, Department of Psychology, 415 Brackett Hall, Clemson University, Clemson, SC, 29634-1511.** Clemson University is a nondiscriminatory, affirmative action, equal-access employer that specifically invites women and minorities to apply.

SENIOR ORGANIZATION DEVELOPMENT SPECIALIST. The **JOHNS HOPKINS UNIVERSITY** invites applications for a specialist to act as internal consultant to executive and senior leaders across the university to help improve productivity and effectiveness of units, divisions, and departments. Responsibilities include providing organizational assessments, leadership coaching, process consultation, work flow and structural analysis, retreat design and facilitation, and collaboration with clients to design and implement organizational interventions. Position will also interact broadly as needed with associations, national professional organizations, government agencies and peer institutions. A broad generalist is sought but particular backgrounds would match our strategic goals, such as: business process improvement, leadership development, change management or experience with collaboration across HRD service areas.

Requirements include master's degree in related field including advanced I-O or OD graduate work or specific preparation in a certificate program, 5-

plus years' general consultation experience including demonstrated experience with systems design and intervention in an academic or professional services context; capacity for autonomy and ambiguity, excellent interpersonal skills.

Starting salary is commensurate with experience. We have a comprehensive salary program and offer excellent benefits; generous leave including 11 paid holidays; tuition programs for self and family; medical, dental, and retirement plans; and much more in a smoke/drug free workplace.

Review of responses will begin immediately and will continue until a candidate is hired. Applicants should respond with a letter of application referencing Job # U00-6483, salary requirements, and the names, addresses and telephone numbers of three professional references in confidence to: **Homewood Human Resources, The Johns Hopkins University, 3400 North Charles Street, Baltimore, MD 21218, Fax: (410) 516-8622.** Women and persons of all ethnic backgrounds are encouraged to apply. Web site: www.jhu.edu.

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 and leadership opportunities. Current openings include:

Consulting Team Leader(s) - Pittsburgh and San Francisco
Research Consultant - Pittsburgh
Executive Coach - Pittsburgh

For a complete listing of career opportunities, and the associated qualifications, please visit us at http://www.ddiworld.com. For consideration, please forward a resume to: **Development Dimensions Intl., Code EATIP, 1225 Washington Pike, Bridgeville, PA 15017, Fax: 412-257-5367 or 412-220-2958, E-mail: resumes@ddiworld.com,** DDI values diversity and is an equal opportunity employer.

AMERICAN PSYCHOLOGICAL ASSOCIATION—Director, Testing and Assessment, Science Directorate. The Director of Testing and Assessment is APA's primary authority on all matters that relate to testing and assessment across diverse settings. This includes serving as consultant on legal, ethical and scientific issues, managing the staffing of governance groups, and coordinating inter-directorate activities as they relate to testing and assessment. The director also monitors federal, national or state legislative, regulatory or other policy issues that involve testing and assessment and develops advocacy positions on behalf of APA. Other responsibilities include developing relationships with APA members, federal agencies, congressional staff, and other professionals who have expertise or who work in testing and assessment and directing projects to inform and educate psychologists, test users and others.

Requirements: Doctorate in psychology, well-developed methodological expertise, and substantial work experience beyond doctoral degree in testing/assessment or policy areas. In addition, successful candidate will exhibit excellent interpersonal, public speaking and writing skills, and ability to work collaboratively across constituencies with diverse perspectives. Master's level candidate with substantial work experience in testing/assessment and policy arenas can be considered.

The American Psychological Association offers a stimulating work environment, comprehensive salary and benefits package, and a convenient central location in Washington, D.C. Visit our Web site at www.apa.org for more information. APA is an equal employment opportunity employer.

For more information, please contact: **Merry Bullock, PhD; Science Directorate, APA, 750 First St., NE, Washington, DC 20002, mbullock@apa.org.**

SENIOR CONSULTANT—ASSESSMENT SOLUTIONS. PERSONNEL DECISIONS INTERNATIONAL is a dynamic, premier human resources and management consulting firm which offers a variety of professional growth opportunities. We are based in Minneapolis and have more than 250 consulting psychologists in offices around the world. Global clients are creating opportunities for our consultants to:

- Build solutions for selection, promotion/succession management, and determining readiness for changing roles
- Manage large, complex projects
- Train assessors and coaches
- Build PDI's competitive advantage
- Book new business
- Work internationally
- Consult in a wide range of PDI offerings

Qualifications

- Experience with behavioral assessment and assessment centers
- Extensive experience in design and validation of assessment tools, including tests, interviews, and simulations
- Strong technical background in measurement, individual differences, and validation
- Creativity and motivation to drive continuous improvement
- Ability to work effectively with people from multiple offices and cultures
- Results orientation
- Ability to work in teams
- PhD in I-O or psychology, Industrial Relations or a related field
- Minimum of 8 years of applied business experience
- Ability to travel (approximately 30%)

Preference will be given to consultants with corporate and international experience and business knowledge. To apply, please mail, fax or e-mail your resume to: **Personnel Decisions International, Attention: JS/AS/SIOP, 730 Second Ave S, Suite 700, Minneapolis, MN 55402, Fax: (612) 573-7800. E-mail: resumes@pdi-corp.com.** Equal Opportunity Employer.

MERCER DELTA CONSULTING, LLC, with offices in New York and San Francisco, is a recognized leader in consultation on organizational change. From our two offices, we serve companies based in the U.S. and Europe, usually with the CEO as our principal, but not only, client. We work on issues at the intersection of strategy and organizational behavior, with specific practice areas in strategy and development, organizational architecture, organizational change, and leadership/executive teams. Mercer Delta is currently recruiting for a **RESEARCH CONSULTING** positions, in both the San Francisco and New York offices. Responsibilities include providing research consulting services to both clients and consultants; contributing to the firm's Innovation and New Product Development processes; conducting Internet-based information searches; provide project support and expertise in organization and individual assessments (i.e., 360 degree feedback); developing research-based tools, approaches, products and services. Position requires a strong background in research, survey design and data analysis; strong organization and project management skills; excellent interpersonal skills and excellent oral and written communication skills. Candidates should have advanced training in organization research, a PhD (or PhD candidate) in organizational behavior or I-O psychology.

We offer competitive salary (including profit sharing & bonus) and comprehensive benefits along with a friendly work atmosphere. Please send resume and cover letter which MUST include salary requirements for consideration to: **Human Resources, Dept. KV/RC, Box #20313 PABT. CC., New York, NY 10129-0313, E-mail: careers@mercerdelta.com, Fax: (212) 221-0045.**

RUDA COHEN & ASSOCIATES, a recognized leader in the field of human resources consulting, is looking for **CONSULTANTS** to join its growing staff. We specialize in individual assessment, executive coaching, team building, and interpersonal skills training. Our firm has a reputation for providing customized, high-quality service to a broad client base including organizations in manufacturing, finance, and aerospace. Client companies range from small, family-owned businesses to *Fortune* 100 corporations. Our consultants are provided with autonomy and given significant opportunities for challenge and growth. Frequent interaction takes place with clients including meetings with upper level management and executives. Consultants are responsible for maintaining a close business relationship with clients and providing responsive service. Clients are located in all regions of the United States and some are based internationally. Travel is required and averages about 50% of consultants' time. Our office is located in downtown Chicago. Work takes place in a collegial environment with an experienced staff of I-O psychologists. Administrative and technical support is also provided. Salary and benefits are very competitive. Candidates are required to have a PhD in I-O psychology or a related field. Prior consulting experience is preferred, but not essential. Please send a resume and cover letter to: **Mitchell Cohen, PhD at Ruda Cohen & Associates, 303 W. Madison, Suite 650, Chicago, IL 60606.**

PERSONNEL DECISIONS INTERNATIONAL is a dynamic, premier human resources and management consulting firm which offers a variety of professional growth opportunities. We are based in Minneapolis and have more than 250 consulting psychologist in offices around the world. We are a highly professional team, on the leading edge of our profession, focused on providing innovative, top-quality solutions to meet client needs. PDI serves organizations in both the public and private sector; our clients range from Fortune 100 companies to small family businesses in virtually all industry groups. We have, or soon will have, opportunities in most of our geographic locations: Minneapolis, San Francisco, Los Angeles, Denver, Dallas, Houston, Austin, Chicago, Detroit, Washington, D.C., Atlanta, New York, Boston, London, Brussels, Paris, Geneva, Bratislava, Bucharest, Budapest, Prostejov, Stockholm, Tubingen, Hong Kong, Shanghai, Singapore, Tokyo, Melbourne, and Sydney.

Qualified candidates will have an advanced degree (PhD preferred) in I-O or counseling psychology or related field and at least 3 years of business experience. We prefer expertise in at least two of the following areas:

- 360 degree feedback
- Assessment
- Coaching
- HR systems design
- Organizational Effectiveness
- Selection Systems
- Strategic Performance Modeling
- Team
- Training

Successful performers have high energy, flexibility, excellent communication skills, ability to manage clients and projects, and strong business development skills. Expect to travel 30%-60% depending on location.

To apply, please forward your cover letter and resume to: Personnel Decisions International, Attention: J. Silver, 730 Second Avenue South, Suite 700, Minneapolis, MN 55402, Fax: (612) 573-7800, E-mail: resumes@pdi-corp.com. Visit our Web site @ www.pdi-corp.com. Equal Opportunity Employer.

SUCCESSION MANAGEMENT SERVICES CONSULTANT. PERSONNEL DECISIONS INTERNATIONAL is a dynamic, premier human resources and management consulting firm which offers a variety of professional growth opportunities. The Succession Management Services (SMS) Practice Area has an exciting opportunity for the right individuals. As SMS enters its second year, we are looking to extend the team by two consultants to meet growing demand and expanded opportunities. Location is flexible but ideally one of the two positions would be based initially in Minneapolis.

Responsibilities:

- Consult with clients on developing succession management solutions.
- Disseminate and deliver the tools, prototypes, and learning that have been developed.
- Develop succession management business.
- Contribute to the ongoing creation of core processes, primary research, essential components, and key tools needed for an effective succession management practice.
- Present publicly on succession management topics and respond to media requests.
- Support the development of a toolkit and training process to equip PDI consultants to manage succession management projects.
- Contribute to the training and coaching of operating office and practice area staff.

Qualifications: In-depth knowledge, seasoned skills, and proven performance related to the following:

- Strategic performance modeling (especially managerial and executive roles)
- Assessment and development methodologies and tools
- Psychmetric methods/instrument development
- HR management systems design (staffing, performance management, and succession management)
- Designing and delivering training to PDI consultants and clients
- Large-scale project management
- Ability to establish credibility and earn the confidence of PDI colleagues, especially other practice leaders and operating office leaders
- Marketing savvy; ability to define and develop a competitive business strategy
- I-O psychology training and experience (PhD preferred)
- Relevant corporate experience

To apply, please mail, fax or email your resume to: **Personnel Decisions International, Attention: JS/SMS/SIOP, 730 Second Ave S, Suite 700, Minneapolis, MN 55402, Fax: (612) 573-7800, E-mail: resumes@pdi-corp.com.** Equal Opportunity Employer.

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Advertise in *TIP*, the Annual Conference Program, and on the SIOP Web site

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 6,200 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. *TIP* is also sent to individual and institutional subscribers. Current circulation is 6,300 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 $86.00 for less than 200 words, and $102.00 for 200–300 words. Please submit position available ads by e-mail. For information or placement of ads, contact the **SIOP Administrative Office, 520 Ordway Avenue, PO Box 87, Bowling Green, OH 43402, Lhakel@siop.bgsu.edu, (419) 353-0032.**

Advertising Rates per Insertion

Size of ad	*One time*	*Four or more*	*Plate sizes: Vertical*		*Horizontal*
Two-page spread	$510	$370			
One page	$305	$225	7-1/4"	x	4-1/4"
Half page	$235	$190	3-1/4"	x	4-1/4"
Inside back cover	$480	$330	7-1/4"	x	4-1/4"
Back cover	$510	$370	8-1/2"	x	5-1/2"

Publishing Information

TIP is published four times a year: July, October, January, April. Respective closing dates for advertising are May 15, August 15, November 15, and February 15. *TIP* is a 5-1/2" x 8-1/2" booklet.

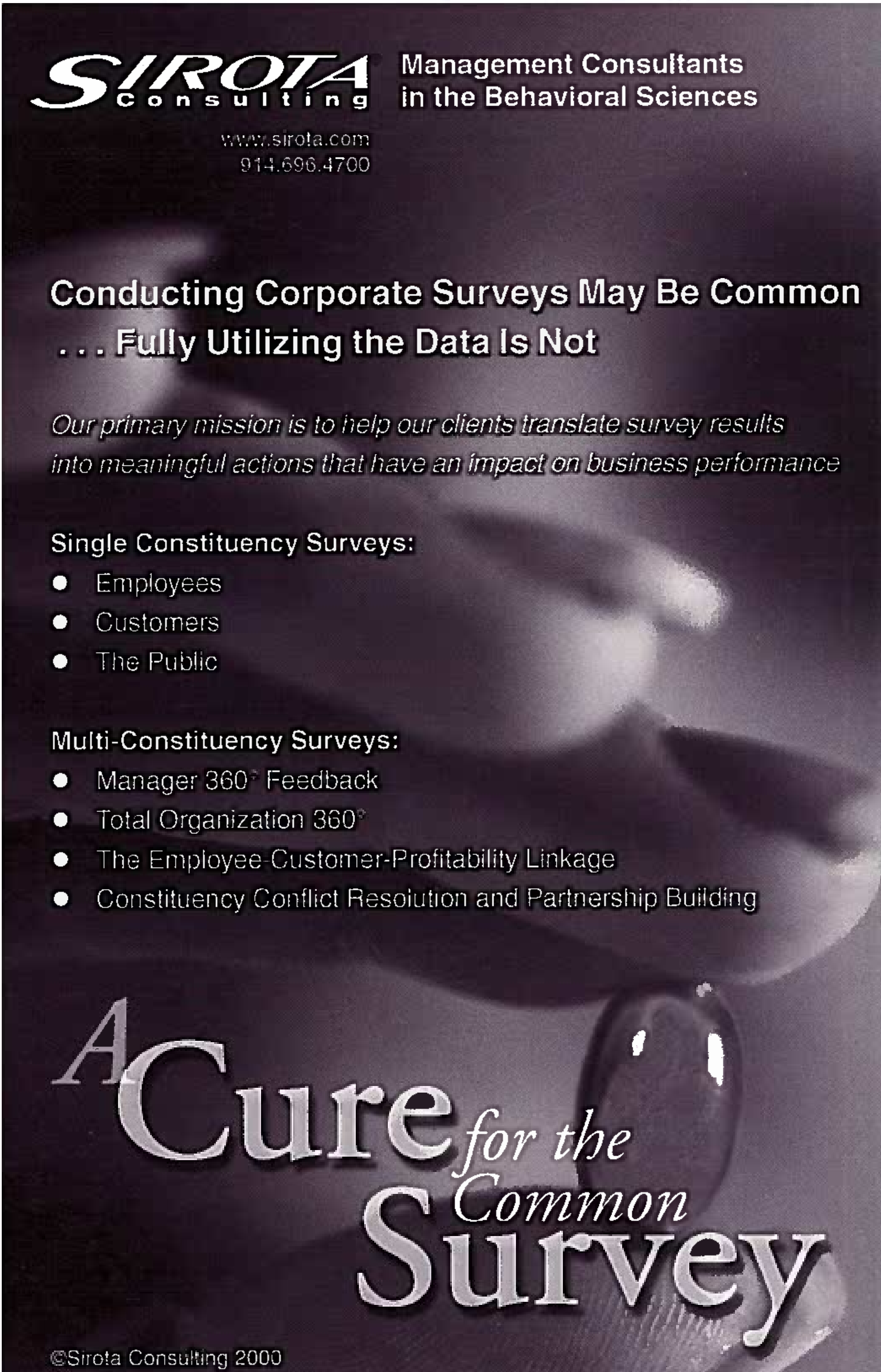
Annual Conference Program

Advertising is available in the Annual Conference Program. Submission 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 8-1/2" x 11" booklet.

Size of ad	*Price*	*Vertical*		*Horizontal*
Two-page spread	$375	9"	x	6-1/2"
Full page	$225	9"	x	6-1/2"
Half page	$190	4-1/4"	x	6-1/2"
Quarter page	$150	4-1/4"	x	6-1/2"

Advertisement Submission Format

All advertising for SIOP's printed publications should be submitted in electronic format. Although we can process camera-ready art or film, we prefer electronic files. Acceptable formats are: Illustrator (Mac or Windows) with fonts outlined, Photoshop files, or QuarkXpress (Mac or Windows) files with fonts provided. Electronic files can be submitted via e-mail, however you must provide a hard copy of the file (mailed or faxed) in addition to the electronic file. Call the Administrative Office if you have questions or need to submit a file in a format not listed above.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