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The Industrial-Organizational Psychologist

TIP

The Industrial-Organizational Psychologist

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FEATURED ARTICLES

EDITORIAL DEPARTMENTS

A MESSAGE FROM YOUR PRESIDENT

Nancy Tippins

Each time I write one of these columns I think that the next one will be easier. Surely there won't be so much going on in SIOP and we won't all be so busy. I've been fooled each time! So much for one-trial learning. I suppose the good news is, there is plenty of material. Here's what's happening:

Professional Development Workshop

On October 20th, SIOP sponsored a Professional Development Workshop in Boston. **Mike Beer** gave a workshop on "Developing an Organization Fit to Compete: How to Overcome Barriers to Alignment." From my point of view, the workshop was highly successful: (a) I attended and learned a lot; (b) I earned seven CE credits that are APA approved; and (c) SIOP made some money! Many thanks to Mike for his efforts in providing an outstanding workshop and to **Jack Kennedy**, the former chair of the Professional Development Workshop Committee, and **Karen Barbera**, the current chair of the Professional Development Workshop Committee, for coordinating the logistics of this workshop. Karen is in the process of evaluating our midyear professional development workshop and determining what form future professional development workshops should take. Please send your comments and suggestions to Karen at kbarbera@pra-inc.com.

Conference Planning

Many SIOP members are in high gear getting ready for the Annual Conference in April. A large number of you submitted 805 papers and proposals. **Talya Bauer** organized a team of approximately 400 reviewers to read and rate the submissions. SIOP heroes include **Adrienne Colella, Murray Barrick, Donald Truxillo, Angelo DeNisi, Tahira Probst, Pamela Tierney, Leslie Hammer,** and **Robert Sinclair** who conducted "last minute" reviews (50 in 4 days!) when reviews were not returned by the deadline. A subcommittee composed of Talya, Adrienne Colella, Murray Barrick, **Richard DeShon** and Donald Truxillo took those ratings and developed the Conference Program, which will be on the Web soon and mailed to you prior to the Conference.

SIOP is continuing its work on making I-O psychology more visible to the public. This year Clif Boutelle (SIOP's public relations consultant) and the SIOP Visibility Committee (chaired by **Gary Carter**) will write press releases with the authors of conference presentations that are judged to be of particular interest to the public. These press releases will be distributed to the news media in waves beginning February 2001.

Work on the 16 Workshops **Karen Paul** and her committee (**Kalen Pieper, Vicki Pollman, Steve Johnson, Tim Patton, Kris Fenlason, Luis Parra, Steve Robison, William Shepherd, Jeff Stanton, Irene Sasaki, James Eyring, Blake Frank, Alberto Galué, Ed Kahn, Joan Rentch, Mick Sheppeck,** and **Karla Stuebing**) have planned is well underway. Look for the list of Workshops on the SIOP Web site, in the Conference Registration book, as well as in this issue of *TIP*.

Adrienne Colella has headed up the Expanded Tutorials Program and has four scheduled. Our thanks go to **Greg Oldham, Jing Zhou,** Murray Barrick, **Tim Judge**, Michael Hitt, Angelo DeNisi, **Katherine Klein**, and **Paul Hanges.** Look for the details on the Web and in the Registration book.

Although most of us won't attend SIOP's Doctoral Consortium, the future of I-O psychology depends partly on training and education opportunities like this. **Martha Hennen**, chair of the subcommittee on the Doctoral Consortium, has an excellent program planned for the 40 students who will attend.

A new addition to the Conference this year is Technology Showcase Sunday, which was developed in response to members' requests for more information on technology and the Internet and their effects on I-O psychology. **Bill Macey** and his subcommittee (Talya Bauer, **Ken Brown, Steve Brown, Fritz Drasgow, Craig James, Nathan Mondragon,** Jeff Stanton, and Donald Truxillo) have scheduled a series of events including panel sessions, symposia, posters, and demonstrations that explore technological innovations and their impact on I-O psychology. Information on how to submit a proposal for a demonstration is included in this *TIP* and can also be found at the SIOP Web site. Technology Showcase Sunday will be held from 8:00 a.m. to 1:00 p.m. Be sure to make your travel arrangements so you can attend this new event.

Commercialization of the entire Conference is a growing concern for SIOP. Our common interest in technology and the inclusion of a technology program has clouded the boundaries still further. The Conference is intended to be an opportunity for professionals to exchange information regarding the science and practice of I-O psychology. While sales and marketing activities clearly occur and have their place in the exhibits and other external venues, the Conference program is not intended to be a sales event. A lot of gray area exists between a sales presentation and a presentation demonstrating an effective approach to a scientific problem. In order to provide guidance regarding what is gross commercialization, I am in the process of appointing a task force to provide guidelines on what is acceptable and what is not.

Another new feature of the 2001 Conference will be a special reception for our Foreign Affiliates and SIOP members who are interested in international I-O issues. I'm hopeful that this reception will introduce I-O psychologists with international interests to each other and facilitate a discussion on where SIOP ought to be going internationally. Look for the time and place details in the Conference Program.

In past years, Conference-wide events provided us the opportunity to recognize all the people who served on committees and performed the work of the Society. Without the luncheon, we have no good way to recognize the contributions of the many volunteers who serve the Society. To remedy this problem, we have made pins to recognize that service. If you have served on a committee, subcommittee, task force, or any other SIOP group this year, please be sure to stop by the registration desk, get a pin, and wear it. When you see people with a pin, please take the time to ask them about their service and thank them for their efforts.

Many thanks to those who are working hard to make the 2001 Conference a success.

Principles

The Committee on the Revision of the *Principles for the Validation and Use of Personnel Selection Procedures* has had their second meeting and is well on its way. The purpose of this revision is to ensure the *Principles* reflect the 1999 *Standards for Educational and Psychological Tests* and currently known best practices in the field of personnel selection. The Committee, which is chaired by **Dick Jeanneret**, includes **Marcie Andberg,** Steve Brown, **Wayne Camara, Wanda Campbell, Donna Denning, Jerry Kehoe, Jim Outtz, Paul Sackett, Mary Tenopyr,** and **Shelly Zedeck**. I am an *ex officio* member of the group. Dick is in the process of appointing an advisory panel to review the work of his committee before a draft is broadly disseminated. The committee's goal is to complete a first draft by June 2001. The first draft will be given to the advisory panel and the SIOP Executive Committee for review and comment, then revised. The second draft will be available to all SIOP members who request a copy and wish to review and comment late in 2001. Comments submitted to the Committee will be used by the members of the Committee only and will not be posted on the SIOP Web site or disseminated further.

Task Force on Licensure

SIOP's current policy on licensure states that an industrial and organizational psychologist should be able to become licensed if he or she chooses to do so. While SIOP can maintain this policy, we can no longer remain silent about the terms and conditions for licensure without risking being shut out of licensure completely. Based on reports on the activities of the APA Commission on Licensure, various state boards, and ASPPB, SIOP cannot simply complain about what we don't like about current or proposed licensure requirements. Instead, the time has come for us to formulate what an acceptable licensing requirement for an I-O psychologist would look like.

This task force has been asked to

1. define what would constitute acceptable licensure requirements for industrial and organizational psychology
2. draft an implementation plan evaluating which people or institutions meet those requirements
3. strategize how we might go about counteracting decisions that have already been made within APA and at the state boards.

Mort McPhail, the chair of the State Affairs Committee, and **Mickey Quiñones**, the chair of the Education and Training Committee, have agreed to co-chair the task force. **Rich Klimoski, Laura Koppes, Kevin Murphy,** and **Ann Marie Ryan** have agreed to serve on the task force. I anticipate having more details about the plan of action late this year.

Task Force on SIOP Communications

Another important task force recently appointed is the Task Force on SIOP Communications. The purpose of this task force is to review the purpose of our communications media (e.g., *TIP*, Web site, possible chat rooms, press releases, visibility efforts, etc.) and determine what sorts of policies should be developed for each medium. **Allan Church**, the editor of *TIP*, will chair the task force, which will also include **Debbie Major** (the incoming *TIP* editor), Katherine Klein (member-at-large), Gary Carter (chair of the Visibility Committee), and **Dave Dorsey** (chair of the Electronic Communications Committee).

APA's Task Force on the Ethics Code Revision

Many of you know that APA has its own Task Force to Revise the Ethics Code. Several drafts have come out and several SIOP members have commented on them. **Deirdre Knapp** has been appointed an official observer to the Task Force for SIOP and attended the last meeting of the Task Force. A "draft for comment" is scheduled to appear in the February or March Monitor and the APA Web site. The draft will be accompanied by a call for comments that will set a 2-month deadline for response. Steve Brown, chair of the Scientific Affairs Committee, and Wanda Campbell, chair of the Professional Practices Committee, will jointly appoint a SIOP Task Force to review the draft and write formal comments on behalf of SIOP. If you would like to share your comments with this subcommittee, please forward them to

Steve (sbrown@limra.com) or Wanda (wcampbell@eei.org), and they will forward them to the subcommittee.

APA's Work Group on Executive Coaching

One more task force that some of you will be interested in is APA's Work Group on Executive Coaching. APA's Board of Professional Affairs (BPA) established a work group to determine what kinds of guidelines should be developed for psychologists who provide executive coaching. SIOP was very fortunate to have one of our own members, **Ben Dowell**, appointed to the Work Group. The group has met once and dealt with three main questions:

1. How should APA and BPA go about defining executive coaching as an area of practice?
2. How should APA and BPA support the responsible expansion of practice in this area?
3. How can APA and BPA help create a brand for psychology in the executive coaching marketplace?

We anticipate a report from the work group and a summary of the next steps soon.

JobNet

By now everyone should have received a letter about JobNet, our new Web-based placement service. JobNet is the result of a tremendous effort by Larry Nader of the Administrative Office and **Linda Sawin**, chair of the Placement Committee. Anyone can still review all the job listings as we always have. What's new is our ability to provide a resume only to those employers who pay a fee to review resumes. When you use JobNet in the next few months, please take the time to send Lee Hakel an e-mail about how well it worked. We need the feedback to improve the system and to give Larry and Linda some well-deserved appreciation.

Foundation

SIOP's Foundation Committee (**Irv Goldstein**--chair, **Paul Thayer, Cathy Higgs, Bill Mobley, Lyman Porter**, Lee Hakel–*ex officio*, and **Jeff McHenry**–*ex officio*) met this summer and have awarded SIOP $7,500 to fund our proposal for a SIOP Small Grants Program. The Long Range Planning Committee (Ann Marie Ryan, **Mike Burke**, and Katherine Klein) developed a program to be implemented by the Awards Committee, chaired by Tim Judge. The purpose of the program is

- to provide support to SIOP members for research-related activities,
- to help guide research activities where there can be real impact, and
- to foster cooperation between academicians and practitioners in non-academic settings.

For the 2000–2001 year, SIOP intends to make three $2,500 awards.

Details about the Call for Proposals will come out in the April *TIP* and also be placed on the Web.

In addition, the Foundation has granted us $2,500 in seed money to pursue our work on "Educating the Public about I-O Psychology." The goals of this project are

- to inform the general public of I-O psychology and its contributions to the workplace,
- to provide tools summarizing professional approaches to work-related problems, and
- to provide guidance for selecting professionals who assist in solving work-related problems.

In order to meet these goals, the Long Range Planning Committee has proposed a "toolkit approach" in which Web-based toolkits will be developed for an array of I-O related topics. Tabs will be developed for important topics such as general description, legal issues, FAQs, how to find an expert, and so forth. A toolkit subcommittee of the Education and Training Committee will be established by January 1, 2001 to develop the first toolkit, which is targeted for completion March 1, 2002.

Final Words

As always, I welcome your comments about the activities of the Society. I can be reached at nancytippins@att.net I look forward to hearing from you.

Have You Seen Any SIOP Members in the News?

We'd like some help from you! Our newest column, SIOP Members in the News, will help us recognize members who are using their skills, knowledge, and abilities to promote our field. One of SIOP's most important goals is to increase the public's awareness of I-O psychology. If you are aware of news articles regarding I-O psychology or SIOP Members, please send or fax them to the Administrative Office. ***And THANKS for your help!***

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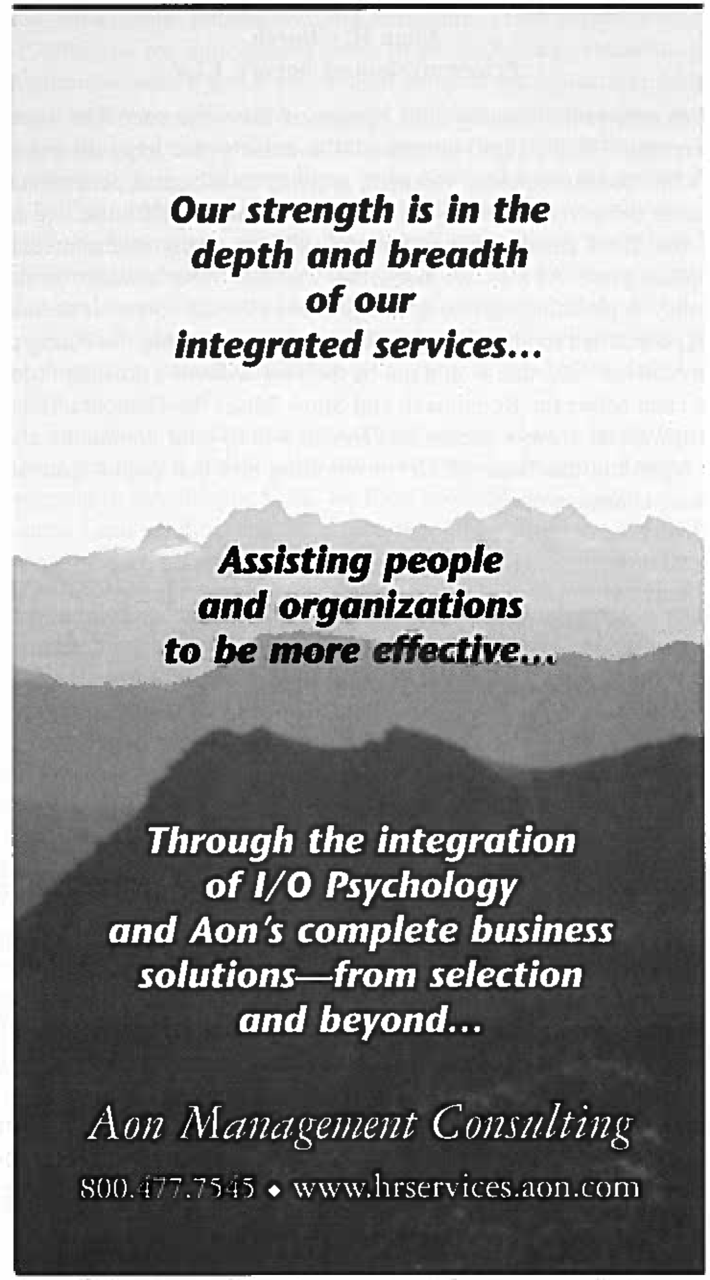
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From the Editor: A Momentary Lapse of Reason

Allan H. Church
PricewaterhouseCoopers, LLP

Welcome to the January 2001 edition of *TIP*—the very first issue of the 21st century. That's right, despite all the anxiety and hype directed at last year's momentous calendar moment, as many an educated person has pointed out in these very pages, it is not until January 1, 2001 that we actually enter the 21st Century. It's unfortunate that so many in the media got it wrong last year. At least we know that this New Year's won't be as eventful—they'll probably still be counting those Florida votes. It seems to me that if people had spent half as much time on modernizing the voting process as they did on Y2K, this would not be the year without a president (does that make Heat Miser the Republican and Snow Miser the Democrat?).

Anyway, as always, please feel free to e-mail your comments and reactions regarding this issue of *TIP* or anything else that piques your interest. My door is always open.

That's a Rappelling Development

Do you know how I always know when the December holidays are coming? No, it's not the appearance of lights strung on trees or silhouetted in window sills. No, it's not the smarmy muzak played in malls and stores. No, it's not the warm fuzziness of humankind overflowing into daily existence. No, it's not the seemingly sudden plummet in temperature on the east coast from the crispness of fall to the bone-chilling cold of winter. The truth is, I know that the holidays are around the corner when, just as I enter my driveway, I notice that our mail box is bloated, indeed practically bursting, because it is crammed full with mail-order catalogues. Sure, as frequent mail-order shoppers (who wants to hear all that mall muzak anyway?), we receive catalogues all year round, but nothing can compare to the renewed avalanche of brightly colored glossy paper. Whether it's insipid looking models wearing the latest fashions regurgitated from the 1970s or detailed explanations of why the latest "must-have" gifts are truly "the best" of their kind, the sheer number of catalogues we receive is mind numbing. Between the three slightly different versions sent simultaneously from the same company or three copies of the exact same catalogue addressed to three different versions of my name, it's no wonder there are so few trees left in America! In fact, there is such an accumulation at home that I often fear for the lives of our cats when the piles start sliding off the counter.

Why am I writing about these catalogues, you wonder? Well, normally the products offered are the same old same old, but this year I received a new

catalogue (one targeted at people who spend way too much on things nobody actually needs) that offered a truly unique gift that I had to mention here: the James Bond combat training adventure. That's right folks, for a mere $19,995 you too can spend a week in an 11,000-acre resort in luxury accommodations, where you feast on three gourmet meals a day, and receive continuous beverage service (as opposed to interrupted beverage service) while experiencing the truly ultimate development experience for any "executive wanting to truly challenge him- or herself and hone his or her effectiveness." The adventure boasts target ranges, "lakes for amphibious operations," "rock formations perfect for rappelling," "thick underbrush for cover and camouflage operations," and a final mission involving a helicopter assault landing replication of actual combat scenarios. Make no mistake, this is real stuff—designed and managed by trained military and police experts. Assuming you can afford it, what's my beef with this latest offering in adult *entrainment*?

Well, first of all, the fact that this adventure package is listed in a mail order catalogue from a well-known store is troubling enough. I mean, who is really going to buy this for $20K for their spouse for the holidays? "Surprise honey, I am sending you on a nice rappelling mission. Don't bump your knees." I guess if someone has that much disposable income they can spend it on whatever they please, and no doubt about it, there are people who will find this type of activity to be "just the thing." Still, what does an offering like this in a holiday catalogue say about our culture and our economy? Are people so bored with their lives that they need to spend what amounts to someone's annual salary on an highly advanced week-long game of cops and robbers? Is this what happens when we run out of bad guys in the world?

The other concern I have with this adventure, however, is that it makes some pretty lofty claims about its expected benefits: "You'll learn the core issues of leadership, the warrior concept of how to take charge, and situation awareness so that you are more in tune with and aware of your living and working environments." Or to put it another way, this is not your standard corporate executive development program. For that matter, this would be hard to replicate in a corporate setting. I mean, can you imagine some executives rappelling down the elevator shaft or trying to blend in with the underbrush of the lobby plants? Yet if this adventure does what it claims, those of us interested in leadership and executive development will be out of business in no time. And to think we in I-O psychology were all concerned with competition from the clinicians! Of course, leadership theory and research does have its roots in the military, so this "new direction" in management education should come as no surprise. Perhaps I am overly doubtful, but it seems to me that this is probably a classic example of a lack of generalizability. Sure, you might be able to learn how to take charge under simulated artillery fire, but can that skill really be applied to the next board meeting? I know some people like to bark orders at others, but come on.

All levity aside, what does an executive adventure offering like this say about our field? Are we truly meeting the need for leadership development in organizations? Do our programs deliver as much benefit as this one? What can we learn from this adventure? I have to say it made me stop and think. Send me your thoughts on this. I look forward to hearing from you.

Office Space

No, this segment is not about that hilarious movie by the same name (which features two definitely non I-O psychology related management consultants—Bob and Bob—by the way); it's about innovations in the use of space.

Recently, following a change in locations, my colleagues and I had the opportunity to experience first hand the latest trend in workspace management—that is, hoteling. I-O practitioners in consulting firms are probably quite familiar with the concept, since several people to whom I have mentioned the topic found it intriguing, and I thought it might be worth discussing here, albeit briefly.

Also known as time sharing, unassigned space, non-territorial offices or apparently "hot-desking" in England (Bloom Mirsky, 1999; Potter, 2000), hoteling is a process whereby workspaces in a building (e.g., desks, cubicles, and even offices for the lucky few that can grab them) are assigned to an individual on a daily (or multiday) basis as needed. Rather than formally allocating office space to every individual in the firm, the hoteling system provides for a truly mobile (and theoretically global) work force. Whenever one is in the office, all you need do to obtain a workspace is to "check-in" (not unlike a hotel, hence the name) and pick a free location. One's personal phone extension is automatically transferred to the phone at the appropriate station. In theory, this rollover should work at any location linked to the same system making contact easy and efficient. Then, you just plug your laptop (which has everything you need on it) into the network port and you're off and running. At the end of the day (or a predetermined time), you are automatically "checked-out" (of course some of us have been checked out long ago). The same process, of course, can be used for conference rooms and offices as well.

Clearly, this approach to office management is best used in firms where the work force is very mobile and/or often not in the office—hence its usage in the consulting world. Ernst &Young, for example, has found hoteling to be highly successful, saving them an estimated $25 million in occupancy costs between 1992–1994 alone, and Andersen Consulting's version—the Just-in-Time (JIT) office concept—has been quite successful as well (Potter, 2000). Moreover, hoteling is also very popular in firms with large segments

of the work force that telecommute or telework ("Maximizing the benefits of teleworking," 2000). Apparently, even the Canadian Public Works and Government Services has moved to a hoteling system ("Innovative officing in the Canadian Federal Government," 2000).

All systems have their plusses and minuses. On the plus side, hoteling allows the employee to try different workspaces (How many times have you wondered what it would be like to work on the other side of the building facing the sun, or nearer to the *Flavia* coffee machines?) on a regular basis. It also ensures that you can be reached by clients and colleagues without having to provide an alternative phone number every other day. In addition, since each space is vacated at the end of the day, a "clean desk policy" means that by and large the space will be free of piles and junk (which is unlike working in somebody else's permanent space).

Of course, this same norm of a clean desk means that the empty, or unused, workspaces are indeed quite empty, which can connote a somewhat ghost-like feeling when few people are around (particularly if the hoteling system is implemented in conjunction with an open-space setting). Moreover, since you never have a permanent space, unless you bring your family photos and that stress squeeze pop-out head with you every day, there are no personal items at your space either. Finally, in over-crowded locations, it can be next to impossible to "check-in," and thus the procrastinator (or late sleeper) can find him or herself without a space and accompanying phone entirely.

What I find most interesting about the hoteling concept, however, is its potential impact on the psychological state of those who use it. It seems to me that this would be an interesting area for research. For example, although I understand the need from a management perspective for reducing overhead and waste (particularly in many service firms where people are not working at the office every day), from an employee's standpoint there is probably something unsettling about not having a permanent space of one's own. What effect, if any, might this have on job satisfaction?

Further, while the hoteling process may empower employees to choose their own workspaces, at the same time it goes against the traditional (and largely Western) notions of individuality and unique contribution. What impact, if any, might this have on organization commitment or citizenship? Kevin Donahue, a senior real estate specialist at PriceWaterhouseCoopers, warns that additional measures such as social events, stewardship reviews, and specialized management training need to be put in place to ensure that employees don't lose their sense of belonging ("Hoteling reduces facilities costs," 2000).

Finally, unless you hotel together with a group or team, your desk neighbors are likely to be total strangers. To anyone that has read Bellah et al.'s (1985) *Habits of the Heart*, this approach would probably be cited as an example of the increasing lack of emphasis on community in our society. For extraverts, however, this could actually be seen as a positive—a chance to meet new people all the time! For introverts, however, I would imagine that this could create a sense of isolation. I can see it now, an office full of introverts hunched over, all starting intently at their laptops, waiting for the next e-mail to arrive. Not a pretty sight!

These are all potential research questions that would be fun to investigate. Given that the use of this highly cost-effective approach to office space is likely to continue to increase in the service and technology arenas, and even expand into other types of industries (and perhaps even into academia) over the next 10 years, it might prove to be a fruitful area for I-O researchers to explore.

Here I Go Again

Listed below is a quick rundown on the latest and greatest features, columns, reports and news items in this issue.

Featured Articles. Once again, the issue opens with SIOP President **Nancy Tippins** providing an informative status report of the state of the Society. Read her column and you will agree; there is a great deal of activity going on these days. How she keeps on top of all of these initiatives, I'll never know.

Next is a short article from Elana Newman and **Deidra Schleicher** describing the (hidden) benefits and opportunities of working with community nonprofit agencies, particularly for graduate students. It's clear that corporations aren't the only type of organizations that can benefit from I-O services.

If you've ever wondered what else you can do with your SIOP program guide, look no further than the article by **Thomas Brice** and **Marie Waung**. They put their programs to good use by examining trends in scientist and practitioner collaborations at the Annual Conference over the last 10 years. Some of their findings may surprise you.

Speaking of practitioners, in Turf Issues and Professional Identity, **Eric Carbone** presents his side of the story on the potential impact (or as he argues, the lack thereof) of clinicians and MBAs entering the traditional practice areas of I-O psychology.

Last but not least, we have a research effort from **Monica Hemingway** on the perceptions, use, and general editorial policy toward qualitative methods in I-O psychology. Naturally, she used a qualitative approach for her study. Some of the comments she received regarding qualitative approaches are indeed disappointing (though perhaps not surprising).

Editorial Departments. This edition of **Practice Network** from **Mike Harris** focuses on new developments in organizational training with help from **David Baker, Paul Damiano** and **Scott Tannenbaum**. After dis-

cussing the pros and cons of online training methods, Mike explores some interesting implications for the future including the diminishing role of the traditional corporate trainer.

After announcing a contest to determine the next set of student columnists, **Kim Hoffman** and **Tom King** discuss some of the complexities involved in the classic scientist-practitioner (and academic-consultant) debate in this issue's **TIP-TOPics for Students.** Next, they provide some helpful tips for getting through the wonderful world of comps.

Given our national leadership crisis of late, it should come as no surprise that this edition of **The Real World** by **Janine Waclawski** focuses on the timely topic of leadership. See if you can guess which presidential candidate has a better grasp of the concepts outlined in the Machiavelli book.

Next, **Art Gutman** in his column **On the Legal Front** tackles some of the complexities concerning the designation of mental disability and the role that employers can play in this process.

While this installment of the **International Forum** by **Dirk Steiner** does not contain an interesting interview with an I-O colleague from another country, it does ask a very simple yet important question: "What kind of international involvement do SIOP Members and Foreign Affiliates want?" I encourage you to e-mail Dirk with your thoughts.

Finding and developing the right leaders is always an issue in organizations, particularly as people change jobs much more frequently than ever before. **Steven Rogelberg's Informed Decisions** column in this issue provides an interesting and helpful article from Elaine Sloan on the subject of succession planning.

As if the eight things that really tick him off weren't enough, **The High Society's Paul Muchinsky** returns this issue with five words that—yes, you guessed it—really tick him off. While I certainly respect Paul's choices, my list would most certainly have to include "solution" on it as well. Between assessment solutions, network solutions, change management solutions, training solutions, and e-business solutions, I need someone to suggest a solutions solution.

Moving right along, **Dawn Riddle** and **Lori Foster** bring us yet another interesting interview this issue with past SIOP President **Kevin** (Kaz) **Murphy.** Later, they provide some helpful tips and suggestions for achieving work–life balance.

Finally, the second edition of the ***TIP* Crossword** by **Steven Katzman** is offered for your puzzling pleasure. This time the topic is "Intro to Personnel Psychology."

News and Reports. As always, there are a number of interesting and informative pieces in the **News and Reports** section. In this issue we have a formal response from the Society to the student proposal (discussed in part in prior issues), the SIOP Secretary's report from **Janet Barnes-Farrell**, an

APA Council update from **Georgia Chao**, a report from **Heather Fox** on APA funding for Occupational Health Psychology curricula, and previews of the 16th Annual I-O Doctoral Consortium from **Martha Hennen** and **Donna Chrobot-Mason**, as well as next year's expanded tutorials from **Adrienne Colella**.

There is also an interesting article from **Erica Klein** on pro bono work currently being done by SIOP members, a useful piece on how to prepare oneself to be an expert witness on the stand from **Paschal Baute**, a short article outlining a nonprofit group in Boston dedicated to improving the state of executive coaching from Lew Stern, and, of course, **David Pollack's** handy list of future conference dates and locations. The latest **Missives, IOTAS, Calls and Announcements**, and job postings round out the offering for January.

If you have any comments, suggestions, reactions or random thoughts, you can email me at Allanhc@aol.com. I'll be back for my final issue as editor in April. Until then, enjoy!

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Win-Win Situations: I-O Graduate Students Learn Skills in Community Nonprofit Agencies

Elana Newman and Deidra J. Schleicher
University of Tulsa

Applied experiences for I-O psychology graduate students are quite important. Although most I-O faculty would acknowledge the truth of that statement, they often admit that the training they offer graduate students falls short of that ideal, due to several pragmatic restrictions. For example, organizations are often reluctant to hire students as consultants and faculty are often reluctant to send beginning students to consult without substantial supervision. Adding to these challenges is the fact that graduate programs in non-urban settings do not usually have access to large corporations. An examination of these roadblocks to providing applied experiences for I-O graduate students reveals an assumption implicit in much of our thinking about consulting: that the sole clients are large private or public industry firms. Perhaps this assumption has emerged from the fact that historically, examples of I-O related issues were drawn almost exclusively from major businesses or public safety occupations. Whatever its origin, this assumption ignores the fact that nonprofit clinical and community service organizations experience the same organizational issues and challenges as all businesses. Moreover, these agencies often do not have the expertise, personnel, or capital resources to solve these problems themselves or hire external consultants. Below we offer our insights regarding how to improve I-O graduate training by broadening the definition and scope of organizational consulting in a manner that benefits students, faculty, universities, and communities.

Community-Organizational Consulting

We realized the need community agencies have for assistance with human resource and other organizational issues when our clinical faculty received a large number of queries regarding I-O related issues that the community agencies were experiencing (e.g., turnover, low morale). These requests were forwarded to the I-O area. It soon became clear that our I-O graduate students were clamoring for such opportunities and were excited to be involved in these community organization projects, even though there was no (or very little) compensation attached (dispelling a commonly-held myth regarding I-O grad students!). At this point, we have conducted several such consulting projects with community agencies, some of which are described below. Indeed, we have recently devoted an entire course to these projects, given the interest from both community agencies and our graduate students.

In order to assist those who may consider incorporating similar projects into their graduate training, we offer several suggestions regarding our criteria for selecting such projects. First, although we select projects (on a low-

cost or pro-bono basis) that are related to a problem the community site is experiencing, we privilege the students' needs first. This emphasis (about which we are upfront from the beginning) allows the faculty to focus on the process of developing skills or teaching a concept. For example, we might substitute a different approach to a problem than the one first requested. Our focus on the needs of the students and teaching also gives us flexibility with regard to "piggy-backing" other student-generated research questions onto the project. Because many nonprofit organizations have public education and training as part of their mission statement, they have been receptive to our educational focus. In fact, we have found that community agencies have embraced the "student focus," taking strides to invite students to board meetings at the organizations, and in a couple instances, even offering employment to the students. Without fail, the organizations have been pleased with their interaction with the students (and this has been true of those organizations paying for the consulting services as well).

Apart from the student focus, we also try to select projects that are not excessively time-demanding. For example, on some time-intensive projects, we have spent our time in training, supervising, and conducting the project, rather than preparing a final written report. Therefore, we negotiated up front that our results would be presented orally rather than in a written report. We also choose projects that are likely to lead to future projects, collaborations, or student internships. Thus far, we have selected projects in which faculty members have an interest or expertise. The structure of these projects is flexible, to allow using them in the classroom as a supplement to the curriculum (e.g., doing a selection project in a course on Personnel Selection), as an extracurricular project, or a class unto itself.

Two Examples

One example of a recent project concerns a local community service organization that delivers care to persons with disabilities. This organization contacted a community psychologist at the University of Tulsa regarding their turnover problem (they were losing approximately 80% of their employees each year). Although they were unsure of their particular goals, they wanted help in creating a training program to combat the turnover. Hence, the project was referred to an I-O faculty team which recruited student volunteers to help with a needs assessment. The students learned such valuable skills as focus group facilitation, survey design and analysis, and presenting their findings in accessible ways at meetings with key stakeholders. Moreover, the organization was receptive to our suggestion that training was just one solution to their turnover problems, and we were able to enlarge the scope of this project to include a selection component. This provided an applied project for the personnel testing and selection course offered the following semester. Recently, this organization has asked us to help them develop a new performance appraisal system, a project that will be incorporated into our course on performance appraisal. Using a real organization for such class projects has further ensured that our I-O graduates are equipped with knowledge and practice to be sound professionals.

Although the above example concerns three very traditional areas of I-O consulting (i.e., training, selection, and performance appraisal), many of our opportunities have come from more unexpected settings, some of which may not appear at first glance to be I-O concerns. For example, one successful project evolved when a clinical faculty member was consulting at a local domestic violence intervention agency that offered clinical services to both perpetrators and victims of family violence. The staff of this organization considered modifying the types of clinical services offered and realized that they had not solicited the opinions of these consumers and had discounted specific feedback when offered. Although the faculty member considered asking clinical students to conduct focus groups to evaluate clients' experience of services, she recognized that this would be an ideal opportunity to train I-O students about focus group methodology, family violence and the workplace, as well as illustrate ways in which clinical and I-O psychologists can engage in responsible collaboration. Hence, an I-O and clinical faculty member met with a team of volunteer students to describe the project, aims, focus group methodology, and issues in domestic violence. The time investment for students was minimal; in addition to the time spent running the focus groups, students attended a total of three 2-hour meetings for instruction and feedback. Students remarked that they not only learned focus group methodology, but became aware of (a) important ways that family violence might affect the workplace; (b) methods to safely and competently engage with potentially challenging participants; and (c) faulty assumptions about perpetrators and victims of domestic violence.

Clearly such collaboration broadens the I-O students' experience with related issues in clinical psychology. In particular, in the course of professional work, I-O psychologists need to learn how to work with individuals facing personally stressful situations or mental problems that can impact work. Such experiences illustrate how I-O psychologists may work in management of organizations with a clinical focus. With more opportunities in health care for I-O psychologists, this is especially relevant.

Benefits

These collaborative projects help multiple constituents. The advantages to the nonprofit clinical and community service agencies are obvious. They receive high quality but low-cost (or free) assistance with solving their human resources and other organizational problems. For our students, such a model (a) provides them with critical applied experiences and instruction; (b) facilitates the development of organizational problem-solving skills in

ways that are not constrained by an organization's fiscal resources; (c) instills values regarding the importance of civic participation; (d) establishes an early record of community-oriented service that is impressive to future hiring organizations, many of which are actively trying to build their community service image; (e) provides them with supplemental instruction about psychological issues outside the traditional I-O curriculum; and (f) fosters a creative entrepreneurial approach to consultation. In addition, these projects allow the faculty opportunities to provide technical assistance to worthy organizations, fulfill the professional mission of training and supervising, and foster community-academic collaboration that may result in future research or consulting opportunities. Finally, the university benefits in the sense that such partnerships help to fulfill their civic mission of contributing (i.e., "giving back") to the community.

In summary, nonprofit organizations in every community need expertise on organizational matters. We would like to encourage graduate programs in I-O psychology to view these organizations as real-life laboratories where students, faculty, universities, and organizations can engage in meaningful collaborations. According to the dodo bird in *Alice in Wonderland*, "Everyone has won and all must have prizes." Indeed, this model provides an opportunity for all to win.

Is the Science–Practice Gap Shrinking? Some Encouraging News from an Analysis of SIOP Programs

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In the field of psychology, there has been a history of conflict between the scientist and practitioner. In the late 1800s and early 1900s, academics within the field of psychology espoused the view that investigating psychological principles outside of the laboratory was inconsistent with the goals of developing a rigorous, scientific approach to the field (Benjamin, 1997). However, after the increased visibility of industrial-organizational (I-O) psychology due to World War II, the American Psychological Association began to include practitioners as full-fledged members (Napoli, 1981). Thus, while I-O psychology may have helped to make applied research acceptable to the field of psychology in general, a gap is still perceived to exist among scientist versus practitioner within the area of I-O[1].

Since the inception of I-O psychology, there has been a debate about whether the field is best described in terms of science or practice (Landy, 1992). The debate has been fueled by the "academic camp" which emphasizes the importance of scientific rigor versus the "applied camp" which emphasizes the need for research to be useful in everyday workplace settings. Evidence that the debate continues to take place can be found when investigating the presidential addresses at the last 12 Society for Industrial-Organizational Psychology Conferences—four specifically address the science and practice gap (Landy, 1991; Klimoski, 1992; Sackett, 1994; Farr, 1997).

Hyatt, Cropanzano, Finfer, Levy, Ruddy, Vandaveer, and Walker (1997) provided an excellent overview of the "state of affairs" regarding the science-practice gap. Their review stemmed from a session at the 1997 SIOP Conference in St. Louis and provides a number of useful suggestions. In their article, Hyatt et al. stated that there is evidence of growing collaboration between scientists and practitioners. In the current study, we attempted to empirically test this statement, as well as to provide suggestions for continuing to reduce the science-practice gap.

We used SIOP Conference programs to examine whether or not change in the science-practice gap has occurred in the last dozen years. More so than any other event, the SIOP Annual Conference provides an opportunity for I-O psychologists from all backgrounds to gather and discuss the field of I-O psy-

[1] See the February 2000 *American Psychologist* for an example of the debate in clinical psychology.

chology. Scientists and practitioners alike flock to the Conference to exchange ideas in a variety of formal (e.g., symposia, poster sessions, roundtables) and informal (e.g., coffee breaks, conversation hours, happy hours) sessions.

While there is little one can do to analyze the content and participation of the informal sessions, there are a number of ways to do so with the formal sessions. Although an investigation of the content of formal SIOP presentations might be possible from a review of the presentation titles, a science-practice interpretation is difficult using only the title and authorship information. Author affiliation information is available and can be used as a proxy for whether the participant is a scientist or practitioner, thus allowing for a reasonable test for scientist and practitioner participation.

Given that historically, academics have comprised the majority of participants at conferences such as SIOP, one sign of a shrinking science-practice gap would be a significant increase in the conference participation rate of practitioners. A higher percentage of practitioners in 1999 would suggest that perhaps I-O psychologists are listening and are addressing the concerns regarding a science-practice gap.

However, a higher practitioner participation rate in 1999 is meaningful only if there is evidence that the composition of SIOP itself has not changed dramatically from 1988 to 1999. For example, a 10% higher practitioner participation rate in 1999 is less meaningful if the practitioner composition of SIOP itself has increased 30% during this same time period. Unfortunately, we did not have access to the primary employment setting of SIOP members from 1988 and 1999 specifically. However, we did have access to Howard's (1990) and O'Connor and Ryan's (1996) membership surveys. We considered the 1990 results (data were collected in 1989) as a proxy for the 1988 Conference, and the 1996 results (data were collected in 1995) as a surrogate for the 1999 Conference. The percentage of respondents who indicated that their primary employment setting was applied (nonacademic) was 64% in 1990 and 61% in 1996. While these percentages represent only those SIOP members who responded to the survey, due to the high response rates (80% in 1990 and 77.9% in 1996), it is likely that the numbers reflect an accurate snapshot of the SIOP membership.

***Hypothesis 1*:** The SIOP Conference participation rates for practitioners, as measured by rate of program participation, will be greater in 1999 than in 1988.

The definition of a gap implies a separation between two things—in this case, scientist and practitioner. A collaboration of ideas, styles, and interests between scientist and practitioner would indicate that a gap is being bridged. One way to examine the degree of collaboration between I-O scientists and practitioners is to investigate the presentations at the SIOP Conferences. To the extent that I-O psychologists from academia and business are jointly involved in symposia, posters, roundtables, and panel discussions provides evidence of collaboration. Higher joint participation rates at the 1999 Conference compared to the 1988 Conference indicate greater collaboration and,

perhaps, a shrinking of the science-practice gap.

***Hypothesis 2*:** There will be significantly more sessions in which scientists and practitioners collaborated in 1999 than in 1988.

Method

The data necessary to test the hypotheses were drawn from 2 years of SIOP Conference programs (1988 and 1999). The 1988 Conference held in Dallas, was the third annual meeting. We chose this Conference as the base because by the third year SIOP members were likely to be familiar with the content, format, and time of the year that the Conference was held, along with the submission policies. The 1999 Conference was located in Atlanta, and was chosen because it was the Conference with the most current information available (at the time of the research). Together, the two Conferences span a 12-year period.

Data were collected by manually examining both the 1988 and 1999 programs and recording specific pieces of information about program participants in the following session types: symposia, poster sessions, roundtables, and panel discussions. Only those four session types were included for several reasons. First, these four types of sessions comprise the backbone of the SIOP program. Second, each of these types of sessions was represented at both the 1988 and 1999 Conferences. No other type of session was present at both Conferences. The information that was recorded for each session included the following: session number (identification code), number of academic participants in a session, number of practitioners in a session, the total number of people in the session, the type of session, and the year of the session.

An example of how the data were coded follows. A poster presentation at the 1999 Conference with 3 authors, one from Ford Motor, one from Aon Consulting, and one from Michigan State University would get coded as a "poster," as "1 academic," "2 practitioners," "3 total participants," and the composition of the group would be *both* academics and practitioners.

For purposes of this analysis, those participants who were affiliated with a university were classified as scientists, while those affiliated with some other type of institution were classified as practitioners. This is, of course, an imperfect method of determining whether or not someone is a scientist or a practitioner. However, given the scope of this analysis, as well as the historical precedence for this type of classification scheme, we believed that such a distinction was justifiable.

Results

Clearly, the SIOP Conference has experienced tremendous growth. There were 92 presentations given at the 1988 Conference, and nearly 5 times more presentations, 441 at the 1999 Conference. There were 332 authors/presenters associated with the 92 presentations in 1988 and 2,026 associated with the 441 presentations in 1999. Regardless of whether the gap between science and practice is shrinking or expanding, the Conference itself is thriving.

First, we examined the distribution of session types (i.e., symposia, poster sessions, roundtables, and panel discussions). Figures 1a and 1b display the distribution of the four primary session types. The results of a chi-squared ($\chi^2_{(2)} = 10.01, p < .05$) indicate a change from 1988 to 1999 in distribution of session types. The data indicate a significant increase in the number of poster presentations from 1988 to 1999 (54.3% vs. 71.2%). While this increase has come at the expense of each of the three other groups, the decrease in symposia from 1988 to 1999 (34.8% vs. 21.8%) contributes most significantly to the chi-squared.

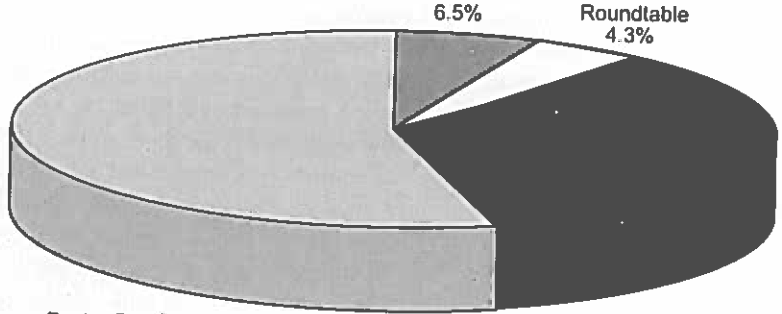

Figure 1a: Distribution of session type—1988 SIOP Conference.

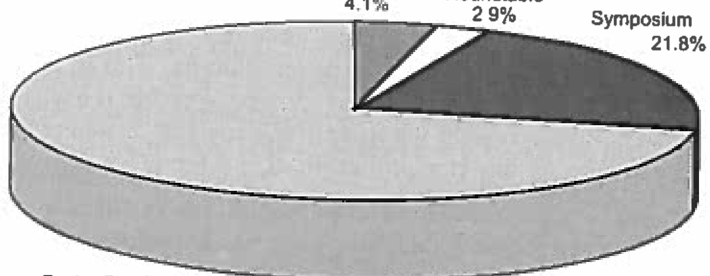

Figure 1b: Distribution of session type—1999 SIOP Conference.

The first hypothesis predicted a significant increase in the participation rates of practitioners from 1988 to 1999 (See Figure 2.) In 1988 there were 64 practitioner participants at the SIOP Conference. This number represented just under 20% of the total participants ($n = 332$). Practitioners accounted for 472 of the 2,026 participants in the 1999 Conference (23.3%). This difference represents a 20.8% increase in the practitioner participation rate ($z = 1.70, p < .05$). This shift supports the first hypothesis and indicates progress in terms of practitioner participation.

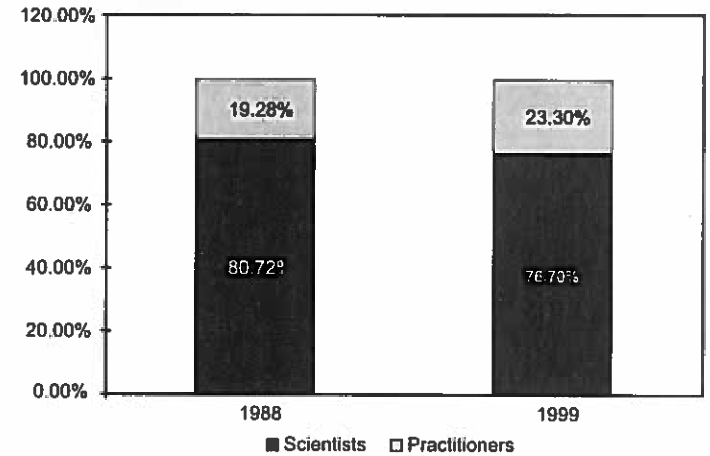

Figure 2: Distribution of scientists versus practitioners: 1988 versus 1999.

The second hypothesis stated that there were significantly more sessions in which scientists and practitioners collaborated in 1999 than there were in 1988. A chi-squared, tested for all four session types combined, indicated significant differences in the composition rates from 1988 to 1999 ($\chi^2_{(2)} = 6.65, p < .05$). The increase for sessions with both academics and practitioners contributed most to the significant chi-squared. The participation rate for those sessions in which academics and practitioners worked together increased from 18.48% of the sessions in 1988 to 31.75% of the sessions in 1999.

Next, we tested for each session type individually. Figure 3 shows participation rates for symposia. Results of a chi-squared test indicated that the composition patterns for symposia were significantly different in 1988 versus 1999 ($\chi^2_{(2)} = 12.65, p < .01$). The results of the chi-squared indicate a high number of academic only symposia in 1988 and a significantly higher rate of symposia with both academics and practitioners in 1999. Interestingly, the rate of practitioner-only symposia stayed fairly constant across the 12-year span (less than 10% in both years).

Chi-squared tests for poster sessions, panel discussions, and roundtables

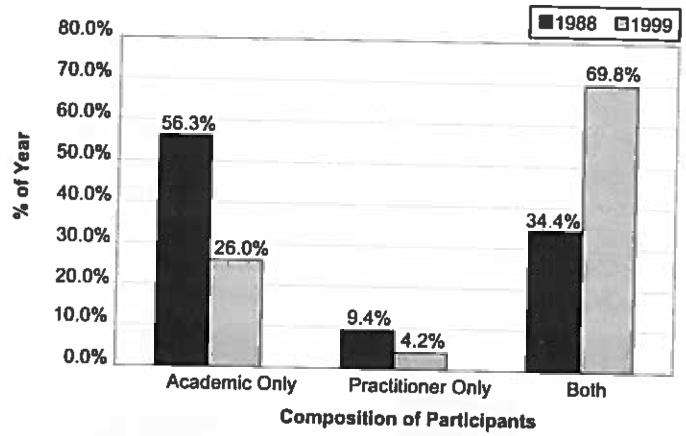

Figure 3: Composition of Session Types: 1988 versus 1999

were not significant ($\chi^2_{(2)}$ = 4.04, 1.01, and 2.85 respectively). While an analysis of these data suggest a trend toward increased cooperation from scientists and practitioners in these three areas, the trend is not statistically significant. The power to detect differences in composition rates over time was severely hampered when investigating panel discussions and roundtables, due to very small sample sizes for these types of sessions.

In addition to discovering evidence of increased practitioner participation as well as increased scientist-practitioner collaboration, we also discovered a trend towards increased collaboration in general. As the following chart (Figure 4) indicates, there has been a steady increase in the mean number of participants per SIOP "presentation." This trend is fairly consistent across all four session types, but once again, the collaboration seems most evident in symposia and least evident with poster sessions.

Discussion

In general, practitioner participation in the annual Conference has increased from 1988 to 1999, as has the amount of collaboration between practitioner and academic. This provides some evidence that in the past 12 years, the scientist-practitioner gap between I-O psychologists has shrunk.

Interestingly, the greatest degree of joint participation occurred within symposia. This may be due to the fact that the format of symposia is more amenable to joint participation. According to the SIOP *15th Annual Conference Call for Proposals* (SIOP, 1999, p. 4), "A symposium is a session in which participants present their views about a common issue or question." With such a format, different perspectives are likely to be sought out in the interest of a balanced discussion. Moreover, the SIOP submission guide-

lines encourage the presentation of "diverse and novel perspectives" in symposia (SIOP, 1999, p. 4). In contrast, poster sessions have the least amount of scientist-practitioner joint participation. This may be explained by the fact that poster sessions are more traditional in terms of their research-orientation (i.e., data are required and a complete paper is submitted according to APA style with introduction, method, results, discussion, and references).

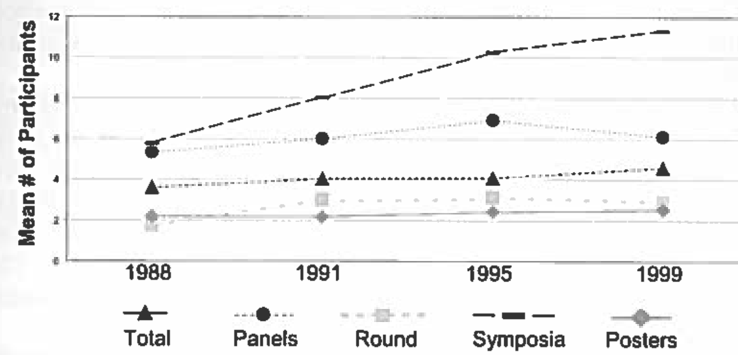

Figure 4: Mean collaboration trend lines by session type.

There are a number of caveats associated with the current study. First, we were unable to identify/eliminate student participants. However, student participants would almost always have been classified as academics, due to the fact that the affiliation listed in the Conference program is typically the university where they were receiving their graduate training. Thus, while a number of graduate students may have considered themselves to have more of a practitioner orientation, they were included as academics, resulting in an overestimate of academic participation and a more conservative test of the hypotheses.

Second, the present study used academic affiliation as a proxy for a designation of "pure scientist." Many academics engage in a substantial amount of consulting, with some even owning and operating their own consulting firms. Such individuals might more appropriately be classified as scientist-practitioners, rather than solely as scientists.

In terms of future research, scientist and practitioner participation rates in the SIOP Conference program, and in SIOP, in general, should continue to be monitored. In addition, the rate of collaborative work that occurs within the context of SIOP programs should continue to be examined, and expanded to include the extent to which collaborative works are published in I-O journals.

While presenting an earlier version of this paper at the SIOP Conference in New Orleans, a number of useful ideas for decreasing the science-practice gap were identified in discussions with individuals. These discussions serve as the basis for the following sections on **Tips for Academics** and **Tips for Practitioners** for reducing the science-practice gap.

Tips for Academics

1. Develop and maintain an internship program for undergraduate or graduate students. While monitoring student progress in such programs, academics will learn about current activities and projects that are being conducted in various applied settings. In addition, academics may become acquainted with the practitioners who are supervising the students. This is likely to make it easier to envision, and thereby engage in, joint science-practitioner projects. Some organizations are eager to use and develop student talent.

2. Serve as a consultant to organizations. Consultants generally become familiar with an organization's culture, gain an understanding of the problems it faces, and work with organizational members to develop action plans and large-scale interventions to solve or alleviate such problems. To this end, an academic consultant is often in a good position to examine, using experimental methods, the efficacy of such plans and interventions. The results of such field experiments could be presented jointly at Conferences and published in journals.

3. Replicate laboratory studies in the field. If every academic took one laboratory study every few years and attempted to expand upon it and replicate it in the field, academics would develop an even greater respect for and understanding of the constraints within which many practitioners work. Furthermore, the more useful body of research that resulted would benefit both groups.

4. Attend professional conferences. The SIOP Conference, for example, is an invaluable way of staying current with practitioner's issues, topics, and concerns. In addition, many states have regional associations of I-O psychologists. Such regional gatherings of I-O psychologists offer academics the chance to meet and become familiar with the work of practitioners living in the same city or region.

5. If all else fails, marry an I-O practitioner. This helps to ensure that the science-practice collaboration continues throughout the year.

Tips for Practitioners

1. Foster and maintain relationships with academics and academic institutions. A logical first place to begin is your alma mater, but do not forget about contacts at the undergraduate institution as well. The SIOP Conference allows practitioners to mingle with scientists on at least a yearly basis, while technology (e.g., e-mail, faxes, Web pages, etc.) makes communication throughout the remainder of the year that much easier. Inviting academics to participate in more practitioner-focused conferences is also a means of fostering this type of relationship.

2. Focus on collaborative efforts that utilize strength areas for practitioners. Some of these might include the growing use of technology, workplace trends, demographic changes, and so forth. Also, package the collaboration in forums that make sense for practitioners. For example, practitioners may be less interested in developing a formal paper (poster), compared with participating in a roundtable or symposia.

3. Do not forget to sell the benefits of attending the SIOP Conference to your organization. This includes highlighting specific SIOP sessions, returning from conferences with useful materials/learning, and actively participating in the Conference (there's no substitute for actually having your name, and your company's name, in the program). Not to mention the fact that SIOP Conference fees are far less expensive than many others (e.g., ASTD, SHRM, etc.).

4. If all else fails, marry an I-O academic/scientist. This helps to ensure that the science-practice collaboration continues throughout the year.

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Turf Issues and Professional Identity

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I've read with interest the ongoing commentary that appeared in *TIP* last year regarding the possible threat to industrial-organizational psychology posed by MBA's, clinical psychologists, and others who some believe to be invading the turf that has traditionally been occupied exclusively (or nearly exclusively) by I-O psychologists. I have an unusual perspective on these issues, since I fall into both of the major categories of I-O "rivals": I have a PhD in clinical psychology and I will be completing an MBA this spring. I have also been a SIOP member for several years. Thus, as a "hybrid," I would like to offer my candid views on the subject in the hope that they will be useful to SIOP, or failing that, will at least stimulate some interesting discussion.

Are Clinicians Really a Problem?

First, I have a few thoughts about clinicians entering the I-O arena. I must preface my remarks by pointing out that the latest SIOP member survey (as reported in the July 2000 issue of *TIP*) indicated that only 1% of Members (and 3% of Student Affiliates) identify "clinicians moving into I-O" as the trend that will have the greatest impact on the field over the next several years. This finding does not appear to mirror the level of concern expressed by a few individual SIOP members, and I believe that it reflects a more levelheaded view held by most of the membership. I don't think that an invasion of clinicians is imminent, nor do I feel that most of those who have moved into the I-O arena from the clinical side reflect much of a threat to the integrity of the field.

It's certainly true that managed care, an enormous glut of clinical and counseling psychologists, and the ever-swelling number of therapists of other persuasions who are now eligible for various types of licensure (social workers, family counselors, nurses, and so on) have greatly impacted clinical and counseling psychology. In many cases, clinical and counseling psychologists have been unable to differentiate themselves from other, presumably less-trained (but less expensive), clinicians. I do believe that these economic pressures have led a small number (as far as I'm aware, there are no good statistics on this) of clinicians to "diversify" into areas that are traditionally considered I-O psychology.

Although irritating to some "true" I-O psychologists, I don't think that much can be done about this. Some I-O psychologists have called for licensure as a solution, but I view this as unnecessary, costly, and probably ineffective. In most states, licensing for psychology falls under the rubric of health-related boards designed to protect the public. My feeling is that I-O psychology would be sparing itself a major, collective headache by avoiding any kind of specific I-O licensure entirely, at least under the system of psychology boards,as it currently exists. My sense is that the creation of a specific license for I-O psychologists (and all the hassles that accompany it) will still fail to prevent some areas of overlapping practice, simply because there are a few areas that are extremely difficult to partition as being clearly "I-O" versus "clinical." It's my contention that it is in these "fuzzy" areas that most of the clinicians-turned-I-O psychologists are working anyway: organization development, individual assessment, workplace stress, and others.

The Blurred Lines of Practice

I spent my career as a "clinical" psychologist in the U.S. Air Force, an organization that doesn't even have a job code for uniformed, doctoral-level I-O psychologists. All uniformed psychologists are licensed clinical psychologists and are organizationally part of the Biomedical Sciences Corps. The doctoral-level I-O psychologists who work for the Air Force are civilian, federal employees. Perhaps as a result of this situation, some Air Force clinical psychologists find themselves in jobs that fall somewhere along the boundary of clinical and I-O psychology. I was a prime example of this. In my first assignment, a large proportion of my job consisted of interviewing and testing personnel in order to make recommendations regarding their suitability for security clearances, nuclear weapons duty, police work, and other jobs. Was I doing clinical psychology—or I-O—or both? Considerations of mental status and mental health history clearly fall within the clinical arena. But assessing personality-job congruence, making recommendations regarding job placement, and designing and carrying out studies of turnover sounds a bit like I-O psychology.

Nonetheless, my second assignment further blurred the boundaries of professional identity. As a psychologist at the Behavioral Analysis Service, located at the largest personnel training center in the Air Force, I spent most of my professional time conducting evaluations to determine fitness for duty, doing job selection for drill instructors and police, and conducting quantitative research on predictors of attrition. I published articles in the areas of training attrition, job satisfaction, occupational stress, predictor models, and so on. Was this I-O psychology or clinical psychology? And does it really matter—so long as the work was done well?

My point is that there will be some areas where clinical psychology and I-O psychology intersect and some overlap is likely to occur. Yet, I can appreciate the concerns of I-O psychologists because I have been shocked by how many clinical psychologists have only a sparse knowledge of I-O psychology in general. Perhaps this is the reason that when some clinicians venture into the I-O arena, for example, they feel that they can do so with little or no additional training!

I once gave a presentation to Air Force clinical psychology interns and staff at a large medical center. My presentation concerned the current status of personality testing in personnel selection. I attempted to present the latest research, replete with cautionary statements and some prerequisite background necessary to understand the issues. Although I was complimented on the presentation, I was also amazed (and a bit dismayed) at how many attendees—not only interns but staff as well—were hearing many of the issues for the first time. Perhaps it was that I had the advantage of electing some graduate courses in I-O psychology while a doctoral student at Tennessee—and having always had an interdisciplinary orientation. But I learned quickly that some clinicians remain largely unaware of the historical and scientific foundations of I-O psychology and thus do not even know enough to recognize what they don't know!

Nonetheless, the good news is that, in my experience, very few clinicians are moving into I-O psychology. In my opinion, most of those that do so are moving into areas that overlap somewhat with I-O psychology, and these individuals are probably sufficiently qualified by training and/or experience to function in a competent manner ... at least that's my hope. In fact, my experience in working side by side with I-O psychologists is that well-trained clinicians and well-trained I-O psychologists often make a highly effective team so long as all share the fundamental scientist-practitioner viewpoint. In any case, if clinicians working in I-O are not adding value to their client organizations, they probably won't be around for long. But the same applies to any I-O psychologist.

Are MBAs Really a Problem?

My views concerning MBAs moving into areas common to I-O psychology are informed by my own status as a full-time MBA student in a well-known business school. When I left the Air Force, I decided that the timing was perfect for a career transition. Interested in applications of psychology in business and applications of technology to psychology, but in total ignorance of core business knowledge, I decided to set off upon a skills upgrade of major proportions. My own experiences as a psychologist in a business school have provided me with enough material for a separate article (perhaps a humorous piece!), but for now I'll keep my comments centered on the issue of MBAs working in I-O psychology. Suffice it to say that the cultures and world views of business school and psychology school are very different, though neither is necessarily "better." I agree with the previous commentary in *TIP* by **Bill Verdi** and others (see the October 1999 and January 2000 issues in particular), who pointed out that MBAs are not trained in the scientist-practitioner model and have, in general, a highly action-oriented, bottom-line mentality.

I believe that very few MBAs, in the absence of significant additional training, are qualified to do traditional I-O psychology work. But I haven't met many MBAs that want to do the kind of work that characterizes much of I-O psychology. In fact, many MBAs have never heard of I-O psychology and appear a bit puzzled (but curious) when you describe some of the tasks that an I-O psychologist might perform in an organization.

The goals of an MBA program are to ensure that the recipient of the degree has a solid grasp of business fundamentals—for example, accounting, finance, marketing, and so on—a fairly in-depth knowledge of one or two functional areas (in my case, for example, Internet Technologies/MIS and Marketing), and the overall experiential and academic training to be a manager. This is clearly a very different set of goals than any PhD program in psychology. And, based on my own observation in the required Organizational Behavior (OB) course (MBA programs have at least one required course of this type as part of their core requirements), most MBA students appear to have minimal appreciation for psychological research and simply have not been trained to think like psychologists. I wonder if this is part of the reason why some I-O psychologists feel unappreciated by their organizations?

Do MBAs Belong in Organization Development Instead?

The areas that seem to be causing concern on the part of I-O psychologists are the entry of many MBAs into organization development (OD) consulting, and the presence of both professions in HR areas. As for consulting, I don't think that I-O psychology can put up much of an argument that consulting should be the exclusive realm of psychologists. What *is* consulting? Is it not simply providing needed knowledge, skills, and abilities that an organization cannot provide for itself due to limited time or resources? By virtue of their training (and pre-MBA background, which can cover the gamut), some MBAs are highly qualified to be consultants. However, when I see firms recruiting MBAs for consulting positions within their organization-development divisions, I can't help but wonder if someone ought to make these firms aware that they might get more bang for the buck by hiring a few I-O psychologists, or in some cases, even a suitably trained clinician!

There is no doubt in my mind that, in some areas of OD, a doctoral-level psychologist is far more qualified than a typical MBA. Although some MBA programs (such as mine) offer a track in consulting, it is typically comprised of two courses, the content of which can be described as a fairly basic introduction to topics such as change management, organizational diagnosis, organizational design, and so on. There is also some team project work, which can be fairly extensive. The MBA clearly has the advantage in understanding business, but in my view, the appropriately trained psychologist is far better equipped to analyze complex situations involving the human element in business and to come up with solutions that can be studied to address their effectiveness. On the other hand, OD as an aca-

demic unit is usually a part of the management department (or constitutes its own department) within a business school, rather than being affiliated with a psychology department. Given that OD has its own history and is defined as separate from (but related to) I-O psychology, MBAs might be able to make a reasonable argument that they are equally entitled to the domain of OD consulting. Whether they truly have the knowledge and skills necessary upon graduation is another matter.

As for MBAs in the HR area, I don't see this as a major issue. MBAs that I know who have an interest in HR are mostly interested in general HR management or specialized areas of HR consulting such as compensation and benefits (for which their finance and accounting background is relevant). And since it can be argued that HR is a field in its own right, with its own professional organizations, and historically more closely tied to business schools than I-O programs, I don't see the notion of MBAs in HR as inappropriate nor as a problematic trend for I-O psychologists. However, for an I-O psychologist who wants to be viewed as something other than a specialist and strives to move to higher levels of management within HR, my impression is that he or she will need to adopt a framework more akin to that of the MBA. Perhaps even getting an MBA wouldn't be a bad career move.

Final Thoughts

In conclusion, I believe that there are some areas where clinical and I-O psychology intersect and which can't be claimed as the exclusive domain of either profession. These fuzzy boundaries will continue to remain fuzzy, despite everyone's best efforts to draw clear lines. As for MBAs, I don't think that they are "barbarians at the gate" mainly because there is no gate—apart from an organization's ability to discriminate who can add value. Those who can add value will survive, and those who can't will not be around for long, despite whatever three letters they have after their names.

My advice to the field of I-O psychology is to look closely at the parallels with clinical psychology's largely losing battles over turf during the last 10 years and to avoid the same mistakes. Rather than a licensure strategy, I suggest a voluntarily national certification for I-O psychology. Put simply, some entity—perhaps SIOP would be the appropriate choice—should develop realistic criteria for who should ideally be entitled to call themselves I-O psychologists. The criteria will need to be realistic and carefully developed, because there are clearly some individuals with doctoral degrees in clinical psychology, social psychology, management, and a variety of other areas, who by virtue of their particular training, experience, and expertise, have earned this right. Such a certificate would have no legal bearing whatsoever, but this is for the best, since state legislatures and the courts have grown increasingly annoyed with guild issues and turf battles between professions (clinical psychologists have learned this painfully well).

Neither should I-O psychology adopt the ABPP Fellow status to serve the purpose of a general professional certification. The simple designation as a "Certified I-O Psychologist" by SIOP, based on a combination of academic training and strong evidence of significant experience in a domain that is clearly I-O psychology, would serve merely as something akin to the Good Housekeeping Seal of Approval.

Perhaps graduates of approved programs in I-O would be automatically approved, whereas those from other degree programs would require review on a case-by-case basis[1]. Such a certification could be strongly marketed to the business world and governments. Eventually, the certificate would develop sufficient recognition to be useful. It would simply indicate that the designee was considered an I-O psychologist by SIOP, a body of his or her peers, rather than by virtue of self-proclamation. This type of program would be much less costly than licensure, which is fraught with problems and likely to be ineffective at keeping non I-O psychologists out of the fuzzy areas of the I-O psychology domain anyway.

Qualitative Research in I-O Psychology

Monica A. Hemingway
The Dow Chemical Company

"Our field is obsessed (and I mean that in the clinical sense) with the latest gee whiz high-tech stats, as if God himself wrote LISREL to reveal His own truth. I believe in the APA task force principle of statistical parsimony—use the simplest technique that gets the job done, and often this might be qualitative."

Paul Spector, discussing his experiences with qualitative research in the field of I-O psychology

An informal review of major I-O journals (e.g., *Journal of Applied Psychology, Personnel Psychology*) over the last 2 years shows that there are relatively few articles based on qualitative research. At first glance, it would appear that qualitative techniques are not a particularly important or valued type of research method in I-O psychology. However, in other areas of psychology and the social sciences, qualitative research is an accepted and well-developed method for examining a wide range of research topics. Are we missing out on a valuable set of research tools that could help us to answer important questions in I-O?

In an effort to explore the issue in some depth, I interviewed (by e-mail) editors from a wide variety of journals read by I-O psychologists to find out why so little qualitative research is generally published. Editors from the following 13 journals participated:

- *Applied Psychological Measurement*
- *Group and Organization Management*
- *Human Factors*
- *Human Resource Development Quarterly*
- *Industrial Relations*
- *Journal of Applied Psychology*
- *Journal of Management*
- *Journal of Organizational Behavior*
- *Journal of Applied Behavioral Science*
- *Journal of International Business Studies*
- *Journal of Occupational and Organizational Psychology*
- *Journal of Vocational Behavior*
- *Organization Development Journal*

These data were supplemented by responses to additional questions from 11 subscribers to RMNet, a Web site for members of the Academy of Management's Research Methods Division. This group was made up of four people in I-O or applied social psychology, three people in organizational behavior, three people in management, and one in public administration. Most were affiliated with a business school. RMNet subscribers were targeted because they tend to publish in some of the I-O journals, include many I-O psychologists, and may have a wider experience with qualitative research techniques.

Each person was asked a series of open-ended questions about qualitative research. The questions and a summary of responses are shown below *(Note: not all questions were asked of all groups).*

1. How do you define "qualitative research"? (All respondents.) The simple answer was "Anything that's not measured or analyzed quantitatively, or doesn't have a *p* value." Participants reported that "qualitative research" could run the gamut from purely subjective speculation (which wasn't considered to be true "research"), to descriptive analysis that can be very objective, systematic, and capable of replication, to methods where data collection is qualitative but the material is content analyzed and quantified (or, conversely, where quantitative data is analyzed by qualitative/judgment means). Definitions included "research that is recorded and handled in a narrative fashion," "uses generally accepted qualitative methods," "emphasizes the participant's perspective," "seeks some kind of meaning behind an event or condition," "uses non-standardized methods for data collection and/or interpretation," or "doesn't address causal relationships or test hypotheses."

Several editors pointed out that there are a host of useful methods for collecting and interpreting data and that distinguishing between quantitative and qualitative methods isn't a particularly helpful way of looking at things. Instead, the research design and question should drive the choice of research method/techniques. The most important point is that the research, whether qualitative or quantitative, should be rigorous.

2. What are the specific techniques/methods that you would classify as being qualitative? (All respondents.) Responses to this question ranged from simply "anything that is not numbers or doesn't involve counting" and "anything that needs to be analyzed by a person rather than a computer" to a detailed list of techniques. The journal editors mentioned familiar methods such as interviews, participant observation, content analysis (of written or spoken materials), and case studies. Other techniques cited included ethnography, profile interpretation, thematic analysis, and grounded theory. Some editors replied that so little qualitative research is submitted to their journal that they were not able to identify any particular qualitative techniques.

In contrast, the RMNet respondents listed a whole host of techniques some of which may be less familiar to I-O psychologists. Their list included the following:

- Action research
- Analysis of archival documents
- Bibliographical studies
- Case studies
- Clinical research
- Cognitive mapping
- Content analysis
- Conversation analysis
- Critical incident technique
- Deconstruction
- Discourse analysis
- Ethnography
- Focus groups
- Foucauldian archaeology/genealogy
- Grounded theory
- Hermeneutics
- Historical studies
- Interviewing
- Narrative analysis
- Participant observation
- Participatory inquiry
- Phenomenological research
- Projective techniques
- Protocol analysis
- Role playing
- Semiotics
- Textual analysis
- Thick descriptions

3. What are the specific topics or research questions that you think could best be addressed by using qualitative techniques? (RMNet only.) Respondents felt that a broad range of questions can fruitfully be addressed by qualitative techniques, although it is most useful in the early stages of research to develop theoretical propositions and derive hypotheses. Research that requires extensive contextual background or description to understand the phenomena in question, as well as studies where causation and theory testing are not the primary objective, are also good candidates for using qualitative techniques. Generally, respondents said that the nature of the data and the type of research question being asked would determine the usefulness of qualitative versus quantitative methods.

Topics that were specifically mentioned include: mechanisms, "black boxes," and other poorly understood phenomena, group dynamics, creativity, cross-cultural research, topics which require "thick description," organizational processes (including organizational change), and leadership.

4. Do you think that there is enough research using primarily qualitative techniques/methods published in the major journals? If you think that there is not enough, what factors do you think contribute to this shortage of published qualitative research? (Editors only.) The general consensus among journal editors was that there was not enough qualitative research published in the major journals. Some felt that this was due to I-O psychology's "prejudice" against qualitative research. Too often, doctoral students (and junior faculty) are told not to use these techniques if they want to get published. The perception (supported by these interviews) was that reviewers and editors hold a bias against qualitative work and so make it difficult to publish qualitative studies.

Another reason identified by editors was a lack of education—doctoral students are simply not trained to use qualitative techniques. As a result, many researchers are ill prepared to use qualitative methods and turn out less than perfect qualitative studies that do not get published. The blame is then placed on the methods used rather than the training in the method itself. To do qualitative research well takes a great deal of skill and practice but few people take the time to learn how.

Editors also raised concerns about the reliability and validity of qualitative information, as well as the low replicability and subjectiveness inherent in some of this work. In some cases, the qualitative research submitted to journals was seen as poorly done and too subjective to qualify as scientific research.

A number of editors pointed out that we need to publish good research and not have quotas or goals for publishing a certain amount of research that uses a particular methodology. If researchers are using qualitative methods in an appropriate fashion and their work is being published, then this is "enough." If it isn't getting published because a journal doesn't endorse this style of research, then perhaps we're not seeing "enough" qualitative research.

5. Approximately what proportion of articles submitted to your journal use primarily qualitative techniques or methods? (Editors only.) Submission rates ranged from virtually none (*Journal of Applied Psychology, Human Factors (HF), Journal of Vocational Behavior, Industrial Relations, Applied Psychological Measurement (APM), Journal of Organizational Behavior,* and *Journal of Management*) to 20–30% in *Journal of International Business Studies, Human Resource Development Quarterly, The Organization Development Journal* and *Group and Organization Management* and about 50% in *Journal of Applied Behavioral Science*. In the case of *APM* and *HF*, this lack of qualitative research submitted to the journal is likely a function of the journal's focus—*APM* is solely concerned with measurement methods and procedures which, by definition, are quantitative, whereas *HF* has a policy against publishing case studies (case studies are encouraged at *Ergonomics in Design* so authors tend to submit qualitative studies there instead of to *HF*).

Several journals specifically encourage submission of qualitative articles. For example, *Journal of Vocational Behavior (JVB), Journal of Occupational and Organizational Psychology (JOOP),* and *Human Resource Development Quarterly* each have designated qualitative reviewers who are experts in qualitative research methods. Journals like JVB have commissioned invited articles dealing with this subject and the editors have written articles promoting qualitative research in their journals. JOOP has published a set of criteria for evaluating papers using qualitative research methods so that reviewers, authors and readers of the journal can judge the quality of research papers that use these methods. These helpful guidelines are found on the JOOP Web site at www.bps.org.uk/publicat/ejournals/op/qual.html.

6. As an editor, what differences (if any) do you see in the quality and/or content of research studies submitted to your journal for publication that use primarily qualitative versus quantitative techniques? (Editors only.) Editors seemed to be divided into different camps on this question.

(1) "I see a few lousy case studies a year and zero to two good ones." Some editors felt that what little qualitative work they saw was generally of a poorer quality than the quantitative submissions. Qualitative studies were often highly subjective and had an ill-defined scope, claiming to incorporate far more than could reasonably be supported. In addition, one editor felt that qualitative studies required a higher writing quality and that this was often the most critical failing of the qualitative studies submitted to that journal.

(2) "I don't see any systematic difference between the level of quality of the two general approaches." Some editors saw no difference, while others suggested that most quantitative submissions were as weak as, or of an even lower quality than, qualitative submissions.

(3) "Qualitative articles typically address more important and interesting questions." Many quantitative articles were seen as focusing on only numbers and providing no context, making the results not particularly meaningful. In contrast, qualitative studies, or quantitative studies supplemented with qualitative data, were seen as providing a richer, more complete picture of the issue under investigation and allow researchers to study more exciting topics.

7. Do you consider research that uses primarily qualitative methods to be less rigorous than research that uses quantitative methods, and if so, why? (RMNet only.) The answer here was a resounding "NO!" Respondents were quick to point out that "lots of bad journalism gets packaged as social science under the banner of qualitative methods .... We should not allow this to tarnish the image of good qualitative research." The general consensus was that good qualitative research is hard to do, but that if done correctly, it can actually be more rigorous than quantitative research. Many forms of qualitative research begin with strong frameworks and involve intensive, systematic analysis of data that have been collected in an objective manner.

Respondents also raised the point that "rigor" does not necessarily equal quantification. Quantitative research is not synonymous with objectivity and qualitative research with subjectivity. Both research approaches (quantitative and qualitative) have a degree of subjectivity because both are influenced by human decisions. Each method must be judged against the standard of what it claims to accomplish. As one respondent said, "The dumbest things get said when researchers try to criticize one set of techniques by the standards of the other. Each technique has its own form of rigor. The same technique may stand up well against an appropriate standard and look shoddy in relation to an inappropriate standard. For example, IRT models can make for great psychometrics but lousy ethnography."

8. Do you think that qualitative techniques are a useful/valuable addition to the field of I-O psychology? Why/why not? (All respondents.) The answer from journal editors seemed to be a qualified "yes" while the RMNet subscribers generally gave a more enthusiastic "Absolutely!" Most editors saw qualitative techniques as being useful in the early stages of scientific investigation (e.g., obtaining a general understanding of a topic, identifying variables or constructs, developing theory, and generating testable hypotheses) rather than the hypothesis-testing phase. Editors generally felt that more objective and precise methods (typically quantitative) of investigation should take over after the initial qualitative work has been done.

Many respondents saw qualitative techniques as a valuable addition or supplement to quantitative research or mentioned the need to use multiple methods to create and explore theories. Research using one tool from the kit can be provocative, but not necessarily convincing. Anything that adds to the diversity of the field and that challenges conventional thinking was seen as valuable. Combining quantitative and qualitative techniques in the same area can help to broaden the perspective on the topic by approaching the same issue from different directions. Quantitative research methods cannot always provide the needed information, help us to understand and explain phenomena, or provide viable analysis techniques—qualitative techniques can take us places that traditional quantitative techniques cannot. And, as one respondent said, quantitative techniques "take the life out of the phenomenon under study."

Finally, a few respondents felt that qualitative research doesn't make many unique contributions to the research literature. According to this view, "Purely qualitative research makes the work anthropological, rather than psychological, and doesn't belong in the psychology literature."

9. Do you conduct/have you conducted research that uses primarily qualitative techniques or methods? Why/why not? (RMNet only.) Most respondents had conducted qualitative research, although typically only in limited amounts and as a supplement to quantitative work. Qualitative techniques were used when they provided the best method for addressing a specific question or topic of interest. Those who hadn't conducted this type of research were generally concerned about the riskiness (with respect to getting it published or having it taken seriously) or found that it wasn't appropriate for the research question under investigation.

10. Have you published any research that uses primarily qualitative techniques/methods? If so, what were your experiences in trying to get it published? (RMNet only.) Most respondents had not submitted a piece of qualitative research for review, partly because the I-O journals are seen as having a strong empirical bias. Those who did submit qualitative research faced an uphill battle, with frequent rejections and editor's remarks that this

type of research does not belong in a traditional psychology journal. Even those who used content analysis to quantify the data and used inferential statistics to test hypotheses found it difficult to publish in the I-O journals.

One respondent summed it up by saying "I have become increasingly inclined to take the research to journals in other disciplines where it will be better appreciated rather than attempting to press it on an unwilling audience. It seems to make more sense for all parties concerned to follow the path of least resistance in this case. There is little point in publishing something in a journal whose readership will not find it useful."

Summary and Conclusions

In sum, several key points can be made regarding the state of published quantitative research in I-O psychology.

First, many I-O psychologists are not very familiar with the wide variety of qualitative techniques that could potentially be applied to our research efforts. Both editors and researchers agreed that the appropriate method or technique should be chosen based on the nature of the research question itself. Unfortunately, if we don't know what qualitative techniques are available, how can we choose the most appropriate approach to our research questions?

Second, good qualitative research is hard to do, but with training and experience, it's possible to conduct rigorous, objective and significant qualitative studies. Unfortunately, we don't tend to do much qualitative research and, if we do, we generally don't do it very well.

Third, qualitative research is often seen as a supplement to quantitative work, rather than as a stand-alone method. There is a perception that "Good" qualitative research involves quantification—in which case the research is no longer qualitative.

And finally, while editors may recognize the value of rigorous qualitative research and express a willingness to publish this type of work, researchers report that they are discouraged from submitting qualitative articles to I-O journals because they get rejected. Why does this discrepancy exist?

Perhaps readers and editors simply prefer quantitative studies in the I-O journals (a case of comfort level with familiar versus unknown or new techniques), or maybe researchers aren't submitting rigorous qualitative work, or possibly the perceived bias against qualitative research is more than just a perception. Whatever the reason, is this really what we want for the future of I-O psychology?

Practice Network: The Demise of the Little Red School House? New Developments in Organizational Training

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Between teaching at the University of Missouri–St. Louis, conducting Continuing Education programs for the University, and helping my children with their school work (only my son in college refuses to seek my expert advice), I spend a great deal of time instructing people in several different arenas. It seems obvious, however, that the field of training is changing. In fact, I have often wondered whether 20 years from now college campuses will be largely devoid of students (in many cases, faculty offices already seem empty much of the time, as more faculty work at home than ever before) as instruction increasingly occurs over the Internet. Whether this is a good (e.g., lots of parking spaces to choose from) or a bad (e.g., limited intellectual stimulation) development remains to be seen. Given my own involvement in many forms of training and the ever-present challenge of finding an interesting topic for this column, it seemed reasonable to investigate what experts in training believe to be current developments and trends here, if for no other reason than so I can prepare myself for future changes.

I therefore contacted experts to talk about the following three questions:

1. *In considering online training, what are the key advantages and disadvantages for organizations?*
2. *Besides online training, what are the major trends in training?*
3. *In what ways do trainers and training departments of today look and feel differently than they will 5 years from now?*

Here is a summary of some of the answers that I received, along with my thoughts and comments.

Online Training: Key Advantages And Disadvantages

Most of the key advantages will not surprise you. The advantages included reduced travel, flexible scheduling, just-in-time learning, and the fact that trainees are not required to be at the same location. Another interesting advantage cited was that with the proliferation of hand-held devices (e.g., Palm Pilots), training will become increasingly mobile (Does that suggest that future traffic accidents will be caused by drivers who are distracted by a training program?). Interestingly, lower cost was mentioned by only one respondent, and he emphasized that lower costs are not yet the norm but will be when the cost of video clips drops.

Only one respondent included better knowledge acquisition as being an advantage of online training. Thus, this does not necessarily appear to be a strength of online training. Another respondent mentioned that online training is more accurately evaluated by trainees, because it focuses them on the information and away from the trainer. Most of the perceived strengths of this technique, however, revolved around the trainees' needs.

In terms of the key disadvantages, the major concern revolved around the potential loss of human interaction. I sensed two aspects to this issue. One dimension involves the training itself; certain skills (e.g., team skills) probably cannot be taught online. On the other hand, I wonder, can one teach "online team" skills online? Or, are "online team" skills best taught offline? What do you think, reader? Please let me know if you have any comments on this.

The second dimension of human interaction concerns the degree to which "community" or interpersonal needs are met. Most people have a need for "face-to-face" interaction (Let me put it this way: How much of your social interaction needs are met over the computer?) and the training experience is one place where this need may be met. This type of human interaction has no direct relationship to what is being trained. As one of my respondents observed, the use of a videocam *may* enable some of this human interaction need to be met, but it is not clear to what degree.

Another interesting disadvantage was the loss of immediate-help-for-a-trainee problem. This respondent gave an example of a classroom facility with roving trainers who can immediately identify a trainee with a problem and assist the trainee instantly. The time lag associated with the Internet could make learning more difficult if instant help is not available.

At the risk of oversimplifying, I would say that the lack of human immediacy may be the most significant problem here. It seems clear that online training is only going to continue to grow in popularity. But I don't think it is going to completely eliminate its closest rival—classroom training. My experience suggests that trainees will, at least for certain skills, continue to request and support the use of live, high-quality trainers.

What Are Other Major Trends In Training?

Respondents noted a number of interesting trends in training that I-O psychologists should find interesting. First, there has been a shift towards performance consulting. Rather than recommending that every problem be solved by training, performance consulting assumes that work problems may be better solved by determining the cause and then finding the appropriate solution, which may be better selection tools or appropriate compensation. To me, this sounds much like an expanded version of a paper by G. Rummler, published in *Human Resource Management* in 1972 (the full reference is given at the end of this article). If you haven't read this article, I recommend that you do so.

A second popular trend is knowledge management, which focuses on building, capturing, organizing, and sharing organizational know-how and information. A third popular trend, which I have written about in a previous column, is coaching and peer mentoring. This trend appears to have moved

from the fad stage to the common-practice stage.

Virtual reality, which seems to have received some attention in the gaming area, but of which I seem to have heard very little lately, was viewed as a particularly useful tool for "hard-to-train" skills (e.g., combat) but was not currently in much use. Only time will tell if this technology becomes more popular. Last but not least, it was noted that training is becoming more holistic in its approach (e.g., addressing cognitive, behavioral, and emotional perspectives) and increasingly more individualized and interactive.

All in all, it would seem that today's trends in training bode well for I-O psychologists who work in this area. If anything, I would predict that our skills and knowledge base will become increasingly valued in the training area.

In What Ways Will Trainers and Training Departments of Today Look and Feel Differently in Five Years?

Respondents offered a number of thoughts as to how trainers and training departments will differ in 5 years. One consistent theme is that there will continue to be major changes. For example, one expected change was a shift towards more external trainers. Internal staff in the training department will be focused more on determining needs and engaging external consultants to deliver the training. In an external role, trainers could continue to function as specialists (e.g., there will be room for some live classroom trainers); whether there is room for internal trainers who specialize in one or two areas remains to be seen.

A second "big picture" predicted change concerned who is more likely to be in control of the direction of training. According to this respondent, whereas in the past companies would more or less dictate what type of training was offered, in the future, the trainees will have greater control over what type of training is offered.

Another major way in which training will differ is in regard to the skill set required of trainers. As training moves away from live, classroom interaction, the type of skills needed to be successful are likely to change. For example, the role of personal charisma and live "platform" skills is likely to decline in importance. In its place, one respondent suggested that facilitating online learning, assimilating information and responding effectively in writing would become far more important than in the past (I can see it now—in addition to offering courses covering oral and written communication, universities and training companies will offer courses covering e-communication!).

Finally, it was expected that effective trainers will be able to address the needs of, and communicate effectively with, trainees from widely diverse cultural backgrounds. This suggestion is based on the assumption that technology (e.g., online, satellite) will permit trainees to be increasingly geographically dispersed.

One respondent indicated that trainers will need to carefully examine their assumptions about training. I took this to mean that trainers will need to consider such things as what they have to offer, why trainees attend their sessions, and so forth. From my conversations with this respondent, as well as my own observations as a trainer, people attend training for a plethora of reasons, ranging from learning new skills to interacting with other people. The challenge for future trainers may be enabling people to achieve all of these goals, even while using online techniques.

Another interesting change offered was the use of more action learning, which was defined as learning through applied assignments and projects, with help from experts. Thus, trainers and training departments are likely to look quite different in 5 years. The successful trainer and training department will remain nimble and adaptable and as a result will have many professional opportunities.

Conclusions

I-O psychologists have much to contribute to activities such as performance consulting, knowledge management, and encouraging people to interact together, as well as many other aspects of training. Based on my discussions, I think that training will continue to be a strong area for I-O psychologists, as long as we continue to adapt to the changes. If anything, I think our role may be expanded!

Well, another column finished, and it is time to catch a few minutes of rest before the "regular" day begins. You probably won't believe this, but I woke up at 3 a.m. this morning to start working. Impressed, huh? Just the sign of a devoted trainer and teacher! What do you think? Are these trends, practices, and issues that you are finding in your practice?

Please let me know what you think! 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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Another era is closing as our tenure is expiring. This installment of ***TIP*-TOPics** is next to our last, as we are being nudged out of the nest. Although this experience has truly been one of the highlights of our graduate careers, it's time to pass the torch to some other deserving student(s). How can we choose among the vast numbers of grad students who are talented, intellectual, witty, and optimistically cynical? Well, the same way we got here—it's contest time! As brethren in the ambitious and competitive nature that marks grad students, we know you cannot resist a challenge (why else would you be enduring this torture?!!) … so here it is.

You, by yourself, or with another grad student (from the same or different institution) are invited to design, develop, write and submit your own **TIP-TOPics** column for consideration. Whatever issues you want to address or format changes you would like to make, have at it. Write the piece as if you ARE the next columnist(s) and this is your first installment, your debut, if you will. Feel free to keep the format the same or be innovative and create your own; keep the content or find new issues of interest and relevance to grad students in I-O and related fields. Whatever your ingenious mind can deliver, bring it on!

After we sort through the piles of submissions (we hope we have demonstrated how much fun this job is) and forward them on for review, the current *TIP* Editor (**Allan Church**) and Editor Elect (**Debbie Major**) will select the student team to carry the torch for the next 2 years. The lucky person(s) will be announced at the next SIOP meeting in San Diego. Although the change in *TIP* Editor may result in format changes to a number of columns (including **TIP-TOPics**), it is certainly possible that your submission will in fact become the first installment of your tenure for the July 2001 issue of TIP. At the very least, you will be on board as the official voice of the student membership for the next 2 years in *TIP*.

You are welcomed and encouraged to send your "entries" to us as soon as now, and no later than March 9, 2001. Ok, we'll give you some guidelines at least.

First and foremost, our perspective has been that this column is intended to be a vehicle to lament, address, discuss, create or otherwise reflect on issues faced by thousands of students in I-O programs or related fields across the country, written specifically by peers. Secondly, *TIP* is not, nor is it meant to be, a refereed journal. Rather, it is an informal "newsletter" of SIOP to help keep professionals and students alike informed as to the latest issues, events, happenings, and so forth in the field and in touch with each

other. Consequently, in keeping with the tone and spirit of *TIP*, the student column, **TIP-TOPics**, has traditionally been informal and "non-empirical." Our "data" is simply qualitative and anecdotal. Perhaps some may disagree, but we have felt it important to keep it light-hearted and fun. And sometimes, we have even managed to bring up some important issues in the hopes of inciting controversial yet friendly debate, or just pass on helpful information and insights. But of course, you may have your own "designs" for the column.

As to the particulars, following the current format (again, this may change with the next Editor) the column should be no longer than 8–9 single-spaced 12-point font pages. Please put the title **"TIP-TOPics for Students"** on the cover page and put your name(s) and affiliation(s) underneath the heading. Also, please include on that cover page additional contact information such as: name, address, phone, fax number, and e-mail address(es). Lastly, all individuals who submit an "entry" must be student affiliates of SIOP in good standing as of March 9, 2001. If you are not, your entry will be deemed ineligible and returned unreviewed. As is now tradition, the next columnist(s) will have a 2-year tenure beginning with this submission, July 2001 issue and ending with the April 2003 issue. And, as you must be a graduate student throughout your tenure, "submitters" should be at least 2 years from graduating.

The next columnist(s) will be chosen using a blind review process, so please include the cover page and pertinent information mentioned above, but place an identifying 5 digit number on it that also appears in the top right corner of all pages in the submission. Please send all submissions via electronic mail (the form in which the column is submitted to the TIP Editor) to either Kim or Tom (e-mail addresses appear at end of column). Please put in the subject line: **"TIP-TOPics contest."** If you have any other questions, please contact us. Thank you and good luck!

Scientist and Practitioner: Meeting of the Minds

Ahh, the scientist versus practitioner debate …. Anyone who holds I-O near and dear to the heart (and I'm sure you do or you wouldn't be reading this article) is familiar with this now timeless dialogue. We learn in class discussions and lecture that the heart of this debate lies in the inability of scientists to get their work "out" into the applied I-O mainstream, while practitioners have difficulty relaying their practical knowledge to those who occupy the hallowed halls of academia. While this debate is worthy of discussion, it seems to have little practical relevance to us now as students (like we don't have enough to think about) and would therefore lie beyond the scope of this article. Why, then, do we bring it up? Because, as in much of psychology, semantic difficulties abound, and the "scientist versus practitioner" tag has been applied somewhat inappropriately to the model that guides our education. Or has it?

Most schools offering I-O programs tout the scientist/practitioner model as their educational guideline of choice (we do recognize that master's-only programs prepare practitioners, while some PhD programs focus only on preparing researchers). First, are "scientist" and "practitioner" appropriate labels to apply here? Are we not all scientists once we leave with our degrees in hand, regardless of where we apply our science? And how many academicians do you know that don't put their science into practice (grant monies would be hard to come by if they didn't)? Now that we have spent our 2¢ on the semantic problems with this label, where does that leave us? In exactly the same place, because as students we know what this really means—scientist versus practitioner reads to us as academic versus consultant.

Still, what does this have to do with us? Absolutely everything! The first decision we make after deciding to pursue a career in this field is what route we will take once we're "out there." Sure, we may say we're undecided (at least to our advisor), but deep down we all have a pretty good idea of whether we're going to be academics or consultants. This is an important and appropriate step, as how you plan to use your knowledge once you're out of school dictates how and what you will learn and absorb while you're in school. For example, those planning careers in academia spend many days, months, and years becoming intimate with a particular subject area, so that they may prepare themselves to fill a niche in a faculty somewhere while developing a research stream that will help them overcome the publish or perish dilemma. For those pursuing consulting careers, the focus is much different, in that students try to achieve a greater breadth of knowledge, a better understanding of pragmatic, application-based methodology, and are always asking, "How does this theory translate into practice?"

Now that this difference has been articulated (we all implicitly know it's there), it begs the question—if there is a fundamental difference in the way academic and consultant path students approach their education, can or should they be taught in the same manner? Should future academics be allowed to bypass some of the course work/internships in order to concentrate on research and publications? Should future consultants be allowed to bypass the more theory-based "stuff" in favor of gaining more hands-on, applied experience? In other words, should the educational experience (within the same department and program) be qualitatively different depending on your career path (e.g., different requirements, etc.). After all, we have all asked at some point, "Do I need this? How is this going to help me when I get out?", so you have already entertained some form of the question we are now asking. We, as always, have an opinion (this is, after all, an editorial); but first, let us delve a bit deeper into the debate.

First, a little history .... Believe it or not, SIOP has not always explicitly stated its understanding that students need to be affronted with not only sound research skills but with practical, application-based knowledge and

experience as well. The *Guidelines for Education and Training* were very much geared toward how to train students to develop and promote theory, and were criticized for their lack of attention to developing "real-world" applied-type skills. Much to its credit, SIOP has recently rewritten its *Guidelines* in response to this criticism, and not only did they address the importance of incorporating applied-skill training into each program ascribing to this model, but went a step further and also addressed the issue we're discussing here. For your further reading pleasure, we have included an excerpt containing some of these guidelines regarding the scientist-practitioner model at the end of this segment, so that you may see what SIOP's official position is on this subject.

Let's recap. First, the "scientist-practitioner," "research-applied," "academic-consultant" issue is a very real and salient issue facing I-O students. However, the issue is not what "path" to take (most know from the beginning), but how we're being prepared to follow that path. We know that we "learn" differently and hope to take away fundamentally different things from our educational experience based on our career path; yet, scientist/practitioner model programs do not differentiate between the two in terms of requirements, course/seminar/program focus, and program progression (we'd love to know of any that do). So, then, the reasonable question follows: Should programs differentiate between future academicians and consultants in order to teach them differently and/or to allow students to focus on those skills which will most benefit them upon graduation?

Though the question seems intuitive, the answer is not. As students ourselves, we knew we had a considerable lack of perspective on this issue, so we went to the people who did know (this, by the way, is the goal of this article—to take student issues/concerns, articulate them, and then do some research in hopes of shedding some light). No, we did not go to the faculty (for once), as they are as biased on this issue as we are (academics have little difficulty preparing academics). We went to the people who are "out there"—products of scientist/practitioner model programs who are now internal/ external consultants to industry. We informally queried some recent graduates (they asked to remain nameless) of a few of these programs to see if they felt that they were "missing" anything when starting their careers. The answer, surprisingly, was a resounding NO!

The general sentiment was that none of them left graduate school as subject-matter experts or ready-to-go consultants, nor should that have been the goal. What they learned in school was how to think, both critically and analytically, in order to solve problems. Information can always be retrieved and relearned once you're a professional, but the different methodologies and problem-solving skills learned in school are what proved to them to be invaluable. More importantly, there is an entirely different education that must (and can only) happen once you leave school and enter the world of I-O consulting; indeed, the education continues throughout your career. To this end, our respondents felt that the focus of graduate education should be to teach students the value of science in approaching and solving problems, to make them aware of the various methodologies at their disposal and how to determine which is the most appropriate to use in different contexts, and to teach them to think critically and analytically. In our opinion, these seem to be common denominators of all I-O psychologists, regardless of who signs their paycheck (University of X or XYZ Corp.).

Armed with our newfound insight, we spent some time thinking about some of the assumptions we had made regarding our graduate experience. For one, why the scientist-versus-practitioner model reads to us as academic versus consultant, or why we feel the goal of our education is to prepare us as either academics OR consultants and not as scientists AND practitioners. Indeed, none of us will leave our respective programs as academics or consultants; those are the labels of professionals who have spent considerable time mastering their craft. We should, however, leave our programs as scientists and practitioners, armed with the ability and skill necessary to eventually become competent professionals. Perhaps we, as students (past and present), have differentiated *ourselves* too much in terms of our career goals, which may be the cause for the greater scientist versus practitioner debate first mentioned in this section. If, instead of labeling ourselves as either academic or consultant, we appealed to the common denominator of our training as scientists and practitioners, the "talking" between professionals would eventually flow much easier.

As an aside—we would like to note why we seemed to "change our tune" or pull the "bait and switch" half way through the article. It was written this way to reflect our original skepticism in why scientist/practitioner model programs seemed to be "light" on the side of preparing students for applied work (students from different programs have shared similar sentiments with us). After speaking to those who are now consultants, and finding that they did not feel "slighted," we began to wonder if we had gotten the idea all wrong about what it is we are to learn here. We concede that maybe we have, maybe we all have, and that perhaps, just perhaps, "they" know what they're doing.

The following is an excerpt from the *Guidelines for Education and Training at the Doctoral Level in Industrial-Organizational Psychology* (August 1999)

> ***The scientist-practitioner.*** Consistent with the traditional orientation and philosophy of the members of the Society, the underlying theme embedded in these training guidelines is that the I-O psychologist is frequently both the generator of knowledge and the consumer/user of such knowledge. As a scientist, he or she develops and evaluates theory using research and empirical skills. As a practitioner, he or she applies and evaluates theory and research under specific conditions. Thus, the I-O psychologist frequently provides psychological services to individuals and groups in organizational settings.
>
> Taking the scientist-practitioner model seriously means that doctoral education needs to focus on both the theory and application associated with all content areas. In preparing for the current version of the guidelines, many I-O psychologists, especially those employed outside the academic setting, expressed concern that previous guidelines have been too focused on theory. We recommend that theory and practice both receive consideration as students learn about the content of I-O psychology. The relevance of theory to practice and applied research should be emphasized. I-O practitioners working in the field can facilitate the development of doctoral students' practical knowledge by offering internship and research opportunities and sharing their own practical experiences.
>
> This dual emphasis on theory and practice is needed regardless of a student's intended career path. Those interested in academic careers need to understand both theory and practice to develop sound research, the findings of which should have a meaningful applied impact. Academicians will also be charged with teaching new generations of I-O psychologists about the theory and applications associated with each content area. I-O practitioners in industry, government, and consulting are required to use their knowledge and skills to deliver products. Thus, students not only need to know each topic in a theoretical sense, they also need to know "how to" develop and implement associated products. For instance, a student should know "how to" design and conduct a job analysis or conduct and report on the results of a test validation. Learning about a topic in a theoretical sense is not equivalent to the experience of doing it. Doing it and having first-hand familiarity with the pitfalls, limits, and constraints of a technique is different from, and as critical as, theoretical knowledge.

TrIP Through Time

Comps—the word that strikes fear and panic into the minds of graduate students throughout the land. For many of us, this is the "key" obstacle in the road to the PhD and at the same time a "rite of passage." Arguably, the comps process is the most stressful period in graduate school, whether due to the intensity of the event or the extent of our overactive imaginations. Even if only symbolically, it represents the height of our knowledge and understanding of the field. Such a significant occurrence in our careers warrants a few notes from those who have cleared the hurdle.

The following comments are a compilation from recently graduated or ABD students at various universities. A word of thanks and appreciation to all of you who responded and shared your insights; these comments have helped us begin preparing for the ritual and we believe they will do the same for you. Remember, you are not alone, not the first and not the last to survive, and you too can make it with "a little help from your friends."

Although most programs seem to have some event termed comps, qualifying exams, and so forth, the processes and formats are not identical. Yet, at the same time, the components are quite similar; all seem to involve written and/or oral exams taken over a period of time covering an extensive range of topics in I-O. In one program, the student submits a composition of his/her strengths and weaknesses to the doctoral committee, which also serves as the comps committee. The committee then develops 50–60 questions which are pared down by student and advisor to 30–35. The format may differ somewhat for individuals but may involve two 4-hour days; each day the student must answer one required and 3 of 4 additional questions. Following the written portion, the student then has oral exams in which any of the 10 questions presented are fair game. Another program has a 2-day closed-book written exam (four questions on anything in the I-O field; another four on student-selected topics) followed by oral exams in which questions are not restricted to those on the exam. University of South Florida's comps process is similar but does not involve oral exams and the four required topics are known in advance (research methods, ethics, personnel and organizational); the exam is spread over a 2-week period (2 days per week; two questions per day). In addition, the entire I-O faculty participates in the process rather than being driven by a student's committee. Yet another program requires students to submit a plan of study in which four major and two minor areas are identified. Five members of the comps committee submit related questions to the chair who determines the final questions. The exam usually takes place in one day (three questions in the morning, three in the afternoon) in which 4 of the 6 topic areas (not the questions) are known.

Armed with the knowledge that they're all the same, but different, let's get to the meaty stuff—the advice that the respondents had for you. Perhaps not surprisingly, there seemed to be several themes that were mentioned most.

Schedule time. Procrastination is your enemy, steer clear of it by developing a schedule that incorporates reading, studying, practice, and personal time. Always count on the fact that something unanticipated will occur during this 2- to 4-month period of time and build a little extra time for it. Go so far as to treat the study process as your job that requires your presence and attention at specified days and times; don't let less important deadlines sidetrack you. And most agreed, you should be focused on comps, not on the dissertation, new projects, or vacations… and be prepared to devote a significant amount of time and energy toward it.

Take them seriously. Some may tell you not to worry about them and that it is not a "big deal." Don't allow this to translate into "you don't need to study or stay disciplined." Passing comps requires stamina, discipline,

focus, and preparation. Many of the respondents suggested practicing with old questions under similar circumstances and soliciting feedback from faculty members. Other strategies included getting materials from previous students and paying close attention to those areas in which you are the weakest. And make the process manageable by breaking topic areas into reasonable chunks that can be covered in one to two study sessions, which will allow you to cover entire topics in 1–2 weeks. Finally, review, review, review. However, try not to get mired down in the details and memorizing the minutiae (unless your program has a reputation for demanding such); find good overviews and meta-analyses articles that will give you the BIG PICTURE. And while you're at it, THINK about the topic, integrate information and develop a framework for understanding and retaining material. For most, throwing a bunch of disjointed numbers and names on a page won't cut it; you have to develop an organized, coherent argument or analyses using what you've learned as support.

Get help from your advisor. Your advisor may be able to assist you in the planning process by helping you to identify critical areas for review. Or he/she may be able to explain the philosophy underlying your program's approach to comps as well as expectations for successful performance. Also, actively enlist their help by giving them your "practice" questions/answers and asking for feedback. If nothing else, he/she will know that you have made a substantial effort to "master" this knowledge.

Use a partner. Several respondents said they found a partner to study with which helped them not only to digest material but also to maintain their motivation and commitment to the process. The nature of your interactions will help you to achieve a deeper understanding of the material, and your partner may offer insights you would not have found on your own. One caveat: choose the *right* partner. Find someone you can have fun with and stand to be around for many hours every week for 3-plus months but also who will complement your style. In other words, don't choose someone you like but who will increase your anxiety, "loaf," or otherwise impede your progress toward your goal.

Activate your social support network. You will need emotional and other types of support throughout this process, so don't be afraid to ask for it from friends, family, and colleagues. First, it may be wise to forewarn them that you will be "unavailable" for many regularly scheduled activities. Particularly if you have children, it is important to have a lot of help in caring for them and dealing with inevitable crises during this period. But, also let these people, whom you love and trust, be a source of relaxation, fun, and sanity. Although you may have to cut down on the amount, schedule in some time to be distracted and do fun things; try to keep some "routine" in your life. Most of all, keep the lines of communication open so they understand how the process is affecting you and how they can help make it easier. Perspective is important—comps are only one challenge in your life that you too will successfully overcome; don't let it rearrange your cosmic equilibrium.

Without a doubt, and even for the most even-tempered, unshakable personalities, comps will produce new heights of anxiety and stress. So, how has everyone else managed it without ending up in a strait jacket? There are a myriad of approaches and "tricks" but from what we heard, it comes down to keeping your perspective and lots of discipline. In hindsight, some have said the anticipation was much worse than the experience. Keeping that in mind, stick to your plan and don't procrastinate; that way you will avoid the final stretch panic 2 weeks before exams start. Reward yourself for small accomplishments with a night out on the town or some other incentive. As we mention in the **Balancing** piece, hit the gym and exercise, which will relieve stress and give you more energy! At the same time, balance the exercise and studying with lots of sleep; who can digest and incorporate information, much less retain it when you are exhausted? In other words, pace yourself and you won't need to lose precious REM time. Throughout graduate school, you have been developing the skills and abilities to conquer this battle; you just have to put them to use.

At this point, you may be wondering to yourself "What benefit do I get from participating in such a barbaric and cruel process?" Obviously, there are widely differing perspectives on this point, but most people felt they did benefit in some way, even if it was just sheer satisfaction of being able to move on. Some discovered dissertation topics, while others said they "bonded" with their study partners and emerged with better friendships. A few said that the process helped them to integrate and understand the material on a qualitatively different level, allowing them to grasp the "big picture" across topics.

Whatever the format or process and however you do it, you will survive! Comps are just another opportunity for you to prove to yourself that you are talented, bright, and ambitious; soon you'll also be an I-O psychologist! Congratulations to all of you who have already passed your comps and to those of us who will... someday!

TIPs for Balancing Life and Graduate School

Balancing life and graduate school is a skill that will help you to be more successful and contented in your future; you will always feel the pressure to excel in several competing areas of your life. How do you prepare for this conflict? A brief but true story illustrates a perfect example. John Sculley, in 1982, had been hired away from PepsiCo to become the president of Apple. He realized the pressures he would face would be infinitely challenging and draining, particularly because he was ignorant concerning anything related to computers. What he did know was the job would require

simple, honest hard work, stamina, and lots of energy. To prepare, he did something unusual; he immediately began a regiment of grueling physical training. In other words, Sculley prepared to use his intellectual capacity and skills by conditioning his body. He made a connection between two areas of his life and used that to achieve balance and success.

Exercise, in any form, offers a myriad of benefits: relieves stress, improves appearance, prolongs life, helps one resist disease and improves immune functioning, elevates mood, and increases energy and stamina. It also, however, promotes discipline and focus, two skills which are key to successful graduate (and professional) careers. We aren't advocating that you immediately enroll in the army and begin boot camp, but we do suggest you consider this a relatively simple and wildly beneficial strategy in balancing the demands of life and graduate school.

Through creating and adhering to a regular schedule of exercise, you will also train your mind and body to be more disciplined. As you have learned by now, at whatever stage you are in, this skill is essential to successfully managing the challenges of education (and a career), but it is also a key in learning how to balance competing demands. The disciplined person can "delay gratification" and force him/herself to complete the important and necessary tasks for reaching goals without the crippling effects of procrastination. Perhaps even more importantly, exercise is a fabulous means to relieve stress (have you ever seen somebody after a kickboxing class? They are usually much more pleasant afterwards!). And of course, none of us have any use for that! Because exercise allows you to "take out" your frustrations and pent-up aggression, it frees your mind to focus on the activity at hand. The ability to focus and concentrate is another powerful tool in managing the demands on your time.

As the pace at which people live their lives increases exponentially, infinite numbers of demands are placed on our time. This alone makes it critical to learn how to focus and channel (not through a medium) your energies. You are still human and that means, you still can only physically do one thing at a time, even though you may list "multitasking" as one of your skills. Focus and concentration make it possible for anyone to finish those items that have been sitting on your "to do" list for days.

Our advice for this issue is summed up in the following (anonymous author):

A workout is 25% perspiration and 75% determination. Stated another way, it is one part physical exertion and three parts self-discipline. Doing it is easy once you get started.

A workout makes you better today than you were yesterday. It strengthens the body, relaxes the mind, and toughens the spirit. When you work out regularly, your problems diminish and your confidence grows.

A workout is a personal triumph over laziness and procrastina-

tion. It is the badge of a winner—the mark of an organized, goal-oriented person who has taken charge of his or her destiny.

A workout is a wise use of time, an investment in excellence. It is a way of preparing for life's challenges and proving to yourself that you have what it takes to do what is necessary.

A workout is a key that helps unlock the door to opportunity and success. Hidden within each of us is an extraordinary force. Physical and mental fitness are the triggers that can release it..."

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You're still reading the column?! Go to the gym and box your brains into shape. And sharpen those keyboards, get creative, and send in a submission to be the next ***TIP*-TOPics** columnist! We hope to see your submission soon.

To contact the ***TIP*-TOPics** columnists: Kim Hoffman (khoffma2@mindspring.com) and Tom King (TkingV@cs.com). Fax: (813) 974-4617 Attn: Kim Hoffman or Tom King. Mail: Department of Psychology, BEH 339, Tampa, FL 33620-8200.

The Real World: Abraham, Martin, and John: Where Have All the Great Leaders Gone?

Janine Waclawski
PricewaterhouseCoopers, LLP

Lately, leadership (specifically what makes a good leader) has been on my mind a great deal. Maybe it's the recent presidential election and all of the brouhaha associated with it and the myriad of counts, recounts, and assorted lawsuits and injunctions. Perhaps it's because I have been doing a lot of work in the leadership development arena these days. However, more likely still, is the possibility that my current preoccupation with this subject is a result of my own personal experiences and perceptions. Quite frankly, I am not seeing a lot of stellar leadership behavior in this world of ours. It seems we live in a time where higher standards of morality, personal accountability, and just plain' ole good judgment are all too rare commodities. Of course, this is just my opinion and one that is obviously marred by my generally cynical nature, but I do not see a lot of inspirational leadership going on right now.

A case in point, a recent book by Stanley Bing (2000) (a staff writer for *Fortune* magazine) titled *What Would Machiavelli Do? The Ends Justify the Meanness* which highlights (in what I am hoping is a facetious manner) the benefits of getting ahead in the world by being meaner than the other guy or gal. According to the book jacket, it is a "roadmap for people who want to get to the top and stay there. It's a way of life you can use at home as well as the office. A way of seeing other people from 50,000 feet—as teeny-tiny ants you can squish. A simple, detailed plan for those with the courage to leave kindness and decency behind…."

While I of all people can appreciate the use of humor (and sarcasm in particular) as a literary device to inform and educate others, the premise of this book is a bit disturbing. Mainly it bothers me because as conventional wisdom tells us humor, in order to be funny, must at least in part be based in fact. And, I can tell you from having read the book that it is *extremely* funny. Hence, extremely disturbing. Moreover, what's worse is that I found the book in the business section of my local Borders bookstore and not in the humor section! I don't know what this says about modern business ethics (a term that might at this point in time be an oxymoron) but it ain't good! Further, this book is currently number 106 (in terms of sales) on Amazon.com under the category of leadership—outselling many other credible sources of leadership wisdom such as Warren Bennis and James MacGregor Burns. Last but certainly not least, I find this book disturbing because it is simply one of the more recent entries into an increasingly popular genre of book—what I affectionately like to call the "What a famous person/character never actually said about leadership" book. For those of you who aren't familiar

with the genre, these books are penned by modern-day authors who ostensibly divine the dubious leadership acumen of either long-dead military leaders of questionable reputation or fictional characters in order to proffer it to the masses as pearls of wisdom.

In recent years we have been inundated with a litany of these books. For example, who among us has been fortunate enough to read classics such as *Leadership Secrets of Attila the Hun*, or how about *Make It So: Leadership Lessons from Star Trek*, or in the self help/philosophy vein, *The Tao of Pooh* (that's Winnie the Pooh for those of you who were wondering) and *The Te of Piglet*. Personally, I have nothing against the "Next Generation" (even though my husband thinks that the original show is the only true Star Trek) and I am sure I could learn a lot from Captain Picard, but I think this is going a bit too far. What's next, *Leadership According to Joseph Stalin* or *Using the Vulcan Mind Meld to Motivate Employees?* Isn't leadership the domain of people like Abraham Lincoln, John F. Kennedy, and Martin Luther King, Jr., not Machiavelli, Attila the Hun, and imaginary captains of imaginary spaceships? Is our current leadership landscape so bleak that we must look to manipulative and toadying mid-level bureaucrats (in the case of Machiavelli) and fictional characters as bastions of good leadership? I truly hope not. Further, the leaders whose philosophy is being described wrote none of these books. These books are merely some author's interpretation/analysis of what he or she thinks someone else (either real or imagined) thinks about leadership. This is a bit too speculative for my taste and quite frankly more than a bit absurd, when you really think about it.

What Evil Lurks in the Hearts of Men?

Anyway back to the Machiavelli book, I don't want to review it here, but I would like to share some of the nastier and funnier bits with you. Before I do however, I want to preface this by saying that: (a) I in no way, shape, or form endorse any of the concepts/approaches put forth in this book, and (b) I hope that none of you ever has the misfortune to work for a Machiavellian leader or become one yourself!

So, just to give you a flavor for the type of leadership that is being advocated in the book, let me share with you some of the more elucidating chapter headings which direct one on how to be successful by doing what Machiavelli would do:

- He would be, for the most part, a paranoid freak.
- He would fire his own mother, if necessary.
- He would be satisfied with nobody but himself.
- He would delegate all the crummy tasks, except the ones he enjoys.
- He would lie when necessary.
- He would respond poorly to criticism.
- He would be proud of his cruelty and see it as strength.
- He would permanently cripple those who disappoint him.

- He would torture people until they were only too happy to destroy themselves.
- He would feast on other people's discord.
- He would make you fear for your life.
- He would screw with people's weekends, wedding plans, or open-heart surgery.
- He would have no conscience to speak of.
- He would scream at people a lot.
- He would establish and maintain a psychotic level of control.

All in all, dear readers, this is a pretty miserable model of human behavior, let alone leadership behavior. Throughout the book, Bing peppers his anecdotes about Machiavellian leaders he has known and worked for with examples of leaders we all know, implying that they are Machiavellian as well. Some of the leaders with the dubious distinction of making Mr. Bing's list are Martha Stewart, Ted Turner, and Hillary Clinton. Perhaps they are pleased with this dubious distinction, but I tend to doubt it.

Early to Bed and Early to Rise Makes a Man Healthy, Wealthy, and a Good Leader?

As fate would have it, I also (on the very same bookshelf in Borders) found a copy of a somewhat more enlightened and uplifting approach to leadership—namely in a book called *Ben Franklin's 12 Rules of Management* by Blaine McCormick (2000), an assistant professor of management at Baylor University. This book as you might imagine, has a different spin on leadership. Basically it's a Yankee's guide to leadership, full of tips on how to be self reliant, frugal, and conscientious as a leader. All in all, the sentiment expressed in the book, is better than expressed in the Machiavelli book, but it's not exactly what I'd call inspirational. In fact, it's pretty darned tactical, and to my way of thinking, a better book for managers than leaders. Although Franklin certainly was a leader himself, I am not sure that the concepts expressed in the book (which are all extrapolations made by the author, not Franklin's own words) would, if followed, produce a great or even very good leader. Just to give you an idea of the flavor of this book, I have listed below the 12 principles:

- Finish better than your beginnings.
- All education is self-education.
- Seek first to manage yourself, then to manage others.
- Influence is more important than victory.
- Work hard and watch your costs.
- Everybody wants to appear reasonable.
- Create your own set of values to guide your actions.
- Incentive is everything.
- Create solutions for seemingly impossible problems.
- Become a revolutionary for experimentation and change.

- Sometimes it's better to do 1,001 small things right than only one large thing right.
- Deliberately cultivate your reputation and legacy.

On the plus side, the values expressed in the Franklin book are something to which we should all aspire. In particular, Franklin was quoted as saying "how few there are who have the courage enough to own their faults, or resolution enough to mend them." Truer words could not be spoken. Franklin was a strong believer in such important values as honesty, humility and self-awareness, and improvement. These values, while not sufficient to create a great leader, certainly go a great deal farther toward creating a decent human being than those espoused in the Machiavelli book.

Regarding my current dissatisfaction with the state of leadership today, maybe I am expecting too much. Maybe leadership of the inspirational variety is a myth or, in those rare instances where it does exist, an ephemeral and fleeting phenomenon that is short lived or borne largely out of current circumstances rather than extraordinary character. The legend of great leaders often seems to increase exponentially after they are gone; perhaps it is our desire to be led or to follow that creates these legends rather than the actual behavior of noteworthy individuals. Perhaps it is our need as humans to believe that some among us do in fact have higher standards of morality and behavior, and that these individuals are guided by noble ideals and will risk their own well being, comfort, and even their lives for the sake of something as intangible as a principle. Surely there have been examples of men and women like this throughout history—Jesus, Ghandi, Joan of Arc. But to me, these days, they seem like a dim memory—an anachronism in our modern world. In a time where our own nation's leadership has been in peril over inappropriate relationships with interns, and lately literally hung by a chad in Florida, this brand of individual seems to be nowhere in sight. Perhaps this is why we are looking to fictional starship captains for guidance and wisdom.

So, might I suggest that instead of asking the age-old question, "Are great leaders born or made?" we might want to consider a new one, "Are great leaders born, made, imagined, or imaginary?" I'd love to stay and chat about this but I have to go. I'm getting ready to start drafting my next book, *Everything I Know About Leadership I Learned from Darth Vader*.

As always, I would love to hear from you! Please feel free to contact me at my new address: PricewaterhouseCoopers, 300 Atlantic Street, Stamford, CT 06901, or by e-mail at j9151@aol.com.

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On the Legal Front

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My thanks to **Paschal Baute** for his article in this issue of *TIP* on Daubert/Kumho challenges (on qualifying as an expert witness). Baute's article adds nicely to the discussion initiated by **Michael Harris** in the October 2000 issue. A good way to add to both of these articles might be for those who have been subjected to Daubert/Kumho challenges to share their experiences. This could be done either in an article or by passing the information to me so that I may include it in a tidbit (artgut@aol.com).

Regarding tidbits, I wrote in the October issue about a colleague who requested advice on an ADA issue (an employee who was forced to take an MMPI and was fired based on the results of that test). The colleague, whose anonymity I will protect, cited three issues: (a) the MMPI request was based solely on suspicion; (b) the employee was forced to take the MMPI; and (c) termination was based solely on the MMPI results. There was no evidence of inability to perform essential job duties and, more generally, no failures to abide by any terms and conditions of employment. My opinion was that even if a jury would conclude that the employee was not an individual with an actual disability (i.e., a current physical or mental impairment that substantially limits a major life activity), the aforementioned actions could leave the employer vulnerable to the charge that the employee was ***regarded*** as being disabled.

In response to the tidbit I received a timely e-mail from Michael Harris regarding *Sullivan v. River Valley School District (1999),* in which the 6th Circuit upheld summary judgment for an employer on a seemingly similar issue. Sullivan, a teacher, was forced to undergo a mental fitness-for-duty exam and was terminated for not complying. Among other claims, Sullivan argued that the requirement to undergo mental testing was proof his employer regarded him as being disabled. Does this alter the opinion I gave to my colleague in the October tidbit? The answer is no, for the following reasons.

Regarded As Being (Mentally) Disabled

Before discussing the *Sullivan* case, let's examine the facts of an earlier case (*Stradley v. Lafourche Communications, 1994*). Stradley was diagnosed with "acute anxiety and depression," a diagnosis accepted, without question, by the employer (mistake #1). Subsequently (mistake #2), the employer, terminated Stradley based on his own "general life experiences," expressing the belief that "Stradley's condition made him potentially violent and hostile in the workplace." The judge, in denying summary judgment for the defendant, ruled that a "reasonable jury could interpret this belief as a conclusion that Stradley was not fit to work in any job" and that there was a

"genuine issue of fact ... as to whether [the employer] regarded Stradley as having a disability for the purposes of the ADA."

Compare this to the facts in the *Sullivan* case. Sullivan had a long history of satisfactory performance and had never been disciplined. However, one day, for reasons unknown, he exploded at a school board meeting where he engaged in "disruptive and abusive verbal outbursts, shoved papers in the faces of individual members of the board, and refused to stop when asked by the board president." Sullivan subsequently disclosed confidential information about a student to a local newspaper. The superintendent contacted a psychologist for advice and suspended Sullivan pending "mental and physical fitness-for-duty exams." Sullivan was terminated for failing to comply with the request for fitness-for-duty examination.

The district court rendered summary judgment favoring the school district and the 6th Circuit affirmed. On the issue of whether the school district regarded Sullivan as being disabled, the 6th Circuit ruled as follows:

> Sullivan's evidence that his employer treated him as impaired is that his employer asked him to undergo mental and physical examination to determine his fitness as a teacher following his allegedly exhibiting some unusual behavior. Given that an employer needs to be able to determine the cause of an employee's aberrant behavior, this is not enough to suggest that the employee is regarded as mentally disabled. As the district court ably explained, a defendant employer's perception that health problems are adversely affecting an employee's job performance is not tantamount to regarding that employee as disabled.

Comparing these two rulings, one (*Stradley*) for the plaintiff and the other (*Sullivan*) for the defendant, it is apparent that Stradley was fired solely on the basis of suspicion. There was no evidence of misbehavior in the workplace and no attempt on the part of the employer to determine the nature and severity of Stradley's illness. In comparison, Sullivan had clearly broken several terms and conditions of his employment. In response, his employer was in the process of determining whether and to what extent mental problems might have caused or contributed to Sullivan's misbehavior and what, if , reasonable accommodations might be required.

It should be noted that the *Sullivan* ruling was based to a large extent on a prior 8th Circuit ruling (*Cody v. Cigna Healthcare, 1998*). In that case, Cody, a nurse tasked with field assignments in the metropolitan St. Louis area, claimed that "she suffers from depression and anxiety and that it was therefore difficult for her to go into certain parts of the city she considered dangerous." Cody claimed that her supervisor had intentionally assigned her "to travel exclusively to the areas that exacerbated her anxiety" and demand-ed a new supervisor (among other things). Other factors (e.g., threats by Cody) prompted an offer by Cigna of a paid medical leave and psychiatric evaluation. As in the *Sullivan* case, Cody was terminated and the district favored summary judgment for Cigna. On appeal, the 8th Circuit affirmed, ruling on the issue of having been regarded as being disabled that:

> Cody contends that Cigna viewed her as disabled. In support she cites Cigna's offering her paid medical leave and requiring that she see a psychologist before returning to work. An employer's request for a mental evaluation is not inappropriate if it is not obvious that an employee suffers from a disability. A request for evaluation is not equivalent to treatment of the employee as though she were substantially impaired. Employers need to be able to use reasonable means to ascertain the cause of troubling behavior without exposing themselves to ADA claims.

In short the requirement to submit to psychological evaluation is not sufficient, in itself, to support a claim of being regarded as being mentally disabled. More is required.

Conclusions

The three cases cited above do not exhaust case law on the issue of being regarded as being mentally disabled. However, they do, I believe, illustrate the endpoints.

The facts presented to me for the October 2000 tidbit beg for a *Stradley*-like ruling. A supervisor, having no basis other than personal suspicion, ordered the employee to take an MMPI. This, alone, I believe, would be sufficient to support the claim of being regarded as being disabled. The fact that the employer would terminate based on the MMPI results only adds to the claim. Lafourche Communications had stronger footing, having legally obtained knowledge that Stradley had a mental disorder. However, the actions taken were based on the employer's personal viewpoint that Stradley would be a danger in the workplace. There was no objective evidence in either of these two situations that the employee had broken any terms or conditions of employment or that they presented dangers to themselves or others in the workplace.

In comparison, the *Sullivan* and *Cigna* rulings indicate valid conditions for ordering psychological evaluation. Both Sullivan and Cody violated the terms and conditions of their employment and, in both cases, there was evidence of a need to obtain psychological information to understand why they had done so (and/or to determine what if any reasonable accommodations would be required).

Going a step further, one can argue that the employers in both the *Sullivan* and *Cigna* cases were obligated to order psychological evaluation. In both cases, there was evidence of anger and threats to do harm. Had Sullivan or Cody carried out threats (some of which implied workplace violence) and had the employers not taken proactive steps, it is possible that other employees would have a cause of action against the employer for any actual danger they were exposed to. Is the employer who has a basis for fearing such outcomes liable if no proactive steps are taken?[1]

So what does it take to falsely regard an employee as being mentally impaired? I believe either of two things. First, appealing to psychological consequences (evaluation and/or treatment) without evidence that the employee is failing to perform an essential job duty and/or in other ways breaking the terms and conditions of employment. Second, acting on legally obtained information of an actual mental impairment, but doing so in the absence of professional expertise. In contrast, when there is evidence of failure to adhere to terms and conditions and when psychological factors are implicated, I believe the employer has the right (and possibly the obligation) to take proactive steps to investigate, and the employee has the duty to comply.

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Sullivan v. River Valley School Electronic Citation: 1999 FED App.0359P (6th Cir.)

Tarasoff v. Regents of the University of California (Cal, 1976) 551 F.2d 334

[1] If a therapist, protected by confidentiality rules, is liable for not informing when there is a basis for fearing the actions of a client, wouldn't an employer with comparable information have a comparable duty to inform? (see *Tarasoff v. Regents of the University of California, 1976*)

International Forum: In Search of a Few Good Ideas

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As our president **Nancy Tippins** noted in her October 2000 *TIP* column, international activities and participation in SIOP are alive and well and have experienced a great growth spurt over the past 5 years. A large number of non-American colleagues attend and present their work at our annual conference, and our Society and its members have established a number of collaborative links with I-O related organizations around the world. Despite this high level of international participation, it appears that SIOP members are still hungry for more.

To help our Society develop its international activities, I have been charged with soliciting your ideas and summarizing them in a future article. The question is simply, what kind of international involvement do SIOP members and foreign affiliates want? One idea that has been proposed by **Dimitri Liakhovitski** is an international social at the Annual Conference. Please react to this idea, and make other suggestions. Of course, let me know if you are interested in working on the development of some aspect of international involvement for SIOP. My e-mail address appears at the end of this article. I am eager to read your comments. Merci in advance!

In my next column, I plan to conclude this series that has appeared in *TIP* for the past 4 years with a summary and index of the different countries that have been represented in these pages. I will also provide an update of the situation of I-O psychology in France, a situation that has evolved since I first discussed it in my initial column.

Until then, I await your comments and suggestions. 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.

Informed Decisions: Research-Based Practice Notes

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At last year's SIOP Conference, a number of my colleagues told me that they had attended a great workshop on succession planning. Given that I have not run a column addressing methodological issues associated with succession planning, I contacted **Elaine Sloan** of PDI, who was one of the facilitators of the workshop. I asked Elaine if she would agree to write a column on succession planning methods and she agreed. If you have any comments or questions concerning this column, please contact Elaine directly at elaines@pdi-corp.com.

Identifying And Developing High Potential Talent: A Succession Management Methodology[1]

Elaine B. Sloan
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One of the first and most frequent questions asked by clients when I-O practitioners engage in succession management consultations with them is: "How can we identify our high potentials and how can we accelerate their growth?" In today's rapidly changing and increasingly global business context, practitioners are finding that the answers to these questions are not quite as clear or simple as they seemed to be in the past. Talent pools are more diverse, organizations are more complex, and the competitive challenges business leaders face are more formidable today. This article outlines key steps to developing a solid answer to those important questions.

1. Develop the Business Case for Collective Leadership Action.

Business leaders usually have an intuitive sense of the need to identify and develop high-potential talent, but they often do not grasp the real business impact of growing and retaining these critical resources. Therefore, they frequently underestimate the urgency and economic value of a deliberate and systematic process to manage high-potential talent on an organization-wide basis. Equally important, they tend to hold many different views and harbor many personal concerns that keep them from working together to develop the organization's high-potential talent pool for the good of the business as a whole. For example, many are legitimately concerned that if they make their best people more visible and marketable, they risk losing them and doing significant damage to their own bottom line. Unfortunately, in many organizations, there are pitifully few rewards and a plethora of disincentives for developing others.

[1] The following article captures some of the key points covered in the workshop on this topic conducted by the author, **Paul Van Katwyk** (PDI), and Scott Gregory (Pentair Corporation) at the April 2000 SIOP Conference.

The first step, then, is to help one's clients develop a clear business case for banding together and creating a common leadership agenda that defines the needs, goals, and rewards (individually and collectively) for a high potential development process. One way to do this would be to craft a "marketing plan" that identifies the individuals that need to be "sold to," and how they can be "sold on," the importance of agreement on a common framework for defining high potential, a consistent approach for assessing individual capabilities, and an effective plan for investing in development of the talent pool. The aim of such an approach is to create a positive coalition of committed leaders to sponsor and support the changes—in their own behavior as well as in related organization support systems—that need to take place. Following are some of the specific steps that a consultant or practitioner might take to make this happen.

- Muster the evidence and the arguments—articulate the strategic business rationale, clarify the pros and cons for change, highlight competitive comparisons (e.g., benchmark with peer groups and respected companies), and gather financial impact data (e.g., cost of turnover, price of failure/loss, value-added of improved decisions and higher levels of performance).
- Motivate the individuals—meet with leaders one-on-one to size up the personal concerns and business priorities of each individual; and develop an appeal that speaks to both their rational and emotional needs.
- Mobilize the group—bring the leaders together as a group to review the evidence, examine the pros and cons of taking collective action, and come to agreement on a common process and agenda for action.

2. Create a Common Framework for Defining High Potential.

Depending on where one is coming from and what one is aiming for, each of us has a different idea of what "high potential" means. The challenge in I-O work, then, is to achieve agreement among the key stakeholders on the particular definition and key criteria that will be used. All too often, forms are distributed that merely ask managers to identify their high potential people without providing any common context or specific criteria. As a result, the people identified represent a very "mixed bag" of capabilities, and the pool does not have sufficient organization credibility and support to merit significant attention and investment.

One way to tackle this particular challenge is by gaining collective understanding and agreement on the following three things:

Performance context. Before one can define what "high potential" looks like, the client organization needs to answer the question: "High potential for what?" More specifically, one needs to determine answers to the following questions: "What ultimate roles and at what level in the organization will these folks be expected to perform; what particular business challenges will they be expected to tackle; what is the time frame they will be given to get up to speed?"

Performance versus potential. Once there is a solid understanding of the target role and time frame, the next step is to clarify the real difference between performing the role successfully and having the "right stuff" or raw material necessary to grow into that position in the future. Unfortunately, some practitioners often gloss over this distinction too readily. As a result, they evaluate people either on a set of criteria that is too generic and therefore doesn't capture critical distinctions or on a set of competencies that are too specific and assume the individuals have already acquired the necessary skills. When these things happen, much high-potential talent is hidden or overlooked.

One alternative to this problem is to use a conceptual framework (such as the one below) to clarify and explore the distinction between the fundamental traits and capabilities that are early signs of potential and the more specific competencies that ultimately must be developed to perform successfully in the target role. Such a framework can also be used to identify the learning activities and challenging assignments that can serve as the catalysts through which these needed competencies are shaped and tested.

This exploration results in the creation of three key models or tools around which the high potential identification and development system can

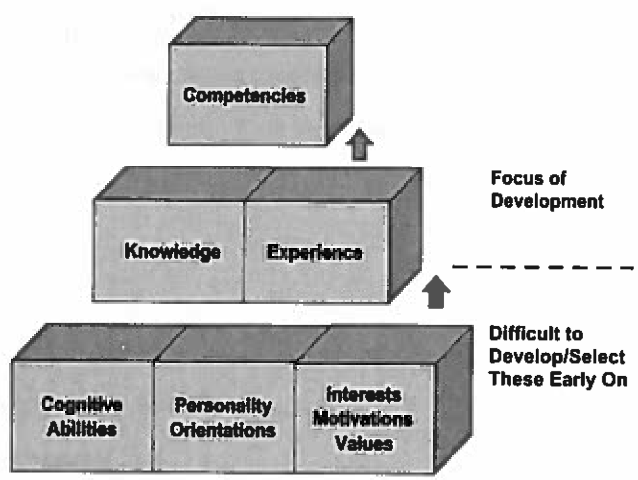

Figure 1: Performance versus potential: A building blocks model.

be designed: early indicators of potential, critical experiences for development, and competencies for effective performance.

Indicators of potential. Based on a review of the professional research on the factors that predict future leadership potential and extensive experience helping clients create specific criteria for their high potential talent pools, at PDI we have developed our own version of a "checklist" of key criteria (see Figure 2) that we use to make sure we examine and include all important factors that should be considered. This can easily be done by other practitioners for their clients as well. The checklist is useful, for example, in organizing the input gathered from business leaders regarding the criteria they currently use to identify high potentials. This helps them to see where their views and approaches are similar or different and gives them a meaningful and consistent language for appraisal and development planning.

Checklist of Key Criteria

- ☐ Performance/Achievement Record
- ☐ Career Motivation/Appetite for Responsibility
- ☐ Professional/Business Competence
- ☐ Core Values and Behaviors
- ☐ Leadership Capability
- ☐ Intellectual Capacity
- ☐ Interpersonal Effectiveness
- ☐ Organizational Abilities
- ☐ Self Development/Continuous Learning

Figure 2: Checklist of key criteria.

3. Develop an Effective and Efficient Process for Assessing High Potential Talent.

There are four key decisions over time that need to be made with respect to high-potential talent. These are (a) who has the greatest potential to develop, (b) what are their most important development needs, (c) who is ready in the near-term for a key talent/candidate pool, and (d) who is the best candidate for a particular position. Each of these decisions or questions should be tackled with tools that are best designed for each. One way to help the client answer these questions is to clarify their most critical needs and determine the particular assessment and development processes that will work best for each component of the overall talent identification and development process. Many consulting firms (such as PDI, RHR, DDI, etc.) have developed specific assessment tools and/or services for each purpose.

When the right tools and processes are used, much better decisions, more powerful solutions, and more cost-effective investments are made. Unfortunately, however, it appears as though business leaders, and even many professionals in the field, do not fully understand the differences in purpose—as well as the relative power—of different assessment tools. For example, they often want to use a 360-feedback tool to select high potentials when such instruments are usually designed, and more appropriately used, for highlighting the development needs of talent pools that have already been identified through standardized tests or carefully calibrated assessment processes. Sometimes they use rigorous, costly assessment centers for the initial identification of high potentials, rather than using a special screening process to determine who is most appropriate and prepared for an in-depth readiness assessment.

Assessment and development centers are a good case in point. Such centers can be a very effective method of evaluating the overall readiness, as well as the key strengths and development needs, of a large group of individuals for a key role or candidate pool. They also enable meaningful bench-strength analyses and capability comparisons between work groups, talent pools, and business units within and across organizations. Although the developmental value of a center experience still can be quite significant, their predictive power as an assessment tool can be diminished when inappropriate or ill-prepared participants are sent to them. In these cases, for example, it becomes difficult to sort out whether poor performance is due to a lack of basic capacity or simply due to a lack of the requisite background experience needed to prepare for the particular challenges embedded in the simulations.

PDI surveyed the field to identify the resources available in the marketplace for each of these different purposes and sometimes had a difficult time discerning from the promotional literature the appropriate purpose and distinctive value of the different offerings. Many are promoted as "all purpose" solutions, when in reality they should be used for a more specific or limited one. It is the job of I-O psychologists to educate the public, particularly the business marketplace, on how to use the tools of our trade. Clearly, we have a lot more work to do.

4. Design a High-Impact Development Process to Accelerate the Growth of High-Potential Talent.

Here again, there a lot of shotgun approaches rather than sharp, strategic solutions that ensure that development really happens and that the highest return on development investments is achieved. Although there are many arrows in the I-O practitioner's development quiver—for example multisource feedback, training programs, development centers, challenging assignments, action-learning experiences, and so on—the key is to determine which one or which combination of solutions is the best for the particular target at which one is aiming. Our colleagues, Mary Dee Hicks and **David Peterson,** have developed a helpful framework (1999) that defines the necessary conditions for lasting development and helps clients clarify where

their greatest needs and opportunities for improvement lie. The model is useful for both auditing current needs and for designing appropriate solutions. Below is a picture of the model and a description of the key components.

Figure 3: Necessary conditions for development.

Insight. To start with, people must have a pretty clear idea of what they need to develop or development won't happen. Assessment tools (e.g., psychological tests, multisource feedback tools) are one way that we can provide insight into personal differences, capabilities, and development needs. A culture of candor and mutual trust is needed to encourage self-reflection and increase openness to constructive feedback.

Motivation. Insight alone is not sufficient; people need to be willing to invest the time and energy it takes to develop themselves. For some, the motivation is fueled from within; for others, external incentives, peer pressure, support, and encouragement from bosses help to light the fire. Creating the conditions necessary to ignite motivation becomes an important part of the overall development system.

New skills and knowledge. People must learn how to acquire the skills and knowledge they need. A lot of development planning and programming focuses on this obvious component, so most organizations go overboard on developing these solutions and tend to neglect many of the other necessary conditions. As a result, their heavy investments in training fail to produce a full payoff.

Real-world practice. Frequently, people return from training programs pumped up and prepared to try out their new skills, only to find they have no opportunity to exercise them. Like muscles, unless new skills and knowledge are exercised, they atrophy. To retain newly learned skills, new challenges and stretching assignments back on the job, or supplemental to the job, are needed. A supportive environment is also necessary to help counteract the tendency to avoid the awkwardness and discomfort we all experience when we exercise new or unused "muscles."

Accountability. Unless individuals feel personally accountable for internalizing and integrating what they have learned into their daily repertoire, it just won't stick. Building the learning into performance expectations and providing appropriate recognition and rewards for growth, strengthens the individual-organization learning partnership and increases the likelihood that development will be sustained over time.

These are just a few of the conceptual models and methods that can be used to help clients appraise their needs, design tools and systems to identify and develop their high potential talent, and create the necessary organization sponsorship and support systems to fully nurture and leverage these critical people assets.

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The High Society: Five Word Uses That Really Tick Me Off

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I had originally scheduled a different column for this issue of *TIP*. However, the magnitude of the reader response to my previous column, "Eight Things That Really Tick Me Off," told me a great deal about the preferences of our Society's members. That column "went platinum" by *TIP* standards. What people apparently like to read is free-floating hostility. Because there is going to be a change in the near future in the editorship of *TIP* (**Allan Church**'s tenure ends in April 2001), this may well be my last column. I therefore decided that if such a case prevails, I want to leave you with some of my A material. Once again I will regale you with yet another source of irritation to me. It is how certain words are used that, well, really tick me off. But let's be very clear about one thing. I am not complaining about the people who use these words, nor am I voicing any opinion about the substantive issues behind the use of the words. I am only railing against the use of the language. Okay? Out of the myriad of ways words are used in the English language, I have selected a mere five.

"***Situation***." The dictionary defines "situation" as a "state of affairs." It is a fairly common word and can be used to reflect a wide variety of circumstances. For example, "The situation in the Middle East has gotten very bad." Or, "At the party I found myself in a very awkward situation." Or, "The situation is this—three candidates for two job openings." But lately "situation" has become a redundant, tack-on noun that is inserted into a sentence to make it sound more strategic and definitive. Over the past 3 to 4 weeks I actually heard the following statements. From my local TV weatherman: "Doppler radar indicates there is currently a rain situation over Roanoke." From a baseball announcer: "The Yankee infielders are well positioned in the event of a ground ball situation." From a university administrator: "If we face an over-enrollment situation in that class, we'll create another section." Are you aware of a more meaningless use of a word? It is my understanding that deep in the bowels of the White House is a special place called the "situation room." Here the president convenes his advisors on emergency matters of grave importance. I can just picture this scenario in the White House. The president is working alone in the Oval Office. His chief of staff receives an urgent communiqué describing some potentially very serious state of affairs requiring immediate attention. The chief of staff hurriedly enters the Oval Office and says, "Excuse me, Mr. President, but it appears we have a situation situation." The chief of staff would probably say it loud enough to be

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

recorded on the sensitive taping system in the Oval Office. One hundred years from now political historians who study that tape would falsely conclude the chief of staff suffered from *doublicia*, a rare linguistic disorder which results in the last word spoken in a sentence to be repeated.

"***Challenge.***" The new usage of this term comes from the Reagan can-do years in the mid-1980s. Its usage is meant not only to turn darkness into light, but more importantly to connote a sense of personal control over our lives. We are no longer passive pawns in the relentless onslaught of life, but rather we are "positioned" to engage in self-efficacy. It is the ultimate form of spin. It used to be that we all knew what was meant by a "challenge." For some of us, to climb a mountain is a challenge. For others, it may be completing a crossword puzzle. But now "challenge" is an up-beat, can-do, I'm-in-charge word that really means "problem." But "problem" is now passe, because it implies it, not you, is in control. For example, "Our revenues came in $2 million under projections. It's going to be a challenge to make payroll this month." At 37,000 feet above the ocean, "This is your captain speaking. All four of our engines have just conked out, and we are very rapidly losing altitude. We are now going to experience the challenge of a water landing. So, be sure your seat belts are strapped low and tight across your waist, return your tray tables to their upright and locked position, and assume the unscheduled water landing position. And thank you for flying Albatross Airlines. Remember, at Albatross, it is always our pleas——." I was in a staff meeting the other day when a colleague entered the room. His elderly father had been sick for some time and was recently hospitalized. Someone in the room inquired about his condition. My colleague announced that the illness was diagnosed as a fatal disease which had spread throughout his father's entire body. He then said, "And he's really going to be challenged to survive." How is that for new-speak? Instead of expressing love and compassion, or requesting support through prayer, the father's illness was characterized as something which occasioned a sporting proposition. I'm sorry, but when someone you love is dying, it shouldn't be portrayed in the same terms as participating in a 5K race.

"***Opportunity.***" A close cousin to "challenge," it is somehow the decided preference of conservative Republicans. The word "opportunity" used to reflect some sort of propitious occasion, as "While in London I had the opportunity to visit Kew Gardens." An old expression refers to opportunity "knocking on your door." Not now. Opportunity now refers to your chance to demonstrate your skills under adverse conditions. Once again, "opportunity" places you in a position of control. You are never a victim when an "opportunity" presents itself. You may have read there is a terrible famine in parts of Africa. Nonsense. It is merely an opportunity for the inhabitants to cultivate their survival skills, like eating the bark off of trees. When a tornado takes your house, it simply provides you with an opportunity to go

camping in what was once your backyard. I once heard of a motivational speaker who described to his audience how a man was dragged at gunpoint by some thugs into a back alley. According to the speaker, the man used the occasion as an "opportunity" to enhance his negotiation skills. Unfortunately his negotiation skills were somewhat deficient, as he was shot in the legs and now has the challenge of walking with a pronounced limp. And each member of the audience paid $75 to hear this tripe.

"***Concern.***" This one comes straight from the mouths of flaming liberal Democrats. Part of the trick of using this word in the New Age context is the pronunciation. The old way is conCERN. The new way is CONcern. And you must have sensitivity and compassion carved into your face when you say it. In the old days this word was decidedly neutral in meaning. For example, "That issue doesn't concern us." But just like "challenge" and "opportunity," the new usage is pure spin. It now refers to an affective response which used to be associated with such downers as anger, worry, or fear. Not any more. In this New Age world we do not dwell on the negative, rather we frame our emotions in a positive way. And remember, emphasis on the first syllable, and like the caring compassionate person you are, you say it slowly, as if you really mean it, and with deep CONcern etched on your face. For example, while working in the garage you say to a friend, "Oops, I just cut off my thumb with the buzz saw. The intense pain and uncontrollable blood flow are of CONcern to me." Eight years ago Clinton said, "I feel your pain." Now it would be, "I am deeply aware of your CONcerns." Remember the adage about a 5-year old boy who has a hammer, and he discovers everything needs pounding? I once heard a counseling psychologist deliver this line to a group of distraught graduate students in a resounding display of a person's love for a word. "I know you have CONcerns CONcerning the unexpected loss of your assistantships. I will continue to show deep CONcern to those CONcerned." Those comforting words just make you feel glad to be alive, don't they? Never mind the students had no money to eat, because there was CONcern in the air.

"***Behavior***" (as a suffix). Whatever level of irritation I feel over the four previous usages of words is a drop in the bucket compared to this one. In fact, this one is my all-time professional gripe. I suppose it all started when I was first entering graduate school in the late 1960s. I came across the term "organizational behavior" in some article I was reading. My 10th grade English teacher instructed me not to use the literary technique of personification in serious technical writing. Therefore, raindrops don't dance and organizations don't behave. However, I was a mere lad at the time, and who was I to challenge how the profession I wanted to enter expressed itself? My next recollection of encountering the behavior suffix was the term "withdrawal behavior." I learned this referred to employee lateness, absence, and turnover. It was meant to connote the employee was withdrawing his or her participation from the work force, to one degree or another. The next thing I know there was an explosion of terms where "behavior" was used as a suffix. It was a veritable linguistic avalanche of expressive ineptitude. We had leadership behavior (that's what managers do), motivation behavior (that's what cheerleaders do), test behavior (that's what assessees do), satisfaction behavior (that's something you do to make you feel good), and on, and on, and on. It became sort of a parlor game—take any noun or gerund and stick "behavior" on the end.

I once asked a class what their definition of "psychology" was. The most common answer was "the scientific study of thinking and behavior." I concurred with that answer. A short time later I'm in a graduate student's dissertation defense (not my advisee) and the student uncorked something about "thinking behavior." Not thinking and behavior, but thinking behavior. My jaw dropped. I looked over at the student's major professor who noted the look of disbelief on my face. His head began to bob up and down like one of those oilrigs in the southwest. It was his way of letting me know that "thinking behavior" was right on the money, and that I simply wasn't with it. I began to imagine writing critical incidents reflective of thinking behavior. What I came up with was chin-stroking behavior, little-wheels-turning-in-the-head behavior, and smoke-coming-of-out-the-ears behavior. Presumably, while engaged in very deep-thinking behavior, all three could be manifested simultaneously. The latest iteration of this affront to the English language that I have seen is "politeness behavior." Not "being polite," but "politeness behavior." When I was a child I had a far-away relative who would mail me birthday presents. My mother would remind me annually to send the person a thank-you note. I would protest saying I didn't like writing thank-you notes. My mother would chide me and say, "Paul, you must learn to be polite." Nowadays she would have to say, "Paul, you must learn to engage in politeness behavior."

Okay, I give up. The dam has burst and there is no point in trying to stem the torrent of linguistic abuse. All we can do is to see this thing through to its inexorable conclusion. I say we go full bore, all the way. Consider the following. In a waiting room at a hospital a graven-faced physician says, "I'm sorry, but your Uncle Zelmo is no longer engaging in heart-beating behavior. He is now facing an eternity situation." When a piece of food gets lodged in your throat it's because your body did not properly engage in esophageal behavior. People should not guzzle carbonated beverages, because when they do they often engage in burping behavior and sometimes hiccup behavior. At a big family reunion it is wise to pass on the baked beans because they can cause you to engage in ... (well, you know).

So come along with me and play the behavior suffix game. It's fun and it's easy. I just hope the *TIP* staff doesn't engage in edit-it-out behavior.

Early Careers: Balance Due

Dawn L. Riddle
Institute of Human Performance, Decision-Making & Cybernetics

Lori L. Foster
East Carolina University

Did you ever read Victor Hugo's epic novel *Les Misérables?* The title means "the wretched ones, the outcasts, those whose lives are misery." Based on the premise that any man can rise above terrible circumstances to reach excellence, the novel tells the tale of a victim of poverty and his struggles with good and evil. What does this have to do with your early career? Hopefully nothing… apart from the fact that the book happens to be a personal favorite of this **Early Career** column's featured psychologist, Dr. **Kevin Murphy**. In typical fashion, this issue's first segment, titled **The Industrial-Organizational Psychologist,** profiles the professional and personal aspects of a well-known individual. This portion of the column represents our attempt to (a) catch a glimpse of the person behind the familiar "name," and (b) capture and share various nuances of a successful career with our **EC** audience. In addition to appeasing an insatiable curiosity, we hope the segment affords early career readers the opportunity learn and adopt some of the strategies that have worked well for a successful role model.

The column's second segment, **Career Gear,** explores a topic chosen by our featured psychologist. This discussion is designed to arm you, our early career cohorts, with information to facilitate your sanity as well as your success. Thus, if Hugo's novel and your early career share an intimate connection that transcends Dr. Murphy's interest in the book, read on! This issue's Career Gear segment is designed to help you rise above *the miserable* forces that obstruct work-life-family balance during the beginning of a career.

The Industrial-Organizational Psychologist

You've seen his name plastered all over the journals. Perhaps you even heard his voice during the SIOP '98 presidential address, titled "In Search of Success: Everyone's Criterion Problem." Indeed, this issue's featured psychologist, Dr. Kevin Murphy, embodies the success to which many aspire. Prior to conducting our interview with him, we asked Dr. Murphy to e-mail his vita to us. Don't let this abbreviated version fool you; the guy's been busy!

Dr. Kevin R. Murphy: The Professional

Educational background. PhD, Pennsylvania State University, 1979;

MS, Rensselaer Polytechnic Institute, 1976; BA, Siena College, 1974.

Academic positions and visiting appointments. Dr. Murphy's academic career reveals an eventful progression. He is currently a professor in the Department of Psychology at Penn State—a position he has held since August 2000. Prior to Penn State, he spent 16 years at Colorado State University as a professor (1988–2000), associate professor (1986–1988), and assistant professor (1984–1986). In addition, he has held academic positions at New York University (1981–1984) and Rice University (1979–1981). Dr. Murphy has further busied himself with visiting appointments at the University of Stockholm, the University of California at Berkeley, the Navy Personnel Research and Development Center in San Diego, and the Department of Personnel and Employment Relations at the University of Limerick, Ireland.

Publications and editorial activities. Dr. Murphy's vita lists over 70 scholarly manuscripts, which primarily center on performance appraisal, selection, psychometrics/statistics, and alcohol/drug education issues. One of his articles isn't even in English (it looks French). How cool! But that's only the beginning. He's written oodles of (herein operationally defined as "more than 30") books and chapters, and he's delivered invited talks and conference presentations galore.

Now, an unenlightened person might assume that all of this publication and presentation activity has precluded extensive editorial service, but we who spent weeks lugging his hefty vita around know better! Dr. Murphy is currently the editor of the *Journal of Applied Psychology*, and he has served (or is currently serving) as a member of the boards of various other journals, including *Human Performance, Personnel Psychology, International Journal of Selection and Assessment, Journal of Vocational Behavior, Human Resource Management Review, Journal of Industrial Psychology,* and *International Journal of Management Reviews*. Phew! In addition, he has worked as an ad hoc reviewer for scores of other journals.

Association activities. Dr. Murphy is a Fellow of the APA, as well as the Division on Evaluation, Measurement and Statistics (Division 5, APA). He is a Fellow and former president of SIOP and a Charter Fellow of the APS. He currently serves on the APA's Council of Editors, and he is one of SIOP's representatives to the APA Council.

Kaz Murphy, The Guy

Having scrutinized his vita in sufficient detail, we decided it was time get to know the REAL Kevin Murphy. We began by sending him an e-mail message to coordinate a time for a teleconference—we proposed a Tuesday at 4:30 p.m. Kevin's reply went something like this, "Tuesday will work, but would it be possible to do the call just a bit earlier? I need to leave at 4:40 to pick up the kids. My schedule is otherwise pretty flexible that day." "Hmmm," we thought, "how does the owner of *that* vita find time for kids?"

We hoped the answer to this question would become clear once we got him on the phone. Here's how the interview went:

What do you do to relieve stress? "Cook!" Kevin replied. He began cooking for survival purposes (as a bachelor in graduate school), and from there his culinary interests flourished. Hardly a bachelor now, Kevin does most of the cooking in his family, which includes 10½-year-old daughter Kathleen, his 7-year-old son Michael, and his wife **Jan Cleveland** (who, as many of you know, is also a successful I-O psychologist at Penn State). He doesn't have any specialty dishes per se, but he likes to bake bread when he's feeling ambitious.

What do you do during your time off? During his time off, Kevin enjoys spending time with his family. "The biggest single thing I do when I'm not working," he reveals, "is stuff with the kids." Both Kathleen and Michael play soccer, and Kevin is an assistant coach for the team. When he's not busy coaching soccer, he loves to travel. As a glimpse at the sabbatical positions on his vita suggests, Kevin's career has provided the opportunity to spend many a nonwork hour touring foreign lands. At the time of this interview, he and the family had just returned from trips to Ireland and Sweden, where they spent time visiting with friends and former neighbors. Finally, Kevin likes to read during his down time. He is currently immersed in one of Page Smith's historical accounts of the United States, titled *America Enters the World: A People's History of the Progressive Era and World War I.* What will happen when he finishes this 1,000-plus page volume? According to Kevin, he'll probably mosey over to the library, or hop on Amazon.com, in search of another good history book.

But, if you were stranded on a desert island and allowed ONE piece of reading material, what would it be? Even as misery is said to love company, island isolation appears drawn to misery... at least in Kevin's case. Given his druthers, a marooned Kevin is likely to be found propped beneath a coconut tree, reading *Les Misérables.* Just before publishing *Les Misérables* in 1862, the novel's author, Victor Hugo, is reported to have said, "This is a leviathan I am about to ship out to sea." Though hardly a message in a bottle, this lengthy work "...is a great old novel," Kevin contends. "I've probably read it five times." He is fond of both the plot and the writing, and he considers it Hugo's best work.

Do you have a nickname? If so, how did you get it? When Kevin was in high school, he worked in a hospital kitchen. His supervisor was a man with a knack for unintentionally mispronouncing *everyone's* name. Kevin's name got mangled in a manner that made it sound something like "Kaz." The mispronunciation caught on, and to this day, lots of people back home in Albany still call him Kaz.

What is your favorite beverage? "I'm a coffee hound," confesses Kevin, who undoubtedly has a Mr. Coffee machine in his new office by now. As

our readers are surely aware, there are two kinds of coffee drinkers in this world. There are the "Gee, a cup of coffee sure would be nice" folks, and then there are the "Don't speak to me until I've consumed at least two cups of java so thick and black it could put hair on your puny little chest" crowd. We knew our faithful readers would want to know which camp Kevin pitches his tent in, so we put him to the test by following up with a few key questions. "How often do you drink it?" we asked. "All throughout the day," replied Kevin. "What kind?" we challenged. "Very thick, and very dark, " he countered. (Extra dark French roast is his fav.) "Beans or pre-ground?" we queried. "Well, that all depends," Kevin answered cautiously. He usually sticks to pre-ground but sometimes grinds his own, much to the chagrin of his two Siamese cats. "They go crazy every time they hear the bean grinder," he explained. What could we say? He's obviously the kind of guy who could drink a double espresso without ever flinching. As 2 to 3 latté-per-day consumers, we were duly impressed!

Do you have a routine that you like to follow? In a word, "no." (In all likelihood, those of you with kids accurately anticipated his answer to this question.) Kevin suggests that between his teaching and editorial duties, it's difficult to predict the workload from day to day, especially when it comes to the journal. "Today, seven new manuscripts came in the mail. Other days, none arrive." Despite the sporadic nature of incoming journal submissions, Kevin constructs an approximate schedule at the beginning of each semester. This agenda always includes daily time for research or writing. Why? According to Kevin, books, chapters, and large-scale projects, which require you to "stick with it," are best accomplished when tackled on a daily basis. Although he likes to make his writing blocks as large as possible, many days afford only a single hour, after the kids have gone to bed.

Another constant, of course, is teaching. Kevin teaches one or two classes per semester, depending on his outside responsibilities. "Tonight, I'm giving a graduate seminar on personnel selection," he revealed. Having taken this seminar when working on his PhD at Penn State in the 1970s, he's now experiencing a little deja vu. "I'm pretty sure I'm giving the seminar in the same classroom, at the same time (as when I took it)." Reinforcing "that old familiar feeling," Kevin's former advisor, **Jim Farr**, has an office just down the hall. "It would be hard coming back a year or two out (of graduate school)," Kevin muses, but at this point in the career "it's been a nice experience."

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

Kevin's personal definition of success involves "doing what you like, liking what you do, and being able to do it in a way that doesn't make the rest of your family crazy." Notice that this definition extends beyond a career. "You can get too concentrated on work," Kevin warns. "I like it and

I'm good at it, but in the grand scheme of things, it's not the only (component of success), and it's not close to being the most important. Many people in our field have a myopic view of work. You have to keep the 'where does it fit with the other things I do?' question in mind, as you proceed through your career." In short, "vita success" (as Kevin calls it) is a deficient measure of a much larger criterion.

Kevin attributes much of his career success to a genuine interest in interrelated topics, luck, and good colleagues. "Academic success involves finding areas that go together," he contends. "In grad school, I was interested in lots of topics that didn't go well together—psychometrics, decision making, and personnel psychology. I found performance appraisal research as a way to unite those areas." Kevin adds that his vita success also stems from lucky timing, as he began pursuing rating accuracy when it was in vogue. "Much of my early work was published because it was a hot topic," he insists. Lastly, good colleagues have played a key role in helping him find ways of applying his interests to his work.

The preceding factors help build a vita, but the larger life success occurs when one finds "the kind of job that allows you to have experience with family. That makes all the difference." Kevin says he feels lucky to be married to another I-O psychologist, who understands his professional efforts and does work that he values. This shared understanding not only facilitates a mutual appreciation, it also allows Jan and him to help each other, professionally. After pausing thoughtfully (or stopping to take a big swig of coffee, we're not sure which), Kevin concludes his response by suggesting that a career "where you can have balance between work and rest of life" is priceless. With this, he adds "Ladies, I can give you about 5 more minutes, then I have to go pick up the kids."

Career Gear

So, are you still wondering what really drives success? Well, if you didn't derive an answer from Dr. Murphy's 1998 SIOP presidential address, and you didn't draw conclusions from the *TIP* column he regularly authored during his presidential tenure (the photo accompanying his column depicted Dr. Murphy flanked by his two kids), and if you still didn't get it from **The I-O Psychologist** segment above, we'll spell it out for you: B-A-L-A-N-C-E. That's the message you'll hear woven through Dr. Murphy's words and modeled in his manner.

In concert with his own definition of and quest for success, Dr. Murphy suggested we use our **Career Gear** segment to remind people that although it's easy to get caught up in the quest for a well-carved niche and an established professional reputation, the importance of finding a healthy balance between home and office life cannot be overstated. Having said that, we state the obvious: this issue's **Career Gear** segment focuses on work-family balance. In preparation for this segment, we of course hit the literature, but we also asked various early-to-mid-career types to share the challenges and successes they've encountered aboard the home-office balance beam[1]. The remainder of this column summarizes our survey responses, which often echo what is found in the literature.

Barriers to Work–Family Balance

According to our respondents, the quest for work–family equilibrium involves a variety of trials, which originate in both the workplace and the home.

On the job. Two major barriers stem from the workplace: time and value. Our respondents indicated that the sheer volume of an I-O psychologist's work can eat time and suppress balance. On top of that, the workload is often unpredictable, variable, or cyclical, which challenges even the most adept time manager. Spontaneous and scheduled meetings, teleconferences and travel, collaboration with colleagues, and consultation with clients can run longer than the allotted time and spill over into evenings and weekends.

Furthermore, lots of new professionals work among colleagues who neither support nor value the balanced lifestyle. Even when an organization offers HR policies and programs encouraging work–family balance, there's no guarantee that the true work culture has "gotten with the program." Our respondents echoed this sentiment repeatedly, suggesting that in many organizations, people who are unable to "say no" (i.e., those who let work overrun home and personal needs) are seen as valuable contributors, and they are promoted, recognized, and reinforced with far greater frequency than those who choose to have a life outside of the office. As Dr. Murphy pointed out, pursuing a balanced life "may mean that you have to take a hit in terms of other career variables."

At home. Just as colleagues don't always value your home life, home isn't forever impressed by your professional responsibilities. It seems that if you dare to engage in both a career and a life, you will likely adopt some nontraditional work hours to compensate for the nontraditional family hours you keep. As indicated by Dr. Murphy during our interview, "one of the things that can cause work–family conflict is when a person lacks an appreciation for *what* his or her partner is doing." Our respondents added that the *when* he or she is doing it can also be problematic. Moreover, having disparate work–family perspectives can compound the conflict, especially

[1] We want to extend a special thank you to our **Career Gear** contributors who shared their thoughts with us regarding this issue's topic: Suzy Fox, Martin Factor, Kevin Cook, Shelly Freeman and four contributors who preferred to remain anonymous. If you would like the opportunity to add your 2¢ to future **Career Gear** segments, let us know, and we'll be sure to put you on our e-mail list!

when only one partner is consistently expected to compromise work responsibilities in order to meet family obligations.

One final challenge encountered at home are the puppy dog eyes and pouty lips... yes—the children who don't understand when you have to go to the office on Saturday. It's difficult for them to appreciate the fact that you are going to work in order to catch up on what you missed last Thursday when those puppy dog eyes and pouty lips were accompanied by feverish cheeks, a runny nose, and a trip to the pediatrician!

Keys to Work–Family Balance

Have you ever been to a workshop where you got inundated with tons of great, usable data—so much information that you left feeling overwhelmed and sure that you couldn't possibly implement but a few key points? That's pretty much how we felt when we asked our respondents to describe the ways they maintain that very fragile but critical balance between their personal and professional lives. In general, we learned that work–family balance can be facilitated by: (a) adopting specific "philosophies to live by," (b) communicating your values and expectations at home and in the workplace, (c) actively working to achieve and maintain that balance, and (d) attempting to put yourself in a family-friendly environment. The following paragraphs address these general rules in some detail, in hopes that you will find at least one "take home message," which suits your own work-family world.

Establish a "balanced" philosophy toward life. "Sometimes making one small change, adopting one hard and fast rule, can make all the difference in the world," explained one respondent. A healthy balance typically requires a keen awareness of your priorities. If you choose to make family time a priority, then do whatever it takes to make family time happen. Some of our respondents "make it happen" by consciously seeking flexible career paths and organizations. Others rearrange their schedules, moving activities normally completed in the evening (e.g., exercising, reading the newspaper from cover to cover, and writing out the bills) to the wee hours of the morning. Still others actively engage their "work brain" at the office and their "family brain" at home, in order to give everyone their fair share.

Communicate with your family members and your colleagues. It is essential to communicate your aspirations toward balance to colleagues and family members alike. One respondent wrote, "Love what you do, both at work and at home, and constantly communicate that to your child(ren) and to your colleagues. Make it clear to your kids(s) that they are *not* a burden, that you love playing with them or running them to hockey, soccer, religious school, and so forth. But that you also love your work and that it makes you happy to be doing both."

Similarly, in the workplace it is important to establish your boundaries and communicate your expectations. As Dr. Murphy explained, "This is a

lot like what you do in a consulting project. Set the norms and constraints up front. Laying out schedules and expectations is important and do-able. Make a contract between you and whomever you're working with." This way, your family obligations don't create problems downstream. Moreover, you're not perceived as "not pulling your weight" when you have to leave a meeting to attend to matters at home. The conclusion of our interview with Dr. Murphy provides a perfect example. Because he communicated his childcare obligations up front, we weren't the least bit surprised by his "5-minute warning."

Make a conscious effort. Clearly, work-family balance doesn't "just happen," and work isn't always the neglected side of the equation. Indeed, we've heard relatively few complaints to the tune of, "I've got all the family time I need, I just can't seem to get enough time at the office." Below are some methods used by our respondents to consciously facilitate balance between work and family.

- Let children pick an outside activity and support that activity. "My 5-year-old daughter enjoys gymnastics," one respondent offered as an example, "so we attend late afternoon sessions twice a week."
- Don't bring work home over the weekend.
- Commit to spending an hour per week in your child's classroom, or performing some function at your child's school. Many organizations have formal programs offering paid release time to tutor or volunteer in schools during working hours.
- Those of you with some degree of control over your schedule might consider following Murphy's Law (no, not the one about things going wrong, we mean Kevin Murphy's law). Don't schedule meetings after a certain time of day. This way, you minimize the chances of getting caught up by a late running meeting, and you can be free to attend to the family.
- Coach a youth sports activity, or lead a Girl Scout or Boy Scout troop.
- Schedule it, and as **Shelly Zedeck** offered in the April 2000 issue of **Early Careers**, subscribe to it! Treat your spouse or your family to season tickets for athletic events, performing arts theaters, or local theme parks.
- Be home to make dinner for your spouse at least once per week.
- Celebrate family members' accomplishments or milestones—even the small ones, such as completed science projects, report cards, and the ability to stay "on green" all week. (For those of you without kids, the latter accomplishment refers to a behavior modification system implemented by many school systems nationwide.)
- Have regular "family meetings."
- Identify excellent childcare providers so that you can have peace of mind while at work.

- Attend corporate events that include the family.

Put yourself in a family-friendly environment. Importantly, philosophies, communication, and conscious efforts seem to work a whole lot better in professional environments that support balanced lifestyles (Did somebody say "moderator?"). "Finding a family-friendly context in which to work makes a huge difference," says Dr. Murphy, who spent approximately 5 years with a crib in his office. There are some places where people won't respond well to kids in offices and meetings. Finding a job where such behavior is not only acceptable, but where colleagues "understand the impact kids will have on life" makes all the difference in the world.

So, how do you find such a place? Well, you can start by doing your *home-work* (You saw that one coming, didn't you?). Several magazines administer extensive surveys to organizational employers and/or employees, and these survey data are used to identify and rank the "best" companies to work for. For the past 15 years, *Working Mother* magazine has published a list of the 100 "Best Companies for Working Mothers." Companies are rated according to compensation, opportunities for women to advance, child care benefits (on-site child care, back-up care, before- and after-school care, dependent-care fund, and pre-tax set asides), flexible work schedules, paid maternity/paternity leave, and work/life (manager pay tied to employee satisfaction, employee surveys, manager training, work/life task force). *Working Mother's* current Top 10, along with the number of years on the list in parentheses, includes Allstate Insurance Company (10), Bank of America (formerly NationsBank) (2), Eli Lilly and Company (6), Fannie Mae (7), IBM Corporation (15), Life Technologies, Inc. (5), Lincoln Financial Group (14), Merrill Lynch & Co., Inc. (5), Novant Health, Inc. (1), and Prudential (11).

In a similar vein, *Fortune* magazine ranks "The 100 Best Companies to Work for in America." Work-family issues are included among *Fortune's* criteria, which also consider good benefits and a corporate culture of trust and respect between management and employees. *Fortune's* Top 10 includes Container Store, Southwest Airlines, CISCO Systems, TDIndustries, Synovus Financial, SAS Institute, Edward Jones, Charles Schwab, Goldman Sachs, and MBNA.

Finally, an organization may have the right look (i.e., it may have family friendly policies and programs), but when your life's on the line, you just gotta ask. When interviewing for jobs, suggested Dr. Murphy, ask point blank: "What is the culture? What are the norms? How are people going to react when I bring kids to faculty meetings?" The interviewer's reaction to the question itself can provide keen insights into the family-friendliness of the organization. "If asking the question is a problem, then you have a major sign," says Dr. Murphy. Indicating that balance would have been impossible when he lived and worked in New York during the early 1980s, he maintains that he will no longer take a job in a place that's not kid-friendly. "At Penn State, it's load up the Nintendo (presumably to keep the kids occupied) and off to work!"

Summary and Conclusion

In conclusion, it can be done! Look at Kevin Murphy, a dad first and foremost, and an amazingly successful I-O psychologist to boot. According to our contributors you can do it too, especially if you develop a "balanced" philosophy toward life, communicate your philosophy and your expectations to co-workers and family alike, and then concentrate on making it happen daily.

So what's on tap for April 2001? We thought you'd never ask! The next edition, which marks the passing of **Early Career**'s first anniversary, will be something of a Review/Preview issue. We will highlight the lessons learned during the past year, and offer a glimpse of what is yet to come. Be sure to join us. Until then, feel free to contact the **Early Careers** editors with questions, kudos, and criticisms at:

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

Response to Student Proposal

SIOP Long Range Planning Committee

The SIOP LRP Committee and the entire SIOP Executive Committee recently reviewed a proposal from a group of students regarding student involvement in SIOP. We appreciate the care and effort that went into this document. The three goals presented in the proposal—student voice, facilitation of student networking, and providing resources to prospective/new graduate students—were all laudable goals and ones that SIOP should embrace.

SIOP would like to more fully support student involvement in our existing organization but should do so considering a few important constraints. First, SIOP operates on a tight budget and has to consider carefully any proposals with financial implications such as this one. Some of the suggestions in the proposal would lead to increases in student dues and student conference registration fees—something we would not like to do at this time. Second, SIOP guards its reputation very carefully and is mindful of members' diverse interests. Thus, we move slowly on change initiatives—we think through all possible problems first (e.g., offensive remarks on listserves). Third, any steps that SIOP takes to better serve its student members must also be supported by SIOP's full members (e.g., faculty) and we need to assess that support. Given these constraints, the Executive Committee plans to undertake the following steps to further student involvement in SIOP.

Student Voice

Students do not have a formal voice mechanism within SIOP, and such a mechanism might be helpful for a number of reasons (e.g., input on education and training issues). To enhance student voice, the Executive Committee has decided that one student representative be placed on these SIOP committees: Education and Training, Placement, APA Program, SIOP Program, the Local Arrangements subcommittee of the SIOP Conference Committee, *TIP* (note that there already are student columnists for *TIP*), and Electronic Communications. As with all other committee placements, selection of these student representatives would be made by the committee chair from among those who self-nominate for the committee. Modifications will be made to the self-nomination form that regularly appears in *TIP* and online to include a section for student members and to note the relevant committees for which they can self-nominate. Self-nominations would be restricted to students in their 3rd or 4th year of a doctoral program. As with other committee members, students would serve from April to April. Note that, as with any committee member, it would be up to the discretion of the chair of each committee to determine in what capacities the student representative would best be involved in committee activities. For example, the student representative to the Program Committee would likely serve in an advising

role regarding invited program content (e.g., topics for tutorials) but would not serve as a reviewer. Also, note that only one of the self-nominees would be selected to sit on each committee.

Second, the Executive Committee will plan that a student conversation hour with some subset of Executive committee members to be held at the annual conference regularly as a good mechanism for face-to-face information exchange.

The Executive Committee determined that the suggestions in the Student Proposal regarding student elections and attendance at the Executive Committee meetings were not viable ones. First, the by-laws prohibit student affiliates from voting. Therefore, a by-laws amendment would be required to allow for an election. This would mean that current voting members would be the ones to decide whether students would be allowed to vote. An amendment simply allowing voting privileges is unlikely to pass; the amendment would probably need to be restricted to voting only for a student representative and not on other issues. Further, any election of a student representative would currently be open to voting by all members. Also, it is important to note that the category of "student affiliate" includes both undergraduates and graduate students. Both would be eligible to vote. To monitor an election by only a portion of the membership on only certain issues was seen as a costly proposition. Finally, given that students do not necessarily know many other students, and that we did not see a groundswell of interest from the students in elections, we feel the self-nomination process for serving on committees will work well.

Another suggestion from the proposal that was given serious consideration but rejected was to have student representatives attend the Executive Committee meetings. An informal survey of over 50 members (in addition to the opinions of the 40 something Executive Committee members) indicated that the vast majority thought that there would be no real value to a student attending these meetings, that student time would be best be spent on other professional advancement activities, and that the cost would not be worth it for a "token gesture." Students can have much more influence via placement on key committees.

Networking Among Students and With Members

SIOP should encourage the exchange of professional information among students and between students and members. This exchange can and should take place via the same mechanisms that members use to network. SIOP has already included students in the directory as was suggested in the proposal, although this does substantially increase the cost of producing the directory.

The Executive Committee also felt that student-to-student interaction in conference settings already exists. The IOOB graduate student conference has been around for more than 15 years and has served as a wonderful means for students to connect with other students. SIOP has always been a sponsor of the conference and will continue to do so. SIOP's doctoral consortium also serves a networking function, although it is limited to a small number of students.

The proposal suggested creating other settings at the SIOP conference for student networking. The Executive Committee felt that students would view a conference social hour as too costly and suggested that Local Arrangements (with a student representative) investigate local options for a place for students to congregate and network at reasonable prices.

SIOP's electronic communications committee is currently examining the pros and cons of setting up bulletin boards, chat rooms, and listserves. The proposal suggests a separate means of electronic communication just for students, and we are in contact with APA regarding establishing a SIOP student-only listserve. Because there are fiscal issues and policy issues associated with a student-only listserve, as well as other means of electronic communication, their implementation may not occur for several months. However, the plans for implementation are underway.

Providing Resources to Prospective and New Graduate Students

SIOP already does an excellent job of providing resources to prospective and new graduate students. Members may not be aware of the amount of time the administrative office spends in communication with potential students and current student affiliates—it comprises much more of the requests for information than from any other group! In response to some issues raised in the proposal, we offer the following:

The graduate program directory has been updated and is online.

The type of information provided in the directory is sufficient. We feel it is the responsibility of individual programs to market themselves on their websites and do not feel that SIOP should be providing student contacts, advice, and so forth. SIOP already advises prospective students on types of information it would be helpful to ask. Education and Training has developed a short information section that is on the web page for individuals interested in pursuing a degree in I-O. Suggestions for improvements are welcome.

Other Suggestions

The proposal suggested arranging more hotel space for students. The July 2000 *TIP* contained an article from Ron Johnson regarding hotel arrangements that indicates why this is not something SIOP can do.

In summary, we feel the proposal raised a number of significant issues that SIOP can and should address. We have noted which suggestions we plan to implement, which were deemed infeasible, and which we are investigating further. SIOP welcomes the input and suggestions of all members, and the Executive Committee strives to turn good ideas into action whenever it is practically and economically feasible, and in the best interests of the membership.

Pro Bono: What, Why, and How?

Erica Klein
University of Houston

As part of SIOP's pro bono initiative I was asked to write an article for *TIP* featuring I-O psychologists who do pro bono work. As I sought such people, I was surprised to discover that relatively few of us engage in pro bono projects. In fact, many of the people I spoke with were not aware of any pro bono opportunities. I hope the profiles in this article will be enlightening and encouraging to other members.

The pro bono projects undertaken by SIOP members are as diverse as our careers. For example, **Hal Tragash** of Genesis Consulting implemented a leadership development process for the Union of American Hebrew Congregations (UAHC), training more than 90 facilitators over several years. **Henry Phillips**, a graduate student at University of Houston, devised an interviewing manual for a battered women's shelter. **Clyde Mayo** of Management and Personnel Systems designed and implemented a survey for the Houston Psychological Association and, along with the board of Texas Industrial Organizational Psychologists (TIOP), Clyde is currently helping to administer a healthy workplace award. **Ed Kahn** is using "all the organizational psychology I can muster" to chair an Interfaith Community Service day.

The people I spoke with came across these opportunities in a variety of ways including acquaintances, organizational affiliations, volunteer jobs, and reputations. Sometimes the psychologists were approached by the organization needing assistance, and other times the psychologists saw a need and offered their services. Through other volunteer work, **Alec Schrader** of Equilon Enterprises had contact with United Way and United Way agencies, which resulted in his performing some pro bono services including staffing studies and process facilitation. Ed Kahn did some OD work for the Dispute Resolution Center who knew of him through his volunteer work as a mediator. Henry Phillips attended church with the director of the women's shelter, and Alec also did some work for his church. Hal Tragash was already on the board of the UAHC when he developed their program. Because he had experience with the Malcolm Baldridge award process, Hal was approached by Stevens Institute of Technology to assist with a total quality initiative.

Proffered services are not always accepted; for example, Clyde Mayo discussed the idea of ministerial assessments with two churches experiencing high turnover, but the church boards were not comfortable with a psychometric approach. **David Campbell** of the Center for Creative Leadership told me about a leadership development program for community leaders that CCL runs yearly. This program would cost $5000 for regular paying clients. Initially it was offered free to the community leaders, but potential participants tended to cancel at the last minute. When they began charging a nominal $500 (which barely covers costs), the program experienced far fewer cancellations.

Pro bono work can provide a variety of benefits to us. Everyone described his or her experiences as personally rewarding. Some pointed out that pro bono work could be good for business by providing publicity. Pro bono work can also be a source of research data, and a bright spot on your resume. Clyde Mayo noted that pro bono work gives him a chance to interact with different populations than would normally be clients and provides a broadened perspective. Hal Tragash found that this work gave him an opportunity to try some new things and continue to learn. Alec Schrader mentioned that some of the organizations he has helped have been very generous with praise and recognition. He has also had the opportunity to see dramatic impacts on organizations based on assistance he has provided.

I asked everyone I spoke with how they found the time to do pro bono work. For a lucky few, an employer such as Equilon, which is committed to community involvement, will allow or even encourage employees to spend a few (paid) days each year as a volunteer. CCL actually sponsors some pro bono work. Others spoke of the need to find an appropriate balance, to work smart, and find the time for what is important. Ed Kahn grew up with the understanding that volunteer work is something one prioritizes and plans. One consultant mentioned that if he could bill for 35 hours in a week he could afford to spend 3 hours on pro bono. Henry Phillips pointed out that he didn't actually "find time;" he put other projects on hold in order to help a client who could not otherwise afford his services.

A variety of SIOP members shared their stories with me for this article. I thank them very much for the work they do and for taking the time to speak with me, and I invite anyone with pro bono experience to contact me by e-mail at eklein@yahoo.com in order to share his or her experiences through future articles in *TIP*.

Secretary's Report

Janet Barnes-Farrell

The fall meeting of SIOP's Executive Committee and Committee Chairs was held on September 23 and 24, 2000 in Dulles, VA. Highlights of decisions and topics of discussion at the meeting follow.

A number of SIOP members have been appointed to APA committees and task forces. These include **Rich Klimoski** (Licensing Board), **Dierdre Knapp** (observer, Ethics Task Force), **Ben Dowell** (Committee on Executive Coaching), **Wayne Camara** (Board of Professional Practice, CAP), **Jack Kennedy** (nominated for APA Education Workshop Committee), **Angelo DeNisi** (CODAPAR), and **Bob Ramos** (Committee On Urban Initiatives).

Financial officer **Ray Johnson** reviewed the proposed budget for 2000–2001. Although we are in the black, he pointed out that continued increases in operating expenses have put us in a position where our operating expenses currently outstrip our operating income. He led an extended discussion of strategic choices about expenditures that are most likely to help the Society meet its goals.

The Scientific Affairs Committee provided a number of comments that had an impact on the final form of the APA Test User Qualifications document, which was recently approved by APA Council and is in the process of publication.

The online JobNet system is nearing completion, with an anticipated start date in Fall 2000. This system will be used for nonconference placement activities.

Bill Macey described a proposed technology-oriented series of sessions for the SIOP Annual Conference, to be presented during a time block on Sunday morning. There was also some discussion of the implications of dedicating Sunday exclusively to technology-related sessions.

Gary Carter presented the joint recommendations of the Visibility Committee and the Electronic Communications Committee about directions the Society should take regarding the use of Web sites and other electronic communications to increase society visibility to nonsociety constituencies. In addition, **Ann Marie Ryan** described some of the work that LRP has done to consider the broader issue of SIOP's general communication policy.

There was an extended discussion of proposed fee increases for the annual workshops. It was agreed that the Long Rang Planning Committee would consider this issue further before any action is taken.

In order to increase the visibility of the research and activities of SIOP members and of SIOP as an organization, the Visibility Committee has solicited self-nominations of SIOP members who are willing to speak to the press. They have begun to develop relationships with the media, and they are developing a process for preparing press releases.

Debra Major will be the new editor of *TIP* (beginning with the July 2001 issue) when **Allan Church** completes his term as editor.

Rich Klimoski reported information about his participation on the APA

National Commission on Licensing. Although the Commission is primarily concerned with the education and training of clinical psychologists, the outcome of their discussions will be recommendations for changes to APA's Model Licensing Act. Changes in the model licensing act can have great implications for the ability of I-O psychologists to be licensed. There was an extended discussion about the desirability of SIOP taking a strong position about what we want with regard to licensing and the implications of maintaining our current stance. In particular, it raises the question of whether we are prepared to make statements about who we are, what our competencies are, and what kinds of training experiences I-O psychologists should have.

Irene Sasaki reported data that indicate a drop in membership renewals and described a proposal by the Membership Committee that we replace the New Member Social at the annual conference with a year-round "buddy system" for pairing new people with SIOP members. In keeping with the goal of better responding to new-member needs, **Beth Chung** presented a draft of a survey that focuses on new-membership issues, new ethnic member issues, and ethnic student issues.

Geoff Reed from the Board of Professional Affairs at APA joined the meeting to describe the concerns that have been raised about rampant increases in executive coaching activity. Concerns include supporting the ethical expansion of qualified psychologists into this set of activities, and protecting the public from intrusions by unqualified providers of this service. In discussion, it was noted that I-O psychologists may have great reason to be concerned about having a voice in the way that credentialing proceeds. If executive coaching is defined fairly broadly, in a way that includes parts of the I-O domain, we risk being excluded from continuing to provide services that we currently provide. **Vicki Vandaveer** spoke about her involvement in the College of Professional Psychology and described her perspective on concerns that have emerged about executive coaching.

The Executive Board approved a name for the new Professional Practice monograph series. The name for the monograph series will be the HR Solution Series.

Paul W. Thayer reported that the SIOP Foundation has decided to fund a Small Grants proposal. The Foundation will also provide seed money to begin working on a proposal focused on educating the public.

APA has recently issued a call for proposals for CE workshops that would be of interest to I-O people. It was suggested that we provide APA with a list of some of the workshop titles from our annual conference in prior years—with particular attention to those that might have broad appeal.

The Administrative Office moved into their new space at 520 Ordway Avenue, Bowling Green OH 43402 on October 26. The P.O. box and telephone/fax numbers remain the same.

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

APA Council of Representatives

Georgia T. Chao
Michigan State University

The APA Council of Representatives had their annual meeting on August 3rd and 6th in Washington, DC. All four SIOP representatives were in attendance: **Wayne J. Camara, Neal W. Schmitt, Mary L. Tenopyr,** and **Georgia T. Chao.** The issue that will affect most SIOP members was the approved dues increase. Next year, APA dues will increase by $4, from $215 to $219. Other action items were relatively mundane.

CEO Ray Fowler described pressing issues facing APA, including: (a) the slowed growth of membership, (b) the aging of our membership and growing numbers that will be dues-exempt, and (c) staffing shortages in the APA office. Agenda items that Council passed include:

1. Council approved the principle for each Division and State Psychological Association to have at least one seat on the Council of Representatives.
2. Council allocated $25,000 from its 2000 contingency funds to support additional freelancer efforts to supplement, not replace, Public Information Office resources so as to produce and distribute more press releases each week for the rest of 2000, publicizing psychological research published in APA journals.
3. Council approved the continuation of funding for the Public Education Campaign at the current level of $1,000,000 per year as a regular line in the budget with the proviso that the ongoing program assessment be continued and reported to the Finance Committee and Council every 3 years beginning with the period 2002–2004.
4. Council approved adding $150,000 to the 2001 preliminary budget to fund start-up costs of the Academic Enhancement Initiative activities, and adding $350,000 to the 2002–2004 budgets for full funding of the Academic Enhancement Initiative.
5. Council reviewed and approved the net worth allocation plan and 2001–2003 Financial Forecast.
6. Council passed the 2001 Preliminary Budget with a deficit of $191,400 in principle, including the reclassification of the $1,000,000 partnership cash flow (historically referred to as the building subsidy). This 2001 Preliminary Budget shall serve as the framework for the 2001 Final Budget that will be presented to Council for approval in February 2001.
7. Council approved a $4 dues increase from $215 to $219 for the 2001 dues year. Council approved the institution of a practice of increasing APA dues annually by an amount linked to the consumer price index for all urban consumers (CPI-U). This practice will depart from the current practice of raising dues in one substantial increment, every 3 years.

Expanded Tutorials Are Back!

Adrienne Colella
Texas A&M University

Due to the booming success of last year's post-conference 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 appears in the Conference Registration section of this TIP, in the Registration booklet, and on the SIOP Web site. If you have any questions, contact me at Acolella@cgsb.tamu.edu or (979) 862-2825.

- **Duration**: The sessions are 3 hours long.
- **Enrollment**: Enrollment will be restricted to 30 individuals.
- **Cost**: Each expanded tutorial will cost $50.
- **When**: Sunday, April 29, 2001. 9:00 a.m. to 12: 00 p.m. Location: Sheraton Harbor Island, San Diego (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 this winter.

Topics and Presenters

Creativity: Greg Oldham (University of Illinois) and Jing Zhou (Texas A&M University)

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

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

Multi-Level Issues in I-O Research: Katherine Klein (visiting Stanford University; University of Maryland) and Paul Hanges (University of Maryland)

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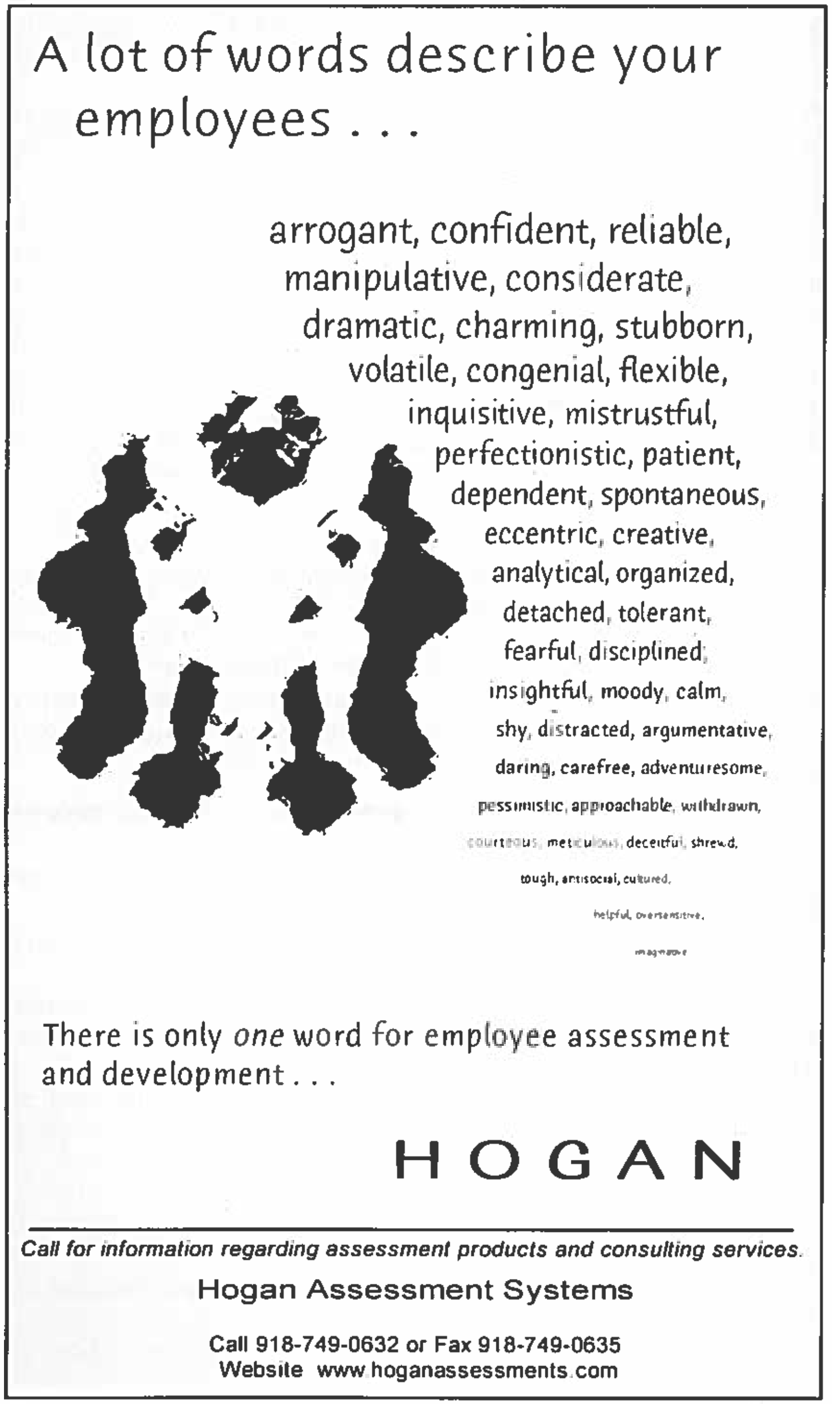
Don't forget to sign up when registering for the conference. The sessions filled up quickly last year!


A lot of words describe your employees . . .
arrogant, confident, reliable,
manipulative, considerate,
dramatic, charming, stubborn,
volatile, congenial, flexible,
inquisitive, mistrustful,
perfectionistic, patient,
dependent, spontaneous,
eccentric, creative,
analytical, organized,
detached, tolerant,
fearful, disciplined,
insightful, moody, calm,
shy, distracted, argumentative,
daring, carefree, adventuresome,
pessimistic, approachable, withdrawn,
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tough, antisocial, cultured,
helpful, oversensitive,
There is only *one* word for employee assessment and development . . .
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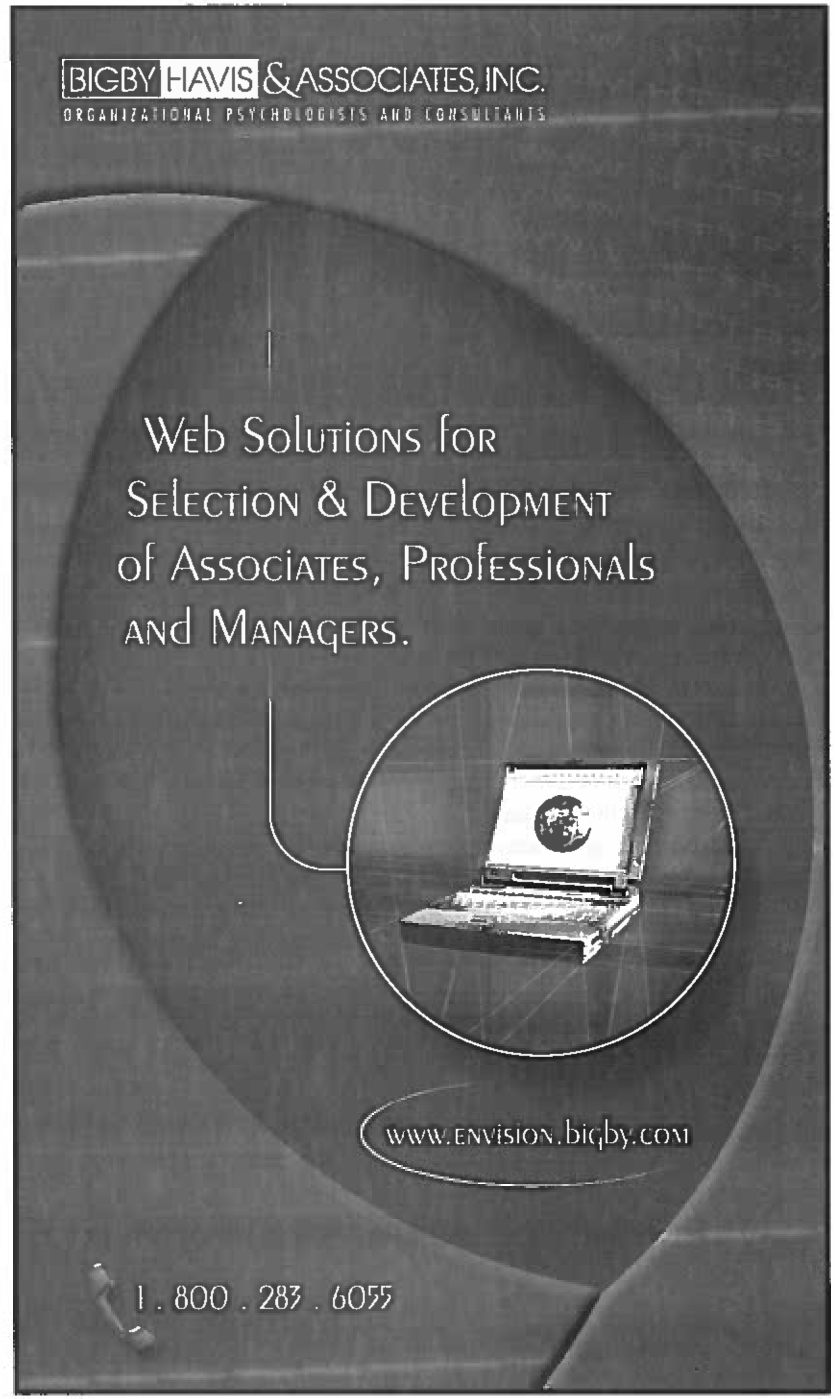
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Sixteenth Annual Industrial-Organizational Psychology Doctoral Consortium

Martha E. Hennen
Pittman McLenagan Group. L.C.

Donna Chrobot-Mason,
University of Colorado at Denver

Thursday, April 26, 2001 marks the day of the Sixteenth 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 intended to provide an educational forum where presenters and students can discuss topics of mutual interest. Sessions are kept small to encourage lively discussion. There is also informal time built into the day to allow interaction among students and presenters.

Each doctoral program will receive registration materials for the consortium in January 2001. Enrollment is limited to one student per program up to a maximum of 40 participants. We encourage you to nominate students as soon as possible, because we enroll students and give preferences in the order they are received.

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

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

Wednesday, April 25, 2001

9:00 p.m.	Informal Social (optional)

Thursday, April 25, 2001

8:30 – 9:00 a.m.	Registration & Breakfast
9:00 – 9:30 a.m.	Welcome & Mixer
9:30 – 10:15 a.m	Breakfast Speaker Nancy T. Tippins, SIOP President *Issues in Practicing I-O Psychology in Private Industry*

10:15 – 10:30 a.m.	Break
10:30 – 11:30 a.m.	Concurrent Morning Sessions
Session A:	Kathleen K. Lundquist Applied Psychological Techniques, Inc. *The Litigation Landscape: How it Affects Our Role as I-O Psychologists*
Session B:	Steven G. Rogelberg Bowling Green State University *Good Teaching Does Not Mean Bad Research: Achieving Teaching And Research Success*
11:30 – 12:30 pm	Lunch
12:30 – 1:15 pm	Lunch Speaker John R. Hollenbeck Eli Broad Professor of Management Editor, *Personnel Psychology* *Publishing Applied Psychological Research*
1:15 – 2:15 pm	Round Table Discussions
	Michael Campion *How To Be a Scientist in a Practical World (Or Using Science to Promote Your Practice and Using Your Practice to Promote Your Science)*
	Stanley M. Gully *Academic Careers in Psychology versus Business Schools*
	John R. Hollenbeck *Teams and Groups in Organizations*
	Kathleen K. Lundquist *Key Competencies for a Successful Consulting Career*
	Jean M. Phillips *Balancing Work and Life: How to Protect Your Sanity*

	Steven G. Rogelberg *No Money, No Problem: I-O Psychology Outreach Initiatives, Pitfalls, and Solutions*
	Nancy T. Tippins *Careers in Private Industry*
2:15 – 3:15 pm	Concurrent Afternoon Sessions
Session C	Michael Campion Purdue University and Campion Services Inc. *Discussion on How to Start Your Own Consulting Business*
Session D	Stanley M. Gully and Jean M. Phillips Department of HRM, Rutgers University *Surviving and Thriving as an Assistant Professor*
3:15 – 3:30 pm	Break
3:30 – 4:30 pm	Panel Discussion

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

If you need additional information, please contact Martha E. Hennen at marthah@pittmanlc.com or by phone at (301) 320-9500 or Donna Chrobot-Mason at dchrobot@carbon.cudenver.edu or by phone at (303) 556-8566.

Further Guidelines for the Organizational Psychologist Preparing for Expert Witness

Paschal Baute
Institute for Human Responsiveness, Inc.

Michael Harris (*TIP*, October, 2000) suggests five guidelines for the I-O psychologist. I would like mainly to expand upon those. He has well summarized the background leading to this landmark decision that forever changes the quality of scientific testimony admissible in the courtroom. I suggest that all professions and sciences will be examining these implications for many years. These comments are taken from my article "Is Your Expert Witnessing Prepared for a Daubert/Kumho Challenge?" published in *The Forensic Examiner* (2000).

How to Prepare for a Daubert/Kumho Challenge?

Since Daubert/Kumho, current guidance for the expert witness can be summarized in these words: (a) Be prepared to be challenged on your understanding of the scientific methodology in your field; (b) answer questions about whether the theory or technique you are describing has been subjected to peer review via publications; (c) make sure your reasoning is precise concerning the facts and methodically related to the issues at hand, without speculation; (d) remember that most experts are vulnerable in cross-examination because of lack of preparation; (e) expect to be cross-examined vigorously and even relentlessly because ours is an adversarial system; (f) be determined to present your testimony in clear, simple terms with consistency and lack of bias, with obvious sincerity and demonstration of careful consideration of the evidence; (g) remember that the expert will also be scrutinized as to the ability to communicate, demeanor, emotions, and body language, as well as careful consideration of the evidence.

More specifically, the witness providing scientific testimony should expect to be cross-examined precisely about (h) whether actual connection of validated research specifically applies to the facts of the case or the issues at hand; (i) whether the research was done prior to the case, that is, independently of the issues currently at stake; (j) whether the error rates of predictability are known or probable (that is, is it testable?); and (k) be prepared to make a thorough pre-trial report that will be submitted to judicial scrutiny. It is clear that the quality of the evidence is more important than one's credentials, although it should be clear that you possess genuine expertise.

What Should be Included in the Expert's Report?

In addition to the general considerations explained above, certain pieces of information can be specified to be included in the expert's affidavit in order to make it reliable scientific knowledge under the Daubert/Kumho standards. Although these considerations may seem obvious, many experts

who have failed to adequately respect and delineate these guidelines flopped or floundered under Daubert. The trial judge may exclude testimony before any presentation.

Therefore, it is important to include the following information in the expert affidavit: (a) State that the conclusion or opinion rendered is "within a reasonable degree of medical or scientific certainty," (b) specifically state the conclusion of the independent research relied upon, (c) name the scientific scrutiny and peer review to which the studies or methodologies have been subjected, and (d) name the independent objective sources supporting the conclusion reached (Delany and Cusack, p.14).

As all of these factors illustrate, the Daubert/Kumho investigation is influenced not simply by the science at issue, but also by the appropriate presentation of that science to the Court, the ability to unpack it, to explain it in lay terms, and actual relevance to the facts of the case.

Decision Tree for the Local Jurisdiction

Experts need to be fully informed not only of the facts of the case, but what is the law in the particular jurisdiction in which the case is to be tried. This is a "decision tree." If it is federal, which is the circuit, and then which circuit cases have interpreted Daubert? In the earlier discussion it was seen that the Fifth Circuit Court and the Tenth had divergent interpretations of Daubert. If it is in the state courts, is one in a state that has the same rules as the federal rule? If yes, are there state decisions interpreting Daubert? If no, what is the rule guiding expert witness and scientific testimony in that jurisdiction? Experts are often not sufficiently informed or instructed by the trial attorney. Diverse interpretations in various jurisdictions can be expected to continue. The trial attorney should help prepare the expert for a Daubert/Kumho type of challenge, as well as the type of evidence rules to be expected. Experts need also to be coached for the pretrial depositions, that is, does the attorney want the opposing party to be intimidated early by your testimony in hopes of obtaining an out-of-court settlement, or does he want them to be later surprised in court by the weight of your evidence? The usual guidelines for expert witness provide many suggestions for these kinds of decisions (Brodsky, 1991).

Conclusion

Courts have worked long and hard to put a stop to the hired expert willing to give an opinion that supports one side of the case, with the juries left to pierce the pretentious pettifoggery proclaimed by several opposing "experts." Questionable scientific methodologies have been used to satisfy the Frye rule and Rule of Evidence 702. The more troubling "scientific" techniques formerly admitted are now being found unreliable and therefore inadmissible. Expert testimony can now be examined on relevance and reliability. It is likely to be reviewed and challenged before the trial by the judiciary. Expert witnesses must now prove that theories relied upon have been

(a) tested, (b) subjected to peer review and publication, (c) evaluated for error, (d) reasoned scientifically to the facts, and (e) held generally acceptable by the relevant scientific community. The testifying expert must provide evidence that all theories relied on meet the qualifications of science.

Those concerned about the trust we place in our court system and its effectiveness, as well as the reputation of our own discipline, can only applaud the decision to assess our "science" and bar the use of unsound testimony. We can be glad for sake of respect for facts and for justice that the courts have lost their absolute faith in "science." Daubert/Kumho expands the likelihood that an expert's testimony will receive careful judicial scrutiny. Actually, the reliability and relevance of the expert's analysis and evaluation needs to be established long before the trial. Ultimately, Daubert/Kumho brings order out of chaos. Qualified experts will bring a renewed measure of objectivity and reason to the courtroom. The professional practitioner and the scientist welcome this change.

The judiciary, the scientist, and the professional play a role in ensuring that scientifically valid information is part of the judicial process. But the admissibility of expert witness testimony is clearly in the hands of the trial judges, not experts, not trial lawyers, not scholars. Training of judges in these matters is needed. As professionals we can applaud Daubert and its progeny because we want to do everything possible to ensure that information available to the legal system is reliable. We also will want our particular discipline to be well represented in determinations of justice. Expert witnesses from the various professions and scientific disciplines will conduct themselves in a manner consistent with professional ethics and responsibilities. This is an austere commitment for each discipline and to our system of justice. We have surveyed in this article what new focus that dedication might entail. Hopefully this will serve to raise consciousness to these new perspectives.

One last word: Agree to be an expert only when genuine expertise in the subject matter is already present. Expect close cross-examination on the quality of the evidence, perhaps even grueling challenge. The jury will also be assessing your professional credibility. To make these ideas practical for yourself: Create a moot court for yourself. Experiment with asking this question of yourself: "How do you know?" in four different ways, repeatedly, emphasizing in turn each of the four words.

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References:

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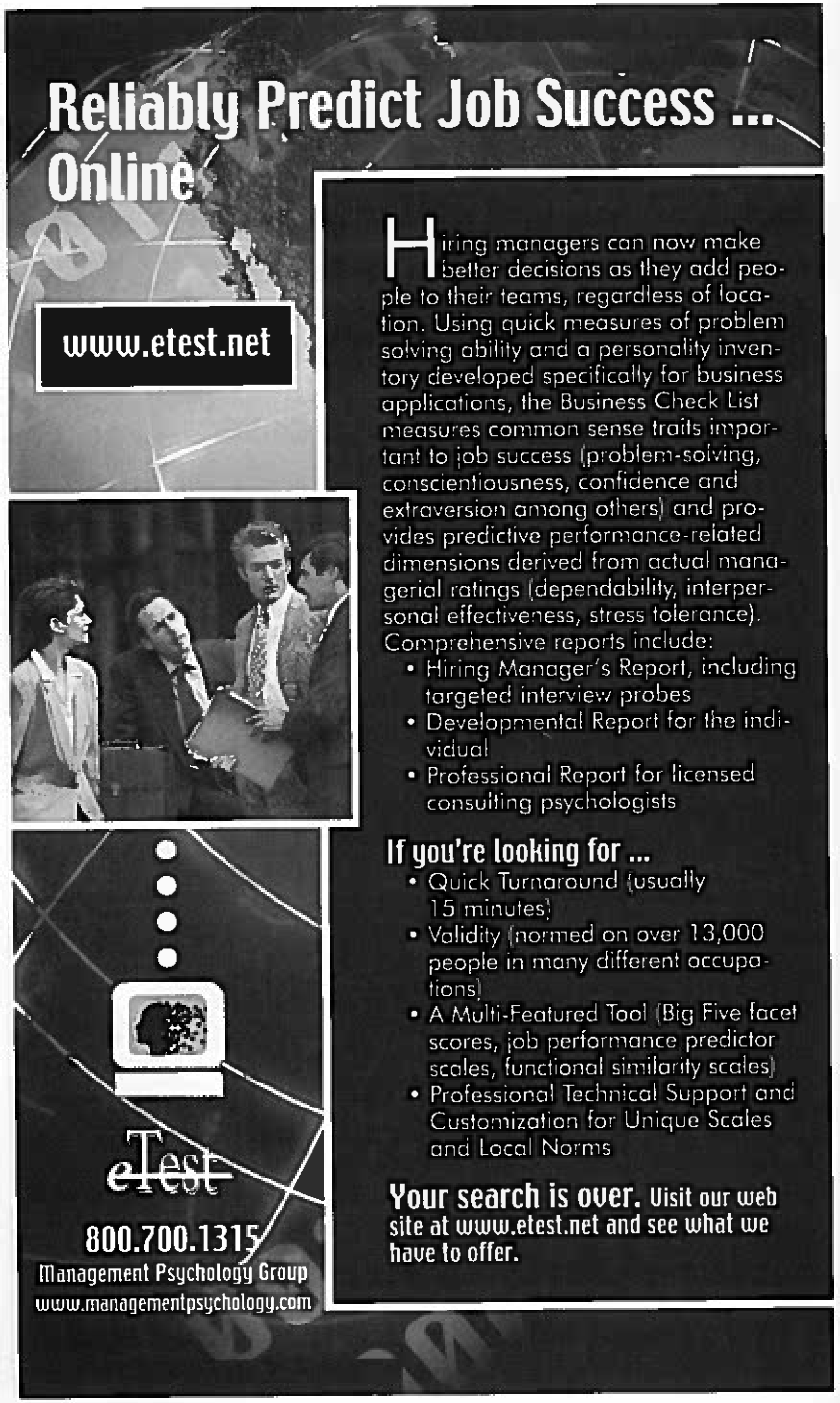

APA Funds University Sites, Solicits New Applications to Develop Occupational Health Psychology (OHP) Curricula

Heather R. Fox
Towson University
APA Science Directorate

The APA Science Directorate is pleased to announce that Portland State University and the University of California—Los Angeles (UCLA) have received awards for their proposals to develop and implement core curricula for graduate students in OHP. The funds are provided by a 5-year cooperative agreement between APA and the National Institute for Occupational Safety and Health (NIOSH). Six other universities have received awards in previous years: Bowling Green State University, Clemson University, Kansas State University, Tulane University, University of Houston, and the University of Minnesota. Descriptions of their programs and faculty can be found at the general OHP Web site: www.cdc.gov\niosh\ohp.html.

Occupational health psychology (OHP) is a new specialty area within psychology. In the broadest terms, OHP refers to the application of psychology to protecting and promoting the safety, health, and well being of workers, and to improving the quality of worklife. The current cooperative agreement builds on earlier efforts by APA and NIOSH to promote research, education, and training in the field of OHP.

Dean E. Frost will direct the OHP program at Portland State University. The purpose of the proposed project is to establish a specialty area of graduate study in OHP within the psychology department. Dr. Frost will develop a survey course in OHP for graduate students that will include guest lecturers with expertise in numerous areas of workplace research. Students are also required to complete a minimum of three additional elective courses and an internship in the OHP field. Interested students should contact Dr. Frost at dean@ch1.ch.pdx.edu for specific information about the program.

Judith M. Siegel, PhD, MS, Hyg will oversee the development of a multidisciplinary course in work organization and health at UCLA. A team of faculty from eight disciplines will develop and implement the curriculum, which is intended for graduate students in psychology, public health, public policy and social research, nursing, medicine, and the Center for Occupational and Environmental Health. Interested students should contact Dr. Siegel at jmsiegel@ucla.edu for specific information about the UCLA program.

The awards will support the development of the OHP program in 2000 and 2001 in preparation for course offerings in 2001 and 2002.

Call for Applications

The APA Science Directorate is now accepting applications from universities interested in developing curricula in the area of occupational health psychology (OHP) for the 2001–2002 academic year. New awards are expected to range from $18,000 to $22,000. Currently funded sites may submit new proposals for limited funds for second-year continuation of their program (depending on quality and feasibility of the proposal). **Completed applications must be received by March 1, 2001.** Administration and oversight of the grants is staffed through the APA Science Directorate. Applications can be found on the APA Web site at http://www.apa.org/science/ohp/application.htm.

A New Standard for Executive Coaching

Lew Stern
Stern Consulting

Executive coaching has arrived. It has taken the rocky road of leadership development to arrive at most major businesses in greater Boston and around the country. Like its cousins, sports and academic coaching, its root term, "coaching" derives from the horse-drawn coach developed to help carry people more comfortably across the rough, dusty roads of centuries past. And like its carriage ancestor, today's executive coach (EC) is intended to help leaders and potential leaders across the rocky, wild, and challenging road of organizational growth in today's dynamic and unstable work environment.

The demand for EC's has skyrocketed over the past 5 years. As with most emerging professions, the rules and guidelines for how to make executive coaching work have been scanty at best. This gap has been felt by executives seeking help, their organizations, and the scores of people putting up shingles as EC's. At the same time, a cadre of other types of coaches is trying to catch the coattails of the popularity of executive coaching.

A Year of Defining and Guiding

A group of professionals in the executive coaching field from many leading businesses and consulting firms around Boston have spent the last year beginning to address the needs arising out of the growth of executive coaching. This group is forming a professional association called **The Executive Coaching Forum of Boston (ECFB)**. They have just completed the first edition of the *Executive Coaching Handbook*. The *Handbook* is geared to all members of the "coaching partnership." That partnership consists of the executive, their coach, and the other people in the exec's organization supporting the coaching (the boss, Human Resources, Executive Development, etc.). It is a no-nonsense practical guide on how to make each step of executive coaching work. Rather than try to market the *Handbook*, since the ECFB's primary mission is to advance the profession and provide support to execs and their coaches, the publication is not being sold, but rather, distributed at no cost via e-mail to professionals throughout greater Boston.

The *Handbook*

There are four sections to the *Executive Coaching Handbook*: An Introduction to Executive Coaching, a Set of Working Definitions, Basic Principles to be followed, and a comprehensive set of Guidelines for Practice. The intended value of the *Handbook*, besides providing practical how-to's, is to give guidance and standards for execs seeking coaching and the coaches providing it. It also aims to maintain a high level of professionalism for the field. Effective EC's need extensive training and experience in business management, organization development, and psychological applications in business. The *Handbook* will help guide qualified coaches and the executives and organizations they serve to conduct coaching that really makes a difference while "doing no harm."

Defining Executive Coaching

The following are ten core elements of the definition of Executive Coaching as presented in the *Handbook*:

1. A collaborative partnership between an executive, his/her manager, HR, a professional EC, and others
2. To facilitate an executive's and his/her organization's learning and to achieve identified business results
3. Primarily based on one-on-one interactions between a professional coach and an executive and supported by others as needed
4. With ground rules, time frames, and specific goals and measures of success
5. Using tailored approaches
6. Following seven steps, from needs analysis and planning to transitioning to long-term development
7. Applying a variety of practices such as problem solving, feedback, dialogue, leadership tools, and referral to other developmental resources
8. Focusing on leveraging the executive's strengths
9. Paid for by the executive's organization
10. Guided by the executive's personal values and experiences and ensuring the welfare of the executive and his/her coworkers

These definitions help to focus executive coaching and differentiate it from other forms of executive development and other kinds of coaching (personal coaching, career coaching, performance coaching, etc.).

Overarching Principles

The Principles and Guidelines sections of the *Handbook* each provide seven sets of how-to's. The seven "Overarching Principles" are covered:

1. Systems Perspective
2. Results Orientation
3. Business Focus
4. Partnership
5. Competence
6. Integrity
7. Judgment

Practice Guidelines

The seven sets of Guidelines cover specific methods for each phase of executive coaching. They include how the executive, EC, and other members of the executive's organization can best:

Manage Confidentiality
Conduct Precoaching Activities
Complete Contracting
Assess the Executive
Set Goals for the Coaching
Conduct the Coaching
Transition to Long-Term Development

Moving Forward

The Executive Coaching Forum of Boston (ECFB) is making electronic versions of the *Handbook* available to executives, coaches and others involved with executive coaching. The copyright on the *Handbook* allows for duplication within organizations as long as those copies are not sold nor distributed for profit. The ECFB has many other activities underway to help advance and raise the standards for the professional practice of executive coaching. These activities include dissemination of the *Handbook*, public speaking, focus groups, networking and collaboration with other professional groups, and putting the standards of the *Handbook* into practice.

For more information about the *Executive Coaching Handbook: Principles and Guidelines for a Successful Coaching Partnership*, and regarding the Executive Coaching Forum of Boston (ECFB), please contact: Dr. Lew Stern, President, Stern Consulting, or by e-mail stern1@gte.net.

Announcing New SIOP Members

Beth Chung
Cornell University

Irene Sasaki
Dow Chemical

The Membership Committee welcomes the following new Members, Associate Members, and Foreign Affiliates to SIOP. We encourage members to send a welcome e-mail to them to begin their SIOP network. Here is the list of new members as of November 20, 2000.

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Welcome to all of the new SIOP members.

SIOP 2000–2001 Membership Directory Addendum

Due to a programming/input error, the following names and contact information were inadvertently left out of the main (front) part of the directory. These names are listed, however, in the index by states/countries. We apologize for this happening.

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SIOP Members in the News

Clif Boutelle
SIOP Media Consultant

News writers and reporters are discovering that the expertise of SIOP members can, and does, add credibility to their stories. And why not? SIOP members possess a broad range of specialized knowledge that can enlighten media reports on workplace issues.

For example, the Gannett News Service in July called upon **Bob** and **Joyce Hogan**, of Hogan Assessment Systems in Tulsa, Oklahoma, to comment on a story about online personality tests that appeared in newspapers across the country.

A research study about the personalities of U.S. presidents coauthored by **Deniz Ones** of the University of Minnesota psychology department, was quoted in *Time* Magazine in August 2000.

David Peterson of Personnel Decisions International in Minneapolis, Minnesota was quoted extensively in a June *Fortune* Magazine column about how managers can best motivate employees.

A study co-conducted by Old Dominion University psychology professor **Debra Major** shows how a good relationship with a boss can sometimes result in longer work hours and tougher assignments which, in turn, can take its toll on family life. Those findings were reported in the May issue of *Working Mother* and also picked up by the Associated Press.

There are other examples and the *TIP* staff would like to know about them so they can be part of a new editorial department—**SIOP Members in the News.**

Please pass along copies of articles where SIOP members are featured, quoted, or mentioned to the SIOP Administrative Office at 520 Ordway Avenue, P.O. Box 87, Bowling Green, OH 43402 by e-mail to Lhakel @siop.bgsu.edu, or fax to (419) 352-2645. These will become part of this new column.

SIOP Adds ProfNet Service

Clif Boutelle
SIOP Media Consultant

The Administrative Office has been receiving calls from the news media asking for SIOP members to assist them with their stories. In an effort to enable reporters to have greater access to SIOP members and their expertise, a media referral service, called ProfNet, will soon be in operation.

It works like this: Reporters looking for authorities to provide commentary for stories on which they are working place their requests on ProfNet, which daily lists hundreds of queries covering a broad range of subjects.

For the past several months, the SIOP Visibility Committee has been monitoring these media requests on ProfNet and has determined that some of the requests, usually dealing with the workplace, definitely fall into the expertise areas of many SIOP members.

The reporters represent newspapers, trade journals, magazines, and the broadcast media from all over the country.

At the request of the Visibility Committee, the Administrative Office now subscribes to ProfNet and will be checking the daily listings. When there are queries that seem appropriate, the Administrative Office will call SIOP members whose expertise fits the query and read them the details of the reporter's request. If the SIOP member feels that he/she can respond to the particular request, a number will be given to call the reporter.

Most ProfNet queries require a quick response time since reporters are usually working on a deadline. Those response times can be as short as a few hours, but are usually within a day or two.

"We think the ProfNet service provides an efficient way in which to increase the exposure of SIOP and its members and inform the business community, in particular, of the great variety of expertise that our members possess," said **Gary Carter** of Personnel Decisions Research Institute in Arlington, Virginia and chair of the SIOP Visibility Committee.

He said the Administrative Office will follow up with SIOP members to determine if their interviews with the reporters were used.

SIOP Annual Conference 2001:

Sheraton Harbor Island
San Diego, California

April 27–29, 2001
Workshops: April 26, 2001

Ron Johnson
University of Scranton

Greetings from the Conference Chair!

Welcome to the 16th Annual SIOP Conference and workshops. Have you attended each of the previous 15? Will this be your first SIOP conference? No matter if you are a frequent attendee, a first-time attendee, or an attendee with a perfect attendance record, I am happy that you are making plans for San Diego. Every conference seems to get better because of the commitment of our members, conference supporters, and the many volunteers. For San Diego 2001, I am actually feeling a little nostalgic, as it will be my final year as conference chair. I expect San Diego to be the best, and the biggest, conference that we have ever had.

The last time that we met in San Diego, our registration number exceeded 2,000 for the very first time (2,001 to be exact!). This spring, our registration will likely exceed 3,300 and could approach, or even exceed, 3,400. Thus, I encourage you to register early, especially if you plan to participate in the Thursday Workshops or Sunday Tutorials. San Diego is one of the most fantastic locations available for a conference. Come to San Diego and help make this the best SIOP Conference to date.

Each year, the Society examines the Conference and works to make the next Conference an even better experience for attendees. For San Diego 2001, an important innovation is being introduced: **TECHNOLOGY SHOWCASE SUNDAY.** Elsewhere in this booklet, you will see a message from Bill Macey in which he explains the events planned for Sunday. The conference committee believes that this is an exciting enhancement to our Conference. Read Bill's information carefully, and I hope that you can participate on Sunday.

Reminders

Conference registration: As you go through the registration booklet, remember that all conference registration materials (except hotel reservations and the golf outing entry form) go to the SIOP Administrative Office.

Hotel reservations: What to do about hotels? If you have not already made your hotel reservations, you will want to do so soon. The Conference hotel is sold out—just as it has for the previous 2 years—and the first overflow hotel has also sold out. The SIOP Web site maintains current information about other hotels with which the Society has contracted space. Thus, go to www.siop.org and click on "Conference" to locate information about Conference hotels. For the official overflow hotels not on Harbor Island, the Society will provide transportation service.

Conference updates: Monitor the SIOP Web site for conference updates, overflow hotel information, and links to general sites about San Diego.

If you have questions about the Conference, please check this booklet's inside front cover to see who is the person to whom you should direct your inquiry. We want to help in any way that we can. I am always happy to assist and can best be reached electronically at johnsonr2@scranton.edu.

A note about smoking: By California law, there is no smoking allowed inside, or near, any public buildings.

SIOP Conference Cancellation Policy

Conference registration fees: SIOP Member or nonmember Conference Registration fees canceled by April 6, 2001 will be refunded less a $45.00 administrative fee. Please refer to page 170 regarding the cancellation policy for Workshop Registration fees and page 160 for the cancellation policy for Tutorials.

Making your Return Arrangements

Technology Showcase Sunday: The SIOP Program Committee would like to draw your attention to the fact that the Conference runs through Sunday. We have added a special program, so we hope everyone will stay for the entire Conference.

Hotel Information

The conference hotel is the Sheraton Harbor Island. It is already sold out, as are the nearby Hilton San Diego Airport/Harbor Island and the Embassy Suites San Diego Bay. Because early press deadlines make it impossible to know the availability of rooms at the time you read this, SIOP will continually update the hotel information on the SIOP Web site: www.siop.org. If the hotel you call is sold out, please check the SIOP Web site for additional information. If you have problems booking a room, please call the Administrative Office.

Sheraton Harbor Island San Diego (Sold out)

1380 Harbor Island Drive, San Diego, CA 92101, (619) 291-2900 (direct to the hotel) • (800) 325-3535 (reservations)

www.sheraton.com/property.taf?prop=127

Additional Hotels with Rooms Blocked for SIOP 2001 Participants

SIOP will provide shuttle transportation from the Sheraton to other SIOP-contracted hotels.

Hilton San Diego Airport/Harbor Island (Sold out)

1960 Harbor Island Drive, San Diego, California 92101, (619) 291-6700 • Fax (619) 293-0694, www.hilton.com

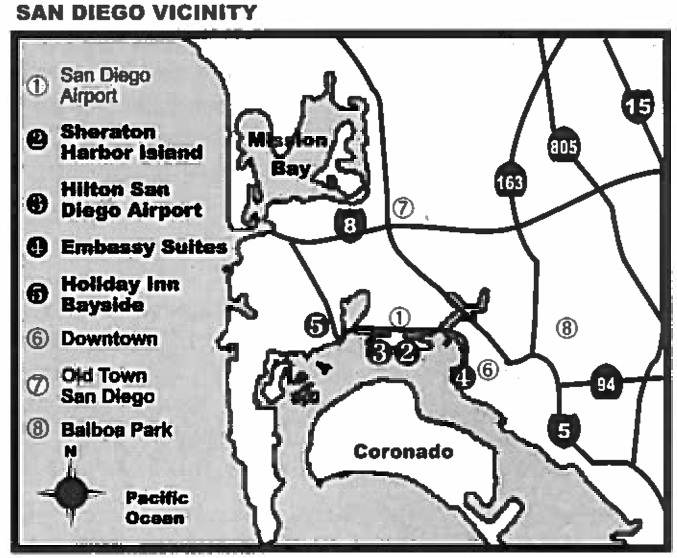
Embassy Suites, San Diego Bay (Sold out)

601 Pacific Highway, San Diego, CA 92101, (619) 239-2400, 1-800-Embassy (USA and Canada), www.embassysuites.com

Holiday Inn San Diego Bayside

4875 North Harbor Drive, San Diego, CA 92106-2394, (619) 224-3621, (800) 662-8899, www.holiday-inn.com

SAN DIEGO VICINITY



Student Volunteers at SIOP: What You Need to Know

John M. Cornwell
Loyola University

The SIOP Conference Committee is seeking up to 40 graduate students who are Student Affiliates of SIOP to help out in San Diego at the 2001 SIOP Conference. In exchange for 4 hours of volunteer work at the Conference, your conference fee will be refunded.

As a SIOP Conference Volunteer, you will help make the 2001 Conference a success. Your work might include assisting at the Conference Registration area or at the Job Placement Services area. Alternatively, you might find yourself helping out by handling the last-minute details that pop up during the Conference.

The openings will be filled on a first-come, first-served basis. Graduate Student Affiliates may volunteer by completing the General Conference Registration Form, and mailing it with your Conference fees to the SIOP Administrative Office as soon as possible, but no later than February 28, 2001. The Conference registration form can also be faxed (with credit card billing information) to (419) 352-2645. Attach a note to your completed Registration Form, indicating that you would like to serve as a volunteer at the Conference. We will contact you to let you know if we will need your assistance. After the Conference, SIOP will refund Volunteers' Conference fees in the same manner in which they were submitted, provided of course that the volunteers completed the 4-hour requirement.

There will be a one-hour orientation on Thursday, April 26, 2001, from 6:00 to 7:00 p.m. at the Sheraton Harbor Island. We encourage all volunteers to attend this meeting.

Contact Lee Hakel at (419) 353-0032 (Lhakel@siop.bgsu.edu) or John M. Cornwell (504) 865-3126 (cornwell@loyno.edu) with your questions.

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

SIOP Job Placement Services: What You Need to Know

Linda L. Sawin
The Boeing Company

Once again, SIOP will offer Job Placement services at its Annual Conference. To use the Conference Job Placement center and services, you must be registered for both the Conference and the Job Placement service. Registration in the new SIOP JobNet **cannot** be substituted for Conference Job Placement service registration. To benefit fully from the service, both job seekers and employers should preregister.

Placement Center Features

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

Who May Register for Job Placement Services

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

Pre-Registration Procedures, Costs, and Deadline

To preregister, check the appropriate boxes on the General Conference Registration form. Then mail your form, your registration payment for the Conference and Job Placement Service, and a single master copy (on white paper) of your resume (for job seekers) or position description (for employers) to the SIOP Administrative Office by February 28, 2001. **(You must be registered for the Conference to register for the Job Placement Service.)**

Registration in the new SIOP JobNet **cannot** be substituted for Conference Job Placement Service registration.

Resumes must not exceed TWO (2) single-sided pieces of white paper—DO NOT send sheets that have been printed on both sides. If resumes are longer than two single-sided pieces of paper, they will NOT be included in the booklets. Position descriptions may not exceed four (4) single-sided pieces of paper per (each) registration fee. SIOP will make copies of all resumes and position descriptions, so be certain that your materials are on standard 8½" by 11" white paper, that they are legible, and that letterhead or logos, if used, copy adequately. Job descriptions and position descriptions should be submitted on white paper only. If you are mailing from a country outside the U.S., be sure to leave a very wide lower margin, as your standard paper length is longer than U.S. standard.

The registration fee for SIOP Student Affiliate job/internship seekers is $40.00, for SIOP Member job/internship seekers $45.00, and for nonmember job/internship seekers $100.00. The employer registration fee is $100.00, which covers one or more positions and is limited to four (4) single-sided pieces of paper per each $100.00 registration fee. The registration fee includes one set of job seeker resume booklets; additional sets of job seeker resume booklets are available to preregistered employers for $45 each.

All registration materials must be received at the Administrative Office by February 28, 2001. After this date, only on-site registration will be permitted, and your materials will not be included in the pre-conference mail out. Materials of those who register on site will not be available until the morning following on-site Job Placement Service registration.

Anonymous Registration

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

Job Seeker and Employer Information After the Conference

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

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

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

Suggested Content for Employers
(FOUR [4] single-sided sheets of white paper MAXIMUM)

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

Questions?

Contact Linda Sawin at Linda.L.Sawin@Boeing.com or (425) 477-3267.

Expanded Tutorials

Adrienne Colella
Texas A&M University

Due to the booming success of last year's post-conference 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.

If you have any questions, contact me at Acolella@cgsb.tamu.edu or (979) 862-2825.

- *Duration*: The sessions are 3 hours long.
- *Enrollment*: Enrollment will be restricted to 30 individuals.
- *Cost*: Each expanded Tutorial will cost $50.
- *When*: Sunday, April 29, 2001. 9:00 a.m. to 12: 00 p.m. Location: Sheraton Harbor Island, San Diego (the Conference site).
- *Registration*: To register, you must complete the Expanded Tutorials section of the General Conference Registration form (in the center of this book and also available on the SIOP Web site), and include payment in your total.
- *Cancellation policy*: Tutorial fees canceled by April 6, 2001 will be refunded less a $25 administrative fee.

Topics and Presenters:

Creativity in Work Organizations: Greg Oldham (University of Illinois) and Jing Zhou (Texas A&M University)

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

What Every I-O Psychologist Should Know About Strategic Management (And Why They Should Care): Angelo S. DeNisi (Texas A&M University) & Michael Hitt (Arizona State University)

Multilevel Issues in I-O Research: Katherine Klein (visiting Stanford University, University of Maryland) and Paul Hanges (University of Maryland)

Tutorial 1
Creativity in Work Organizations

Greg Oldham
University of Illinois at Urbana–Champaign

Jing Zhou
Texas A&M University

In the past decade or so, a good deal of research has focused on employee creativity and on the personal and contextual conditions that enhance (or restrict) it. By creativity, we refer to the production of ideas, products, or procedures that meet two conditions: (a) they are novel or original and (b) they are potentially useful to the organization.

This increased interest in creativity in the workplace relates to its connection to organizational innovation and effectiveness. Specifically, by generating novel and useful ideas, employees are providing the organization with critical raw material for subsequent development. The implementation of these creative ideas enhances the organization's ability to adapt to changes in its environment, and thereby to prosper, grow, and compete.

This workshop is designed to provide an in-depth understanding of the major research issues surrounding employee creativity in work organizations. We will discuss some major theoretical frameworks that address the effects of personal and contextual characteristics on employee creativity. We will also examine several contemporary research strategies that might be used to understand the determinants of creativity in organizations.

Greg Oldham is the C. Clinton Spivey Distinguished Professor of Business Administration, professor of labor and industrial relations, and associate dean for research in the College of Commerce and Business Administration at the University of Illinois at Urbana–Champaign. He received his BA from the University of California–Irvine and his PhD in organizational behavior from Yale University. Greg has written extensively on topics related to the design of work and work environments, and is the co-author of *Work Redesign*. His current research focuses on the contextual and personal conditions that prompt the development and expression of creative ideas in work organizations. Greg is a Fellow of both SIOP and the Academy of Management. He is a former president of the Academy of Management (1993–1994) and a former chair of the OB Division (1987–1988).

Jing Zhou is an assistant professor in the Management Department at Lowry Mays College and Graduate School of Business at Texas A&M University. She received her PhD from the University of Illinois at Urbana–Champaign. Jing's current research interests center on organizational creativity and innovation, and cross-cultural issues in organizational behavior and human resource management. Her work has been published, or is forthcoming, in academic journals or research series such as *Academy of Management Journal, Human Relations, Journal of Applied Psychology, Journal* *of Applied Social Psychology, Journal of Management, Journal of Organizational Behavior, Personnel Psychology,* and *Research in Personnel and Human Resource Management.* She teaches organizational behavior, managing for creativity and innovation, and leadership courses at the undergraduate, master's, and executive MBA levels.

Tutorial 2
Personality and Work

Murray R. Barrick
Michigan State University

Timothy A. Judge
University of Iowa

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

This workshop is designed to provide an in-depth understanding of the major research issues in personality at work. We will discuss the major conceptual frameworks for the study of personality variables in I-O psychology (e.g., the five-factor model), and we will address the following questions:

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

Murray Barrick is a professor of human resources management in the Broad Graduate School of Management at Michigan State University. He received his PhD from the University of Akron in I-O psychology. His research has been published in the *Journal of Applied Psychology, Personnel Psychology, Academy of Management Journal,* and *Organizational Behavior and Human Decision Processes* among others. He was recently recognized as the fifth most published author in *Journal of Applied Psychology* and *Personnel Psychology* in the 1990s (based on category rank). Along with Michael Mount, he was recognized by the Academy of Management with the "Outstanding Published Paper Award" in 1992 by the Scholarly Achievement Award Committee of the Personnel/Human

Resources Division. This paper, published in *Personnel Psychology* in 1991, was also recognized as being the most frequently cited article in that journal during the past decade. In addition, in 1997, he was elected a SIOP and APA Fellow. Murray currently serves on the editorial boards of the *Journal of Applied Psychology* and *Personnel Psychology*, and is the former program chair for SIOP.

Tim Judge is the Stanley M. Howe Professor of Leadership in the College of Business at the University of Iowa. Tim holds a BBA from the University of Iowa, and MA and PhD from the University of Illinois. Before joining the University of Iowa, Tim was an assistant and associate professor in the School of Industrial and Labor Relations at Cornell University. Tim's research interests are in the areas of personality and individual differences, leadership and influence behaviors, internal and external staffing, and job attitudes. He serves on the editorial review boards of *Journal of Applied Psychology, Personnel Psychology,* and *Organizational Behavior and Human Decision Processes.* Tim is a former SIOP program chair and is currently program chair-elect for the HR Division of the Academy of Management. Tim is a SIOP Fellow and in 1995 received SIOP's Ernest J. McCormick Award for Distinguished Early Career Contributions. Beginning in Fall 2001, Tim will be the Matherly-McKethan Eminent Scholar of Management at the University of Florida Warrington College of Business.

Tutorial 3
What Every I-O Psychologist Should Know About Strategic Management (And Why They Should Care)

Michael Hitt
Arizona State University

Angelo DeNisi
Texas A&M University

So, you were trained in a psychology department and you're not even sure what strategic management is about. Maybe you work in a business school and you are aware of the area, but you never gave a lot of thought to how it might apply to your work. The purpose of this session is to inform you about the area of strategic management and to discuss why you SHOULD be pursuing research ideas in this area.

The session will begin with a brief overview of the field of strategic management, including some discussion of how scholars in this field approach research problems. The session will then focus on a few critical areas of research from strategic management that rely upon processes and variables of interest to I-O psychologists. The discussion will then focus on specific research ideas and questions that are critical to strategic management that may better addressed by I-O psychologists. The presenters will discuss some of their own research and talk about how I-O psychology research can inform the literature in these areas. Finally, the session will discuss how I-O psychology research can be better informed and positioned if scholars were more aware of the concerns and interests of top management in organizations.

The session will be conducted jointly by Michael Hitt and Angelo DeNisi and may be one of the few opportunities you will have to listen to a strategy person talk about I-O psychology and strategic issues—it may truly be an event that could change the way you do research.

Angelo DeNisi (PhD in I-O psychology, Purdue University) is the B. Marie Oth Professor of Business Administration and head of the Department of Management at Texas A&M University. He is the past president of SIOP, and a Fellow of SIOP, APA, and the Academy of Management. He also served as editor of the *Academy of Management Journal*, was chair of the HR Division of the Academy of Management, and is program chair-elect of the OB Division of the Academy. He has published in a wide variety of psychology and management journals, served on a number of editorial boards, and was the first winner (with Avi Kluger) of SIOP's William Owens Scholarly Achievement Award. He has also recently published *Human Resource Management* with Ricky Griffin.

Michael Hitt (PhD in business administration, University of Colorado) holds the Weatherup/Overby Chair in Executive Leadership at Arizona State University. He is a former editor of the *Academy of Management Journal*, a past president of the Academy of Management and a Fellow in the AOM as well. He has published in a variety of journals such as *JAP* and *Ppsych* as well as the *Academy of Management Journal* and *Strategic Management Journal*. He has served on the editorial boards of multiple journals to include *JAP* and *AMJ*. He has served as a coeditor for five special issues of four different journals, including the *Academy of Management Review* and *Strategic Management Journal*. He was recently inducted into the *AMJ's* Hall of Fame and has received two awards for his scholarly contributions to our knowledge of firm competitiveness from the American Society of Competitiveness. He is also coauthor of several books on strategic management, organizational behavior, and human resources management.

Tutorial 4
Multilevel Research: Theoretical Foundations, Research Design, and Analysis

Katherine J. Klein and Paul J. Hanges
University of Maryland

As we write this summary, a levels of analysis problem dominates the nightly news: Vice-President Al Gore has won the popular vote—at the individual level of analysis. But, who will win the electoral college vote—at the state level of analysis? Will each level of analysis yield the same conclusion—the same candidate? By the SIOP Conference, this levels issue will be put to rest; we will indeed have a new U.S. president.

But, questions about and interest in levels issues will persist in I-O psychology. Multilevel theory and research are designed to capture the complex interplay of individual, group, and organizational phenomena, elucidating the "top-down" influence of groups and organizations on individual outcomes and the "bottom-up" influence of individuals, collectively, on group and organizational outcomes.

In this expanded tutorial, we will discuss:

1. The current state of the art: Why is multilevel research gaining in interest and prevalence? What topics are ripe for multilevel theory and research?
2. The elements of sound multilevel theory: How do you build a clear and convincing multilevel theoretical model and why is it critical to do so?
3. Design choices in multilevel research: How should multilevel constructs be operationalized? How should surveys be worded? What kind of sample is ideal and why?
4. Data aggregation: What procedures should one use to justify aggregation of individual-level data to the group or organization level of analysis and why?
5. Data analysis: What procedures should one use to test multilevel models—including WABA, HLM, and others—and why?
6. New developments: How do you assess the factor structure of a scale designed to measure a group-level construct? How can one test a multilevel causal model?

Katherine J. Klein is an associate professor of I-O psychology at the University of Maryland. Her research interests focus on multilevel theory and research, innovation implementation, and team leadership. Katherine is coeditor (with Steve W. J. Kozlowski) of *Multilevel Theory, Research, and Methods in Organizations* (Jossey-Bass/SIOP Frontiers Series, 2000) and was a guest editor of a special issue of the *Academy of Management Review* on multilevel theory and research (April 1999 issue). She serves on the editorial board of the *Academy of Management Review* and the *Journal of Applied Psychology*. She is a SIOP and APA Fellow and currently serves as a SIOP member-at-large. During the 2000–2001 academic year, she is a visiting associate professor at Stanford University in the Graduate School of Business.

Paul J. Hanges is an associate professor of I-O psychology at the University of Maryland. His research interests focus on research methodology, management/leadership performance, and personnel selection. He is a co-principal investigator of the Global Leadership and Organizational Behavior Effectiveness (GLOBE) Research Project which is a multilevel, multination study exploring the relationship between culture and the content of leadership schemas shared by people in organizations and societies. He is an associate editor for *Leadership Quarterly*.

Technology Showcase Sunday at the 2001 Annual Conference

Bill Macey
Personnel Research Associates

The 2001 Annual Conference Program will feature a series of special events on Sunday, April 29th. These events will focus on the impact of information technology on the science and practice of I-O psychology. Panel sessions and symposia will address the critical issues facing I-O psychologists today such as:

- The impact of e-commerce on the practice of I-O psychology
- Organizational and implementation issues surrounding the introduction and use of technology
- Privacy concerns and ethical issues resulting from the application of technology
- Technology trends and standards

The sessions will also include a specially convened panel of SIOP past presidents discussing the implication of technology for I-O practice. A special poster session focusing on technology-oriented topics is also scheduled.

Technology Pavilion

A technology pavilion will be created in the main ballroom area on Sunday morning. The pavilion area will include centrally located workstations providing the opportunity for hands-on demonstrations of I-O applications developed by SIOP members and conference exhibitors. Demonstrations may be proposed by any SIOP member (see the submission form and guidelines on the following page) and will be selected for inclusion in the program by the Program Committee.

Sunday Hours

The program will begin at 8:00 a.m. and end at 1:00 p.m.

Technology Pavilion Submission Guidelines

The program committee welcomes proposals for technology demonstrations on Sunday. The rules for participation are as follows:

What does a demonstration involve? Demonstrations should be informative and convey how the application of technology can benefit I-O psychologists and/or their organizations. Demonstrations should be as "hands-on" as possible. Demonstrations should not be considered as persuasive selling opportunities.

Who may conduct a demonstration? Any Member, Associate Member, Foreign Affiliate, or Student Affiliate of the Society, or any nonmember who

is sponsored by a Society member. Exhibitors are also being provided demonstration opportunities.

Who will determine final acceptance of proposed demonstrations? Proposed demonstrations will be evaluated by the Program Committee.

How will demonstrations be scheduled? Exhibitor demonstrations will be scheduled on a first-come, first-served basis of preferred times. Other demonstrations will be scheduled by the Program Committee in a way that best meets overall program scheduling requirements.

What equipment will be available? PC workstations with monitors and shared T1 access to the Internet will also be available. Privately owned laptops may be used. Other equipment may not be used.

How big is the demonstration area? Demonstration areas will provide seating for approximately 20 individuals. Voice amplification will not be provided.

Can additional equipment be ordered? Because of expense, as well as logistical considerations, other equipment will not be made available.

What is the duration of each demonstration period? Demonstrations will be scheduled at 30 minutes intervals but are limited to 20 minutes. The remaining 10 minute interval is to be used for setup/transition time. Demonstration times cannot be extended.

In how many demonstrations may we present aspects of our technology (product, service, or research)? As the number of available demonstration periods is limited, the program committee will evaluate proposals to ensure the greatest possible breadth of technology, project scope and application breadth.

When and how should demonstration proposals be submitted? All demonstration proposals must be received at the SIOP Administrative Office by January 15, 2001. Notifications of acceptance will be mailed by February 15, 2001.

Submission Form

Please print, complete, and mail to the SIOP Administrative Office, P.O. Box 87, Bowling Green OH 43402 or fax to (419) 352-2645. Forms must be received by January 15, 2001.

1. Title of demonstration to appear in program materials (10 words or less)

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2. Name, title, and affiliation

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3. Complete mailing address and phone number

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4. Member status in SIOP: Fellow, Member, Associate Member, Foreign Affiliate, Student Affiliate, or nonmember.

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5. 100-word description of the technology being demonstrated. Description should include a statement of how the technology application can benefit I-O psychologists and/or their organizations. Please produce description and attach it to this form.

6. Check one and complete as appropriate

☐ Application of Commercially Available Product or Service
Name of Vendor, Service Provider or Owning Firm

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☐ Noncommercial demonstration of technology developed and used by or within an organization

SIOP Pre-Conference Workshops: What You Need To Know

Karen B. Paul
3M

In response to your input on the SIOP Member Survey (July issue of *TIP*) and workshop evaluations, the SIOP Continuing Education and Workshop Committee has developed this year's workshops to even more strongly match your interests and needs. We are pleased to present the 2001 SIOP Workshops. We anticipate that Workshops will fill up quickly, so ***register NOW to get the Workshop of your choice!*** We operate on a first-come, first-served basis. On-site Workshops registration is available ONLY if someone who has preregistered for a workshop fails to show up.

The following Workshops are sponsored by the Society for Industrial and Organizational Psychology, Inc. and presented as part of the 16th Annual Conference of the Society for Industrial and Organizational Psychology, Inc. This program has been reviewed and approved by the APA Office of Continuing Professional Education and the APA Continuing Professional Education Committee. The APA Continuing Professional Education Committee maintains responsibility for the content of the program. This program is approved for MCEP in the state of California. Seven (7) hours of continuing education credit are awarded for participation in two (2) half-day Workshops.

Date and Schedule

The Workshops take place on Thursday, April 26, 2001—the day before the regular program of the SIOP Conference begins. More specifically:

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

How to Register

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

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

Cost

SIOP Members and Affiliates:	$350
Nonmembers of SIOP:	$500

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

If Your Organization is Paying by Check...

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

Cancellation Policy for Workshops

If you must cancel your Workshops registration, notify the SIOP Administrative office in writing at P.O. Box 87, Bowling Green, OH 43402-0087 (use 520 Ordway Avenue, Bowling Green, OH 43402 for overnight deliveries). The fax number is (419) 352-2645. Workshop fees (less a $60 administrative charge) will be refunded through **March 26, 2001**. A 50% refund will be granted between **March 27, 2001** and **April 6, 2001**. No refunds will be granted after **April 6, 2001**. All refunds will be made based on the date when the written request is received at the Administrative Office.

Pre-Conference Workshops: Thursday, April 26, 2001

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 A. Frank.
2. **Been There, Done That, and Wish I Could Have Done It Differently** by Joel Moses, Applied Research Corporation and Becky 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: Steven M. Johnson.
5. **Creating a Global Leadership Development Curriculum: A Best Practice Case Study** by Stephen L. Cohen, Managing Director, Dove Consulting. Coordinator: Mick Sheppeck.
6. **Emotional Intelligence in Organizations: Do We Need It and Can We Really Measure It?** by Marilyn K. Gowing, Assessments Solutions, Inc. and Brian S. O'Leary, U.S. Office of Personnel Management. Coordinator: Kristofer Fenlason.
7. **Leveraging New Technology: Using Artificial Neural Networks for Applied Problem Solving** by David J. Scarborough, UNICRU Inc. and Mark Somers, New Jersey Institute of Technology/ Rutgers. Coordinator: Timothy Patton.
8. **Going Global: Surveys and Beyond** 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** by Krystin Mitchell, Pizza Hut, Inc. Coordinator: James Eyring.
10. **Communications That Work: How to Make Presentations and Face the News Media** by Richard M. Daniels, RMD Communications. Coordinator: Irene Sasaki.
11. **Testing and The Law—The New Century** by Keith M. 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, Organisation Solutions and Albert Valera, Compaq. Coordinator: Vicki 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 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, Mind Garden, Inc. and Marcia J. Simmering, Louisiana State University. Coordinator: Jeffrey Stanton.

General Conference Registration Form

For Office Use Only

(Please print)

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

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

Address: ______

E-mail: ______

Phone: ______

INSTRUCTIONS:
The deadline for advance registration is February 28, 2001.

Any registration forms received after that date will be processed, but on-site fees will apply. Print your name as you wish it to appear on your Conference Badge. Please check the appropriate boxes and type or print clearly.

If registering for Job Placement service, include your resume (2 single-sided pages maximum) or job description (4 single-sided pages maximum), whichever is appropriate. Employers may list multiple positions for a total fee of $100.00. If registering for the SIOpen Golf Outing or the 5K Race/Fun Run, please fill out and mail the additional entry form(s) to the respective parties.

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

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

SIOP
PO Box 87
Bowling Green OH
43402-0087

Use 520 Ordway Ave., Bowling Green OH 43402 for overnight deliveries. If you are paying registration fees with your credit card, you may fax this application to the Administrative Office.

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

CONFERENCE REGISTRATION

AMOUNT

Fees are being paid by ❒ myself ❒ my employer

❒ SIOP member	$ 80	($105 on-site)	
❒ SIOP non-member	$200	($225 on-site)	
❒ Student	$ 45	($ 55 on-site)	$ ______

WORKSHOPS—Please indicate your top six choices (in order of preference):

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

If your first six choices are unavailable, will you:
❒ Accept any open session.
❒ Request a refund of workshop fee.

WORKSHOP FEES: (Membership in SIOP will be checked.)

❒ SIOP Member/Student Affiliate $ 350
❒ Non-member of SIOP $ 500 $ ______

EXPANDED TUTORIALS: SUNDAY, APRIL 29 $ 50
(Choose one)
❒ Creativity in Work Organizations
❒ Personality and Work
❒ What Every I-O Psychologist Should Know About Strategic Management (And Why They Should Care)
❒ Multilevel in I-O Research $ ______

JOB PLACEMENT SERVICE: Anonymous Registration ❒ Yes ❒ No

❒ Student Affiliate: Internship/Job Seeker $ 40
❒ SIOP Member: Job Seeker $ 45
❒ Non-member: Internship/Job Seeker $ 100
❒ Employer: All positions $ 100

Number of additional booklets @ $45 each ______ $ ______

5K RACE/FUN RUN ❒ $15 ❒ $10 (Students) Send your entry form to Administrative Office by 02/28/01 $ ______

SIOpen GOLF OUTING ❒ $69 per person Send your entry form to José Cortina by 02/28/01 $ ______

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

______ Account Number ______ Expiration Date

______ Signature

GRAND TOTAL (US Dollars, please)

Continuing Education and Workshop Committee

Karen B. Paul (Chair), 3M

Joan Brannick, Brannick HR Connections

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Irene Sasaki, The Dow Chemical Company

William Shepherd, Personnel Decisions International

Mick Sheppeck, University of St. Thomas

Jeffrey Stanton, Bowling Green State University

Karla Stuebing, FSD Data Services

Descriptions of SIOP Pre-Conference Workshops

Thursday, April 26, 2001
Sheraton Harbor Island San Diego

Workshop 1 (half day)

Strategic I-O: Creating and Communicating the Connection Between I-O, Human Capital, and Strategic Success

John W. Boudreau
Cornell University

Peter M. Ramstad
Personnel Decisions International

Human capital is a vital organizational resource—many would say it is the most strategic resource of the organization. Given the growing importance of human capital in today's talent-constrained markets, I-O psychologists have an extraordinary opportunity to have a powerful impact on the success of the organization. However, the traditional tools and techniques used within I-O psychology do not directly address the connection between I-O interventions and the strategy of the organization. As a result, interventions may not be as effective as they could be, or managers may not fully understand the linkage between the work of the I-O psychologist and the critical strategic issues facing the organization.

This workshop will focus on how the strategic link between the strategy of the organization and the talent pools within the organization can be analyzed and communicated. A human capital framework, which has proven useful in a variety of settings, will be presented. This framework can be used to develop a deep understanding of the strategic context of the organization and the direct implications this has for talent pools and I-O interventions. In addition, a variety of tools and techniques, which many senior HR leaders have found valuable in increasing their impact with line managers, will be presented. Finally, we will show how articulating the link between strategy and talent can be used to effectively communicate the need for and value created by I-O interventions.

John W. Boudreau, PhD is professor of human resource studies at Cornell University. His research addresses strategic human capital measurement, decision-based HR, executive mobility, HR information systems, and organizational staffing and development, and it has received the Academy of Management's Organizational Behavior New Concept and Human Resource Scholarly Contribution awards. He is an active member of the Academy of

Management and SIOP. He consults and conducts executive development for companies worldwide.

John has published more than 40 books and articles, including the best-selling *Human Resource Management* (Irwin: 1997), now in its eighth edition in multiple languages worldwide. In addition to HR metrics, his research findings have been published in *Management Science, Journal of Applied Psychology, Organizational Behavior and Human Decision Processes, Personnel Psychology, Asia-Pacific Human Resource Management, Human Resource Management, Journal of Vocational Behavior, Human Relations, Industrial Relations, Journal of Human Resources Costing and Accounting*, and *Personnel Administrator*.

John won the General Mills Award for teaching innovations. He serves on the executive committees of the human resources division of the Academy of Management and SIOP. He holds a master's degree in management and a PhD in industrial relations from Purdue University's Krannert School of Management.

Peter M. Ramstad is executive vice president for strategy and finance at Personnel Decisions International (PDI). Over the last 10 years, Mr. Ramstad has held various leadership positions within PDI, including chief financial officer. He has had many opportunities to work first-hand with the core tools of business strategy, organizational effectiveness, and talent development. Prior to joining PDI, he was a partner with a major public accounting firm focusing on financial, operational, and systems consulting in high-tech and service environments.

Mr. Ramstad has undergraduate degrees in math and accounting with minors in economics and computer science, and significant graduate studies in economics, mathematics, and accounting. He is a Certified Public Accountant, Certified Management Accountant, and a member of the AICPA. He has been a speaker at many professional and academic conferences. He has participated as a faculty member in executive education environments and for many corporate events.

Mr. Ramstad has formed two research partnerships with faculty from major universities (Cornell and Texas A&M) to study how people create value and how that value can be measured and improved. His work goes beyond traditional HR system analysis to focus on the core issues of how organizational capabilities create value and the implications this has for business strategy in the knowledge-based economy.

Coordinator: Blake A. Frank, University of Dallas

Workshop 2 (half day)

Been There, Done That, and Wish I had Done it Differently

Joel Moses
Applied Research Corporation

Becky Baybrook-Heckenbach
3 Com

This workshop focuses on day-to-day professional practice issues working with clients who range from being highly informed to enormously naive. Building on their extensive experience working as consultants and as employers of consultants, the workshop leaders will look at how changing business needs, conflicting business goals, short attention spans, and/or marginal employer talent all raise issues that impact the development and maintenance of sound collegial client relationships. The goal is to provide participants with real-world insights that are rarely ever discussed in graduate school—from billing for services to managing projects that have multiple, changing, and often conflicting agendas.

Designed to be a highly interactive workshop for new practitioners or colleagues transitioning to full-time consulting, Becky and Joel will focus on:

- How your expectations and behaviors as well as the clients' combine to create effective (or ineffective) engagements.
- Getting from what the client says he or she needs to the root cause of the issue. And figuring out if the client is prepared to address the root cause!
- Transforming products and services from one-off interactions into lasting organizational interventions.
- Assessing when to say "no" and walk away from engagements with little likelihood of success.
- Identifying when and how to use research findings.
- Dealing with e-commerce issues, from billing (easy) to service delivery (problematic).

Joel Moses, PhD has over 30 years of active professional experience and is managing director and a founder of the Applied Research Corporation, a management consulting firm specializing in the identification and development of senior leadership talent. An active contributor to the Assessment Center Movement, Joel received his PhD from Baylor University. He is a Fellow of SIOP, a Diplomate of the American Board of Professional Psychology, and received SIOP's Distinguished Professional Practice award last year.

Becky Baybrook-Heckenbach, PhD is an HR director for 3Com Corporation, a leading enabler of commercial and home networking. She has over 20 years of experience in large corporate human resources functions, assessing organizational needs, and bringing in external experts for program design and delivery. Becky received her PhD from the University of South

Florida. She is a member of SIOP, APA and numerous human resource organizations.

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

Workshop 3 (half day)

Executive Coaching: How and When to Use It

David L. DeVries
Kaplan DeVries Inc.

Andrea M. Konz
SC Johnson

Robert E. Kaplan
Kaplan DeVries Inc.

Executive coaching is an intensive investment in the growth of an individual leader. Its use in the private sector continues to grow. For what leaders does it appear to be appropriate? What are the central elements of effective coaching? What adult-development principles are employed? What core skill- and experience-sets characterize effective coaching? What are the potential downsides and risks of executive coaching? What impact can coaching have and how do we know that? This workshop will be an interactive experience designed for SIOP members seeking to be an executive coach or for those who need insight when retaining an executive coach for the firm they might represent.

David L. DeVries, PhD is co-president of Kaplan DeVries Inc., a firm launched in 1992 focused on executive coaching. Prior to that he was executive vice president at the Center for Creative Leadership. He remains a Senior Fellow at the Center. He is also an APA Fellow. David has focused for 25 years on exploring ways to use feedback to leaders of organizations in ways that create maximal constructive impact. His publications include: *Performance Appraisal On The Line*, as well as *Executive Selection: A Look At What We Know And Need To Know*. He received his PhD in social psychology from the University of Illinois.

Andrea M. Konz, PhD is currently director of organizational effectiveness at SC Johnson. A graduate from University of Wisconsin–Madison with degrees in psychology and sociology, Andrea received her master's degree and PhD from the University of Maryland in I-O psychology. She has worked in the human resources organization at SC Johnson for 12 years. Andrea's work is heavily focused on her organization's "Best Talent, Best Place" human resources strategy. Specifically, she manages selection, assessment, performance management, feedback, and coaching processes to increase the talent level in the organization. In addition, she spends a significant amount of time on enhancing the company's culture via executive team development, business facilitation, change management initiatives, and

work/life programs. Recent successes have received both internal and external recognition including company awards and media coverage in *The Wall Street Journal* and on "CNNfn."

Robert E. Kaplan, PhD is founder and co-president of Kaplan DeVries Inc., a firm that specializes in helping senior managers, individually and in teams, grow in their ability to lead and to solve organizational problems. Bob's practice includes CEO development. He spent 12 years at the Center for Creative Leadership where he remains a Senior Fellow. While at the center he was the chief architect of an intensive leadership development process for senior executives. Prior to that he taught organizational behavior at Case Western Reserve University for several years. He received a PhD in organizational behavior from Yale.

Bob has published extensively on the subject of executive leadership and executive development. For example: *Beyond Ambition: How Driven Managers Can Lead Better and Live Better* (Jossey-Bass, 1991); *High Hurdles: The Challenges of Executive Self-Development* (1984); *Enhancing 360-Degree Feedback for Senior Executives* (1993); *Forceful Leadership and Enabling Leadership: You Can Do Both* (1995); *Getting at Character: The Simplicity on the Other Side of Complexity* (1996); *Getting the Strengths to Sink in: An Overlooked Strategy for Fixing Weaknesses* (1998).

Coordinator: Joan R. Rentsch, The University of Tennessee

Workshop 4 (half day)

Using the Internet to Advance Biodata for Selection Programs

Terry W. Mitchell
e-Selex.com

The Internet has quickly become the dominant method for recruitment and screening of personnel by large corporations. In a short time, it will dominate the delivery of personnel selection programs for all employers and for all jobs. Biodata is a very old, reliable, and classical prediction technology that has many important advantages and benefits for use as a key component of Internet-based personnel selection programs.

This workshop will include a brief review of biodata fundamentals including item reliability, resistance to faking, criterion measurement, criterion scaling, criterion-related validity, incremental validity, and utility. Examples will be provided of actual results from MPORT, Inc. and e-Selex.com projects and programs. Participants will see live demos of operational Internet systems.

Participants will learn:

- The critical advantages and adaptability of biodata for Internet delivery compared to other common selection procedures such as cognitive tests.
- How context-relevant biodata items for work and education background are embedded into Internet delivery systems for employment applications to create quantitative indices for applicant quality.
- How work and education background items are used to develop discrete predictor scales for essential personnel outcomes such as productivity, promotion, retention, and customer satisfaction.
- How reliable measures of distinct job performance factors such as teamwork, leadership, problem solving, technical skill, and task initiative are developed and delivered via Internet systems.
- The importance of technical features such as SSL security, password access Web sites, disconnection recovery, response consistency indexing, random item administration, and on-demand reporting for the design of Internet selection systems.
- How selection system components and procedures such as scored application forms, specific job outcome predictor scales, simulations, situational assessment exercises, interview guides, and interview scheduler modules are combined to create integrated Internet selection programs.
- How to conduct concurrent and predictive validation studies at a fraction of the cost and a small fraction of the time using Internet systems compared to traditional paper methods.
- How reliable predictor and criterion metrics are applied to estimate yield in cost per applicant quality ratios for all available recruiting sources.

This workshop will be most valuable for those who want to provide valid, cost-effective selection programs using the power and the economy of the Internet.

Terry W. Mitchell, PhD is founder and CEO of MPORT, Inc. (now e-Selex.com). He received his PhD in I-O psychology from Ohio State University in 1982. His post-doctoral employment includes academic, industry, and commercial test publishing experience. He founded MPORT in January 1990 as an HR consulting firm dedicated to managing people in organizations through research and training. Over 10 years of innovations in performance measurement and predictor validation, MPORT, Inc. advanced to a new level of electronic selection excellence and became e-Selex.com in March 2000. Terry is nationally recognized as the leading authority on the practical use of biodata for personnel selection. He conducted a Master Tutorial on biodata development at the SIOP Annual Conference in April 1996, and gave the opening address at the national biodata conference held in October 1996 at the University of Georgia.

Coordinator: Steven M. Johnson, JCPenney

Workshop 5 (half day)

Creating a Global Leadership Development Curriculum: A Best Practice Case Study

Stephen L. Cohen
Dove Consulting

The purpose of this workshop is to facilitate the participants' exploration of an entire cycle dealing with the creation of a large-scale leadership development curriculum: from the initial needs assessment and development of a business case for change to the final delivery of the curriculum components. Emphasis will be placed on the identification, collection, and interpretation of the data required to understand the needs of different management levels within an organization both domestically and globally, and how to translate that information into a curriculum. A real-life case will be used to guide participants through the overall development process.

The participants will be exposed to concepts and practices they may apply in their own organizations. Throughout the workshop, each element of the development process will be presented and explained in terms of the specific case example. Participants will be given time to reflect on how they would conduct each step of the process in their own situations by actually completing some work and sharing it with others in the session. All aspects of creating a large-scale leadership development program will be presented, discussed, and then practiced. Participants will leave with an understanding of how to conduct such a large project and with suggestions for specific activities.

Stephen L. Cohen, PhD, Managing Director, Dove Consulting, has earned worldwide recognition for his accomplishments in the field of human resources development. Named as one of the industry's "thought leaders" by the American Society for Training and Development, Steve has authored over 150 articles, chapters, and presentations on a wide spectrum of HRD topics. For over 25 years he has advanced the strategies of corporations and training suppliers around the globe, creating groundbreaking learning solutions in the areas of leadership, performance management, sales, service quality, and personal/organizational effectiveness. He received his PhD in I-O psychology from the University of Tennessee.

Coordinator: Mick Sheppeck, University of St. Thomas

Workshop 6 (half day)

Emotional Intelligence in Organizations: Do We Need It and Can We Really Measure It?

Marilyn K. Gowing
Assessment Solutions, Inc.

Brian S. O'Leary
U.S. Office of Personnel Management

Emotional Intelligence (EI) continues to be a hot topic on many organizational and management agendas. Yet, despite its prevalence, we hear little from an I-O perspective on the subject. Beginning with the background of EI, the session develops foundational issues such as definitions and different models of EI, and tackles the question of "Do we need emotional intelligence in organizations?" The session then reviews the state of the art in the measurement of EI, covering various measurement strategies and instruments.

The workshop will pose such questions as: What is Emotional Intelligence? What are the major models of EI? How is EI the same or different from Emotional Competence? Can we and should we measure a person's "E-IQ"? What are the best instruments to measure EI? Are there any demonstrated benefits to EI-based assessment and training interventions in organizations? What might EI training look like in an organization?

This workshop will provide participants with background, models, research, and experiences to develop answers to these questions about EI. The issues are approached from both a practical and professional viewpoint. The workshop will combine presentation, EI assessment, demonstration, and group discussion to create a rich multi-method learning experience.

The workshop assumes no baseline knowledge of EI. Participants most likely to benefit from the session include "newcomers to EI" and practitioners that must address EI issues in some way in their organizations. It should be particularly helpful for those charged with evaluating and implementing EI assessment and training within their organizations.

Marilyn K. Gowing, PhD is vice president for Assessment Solutions, Inc. in Washington, DC. She previously held the post of the chief industrial-organizational psychologist in the federal government where she managed the Personnel Resources and Development Center in the Office of Personnel Management (OPM). She received her BA in psychology from the College of William and Mary, and her MA and PhD, summa cum laude, from the George Washington University in I-O psychology. Her diverse career includes serving as an intern with the Internal Revenue Service, editorial assistant on the *Journal of Applied Psychology*, and personnel psychologist with the U.S. Department of Housing and Urban Development. From 1978 to 1983, she was director of assessment services and professional development (training) at the International Personnel Management Association. Through 1988, she worked with several research and consulting firms, conducting job analyses, developing defensible selection procedures, and designing a training system for embassy security officials.

Dr. Gowing's publications include chapters in the Scientific Frontiers and Practitioner Book Series of SIOP and books on job analysis and downsizing. Dr. Gowing has been a national officer of SIOP. Her most recent awards include the Presidential Meritorious Rank Award in 1999 and being named Distinguished Psychologist in Management for the Year 2000 by the Society of Psychologists in Management.

Brian S. O'Leary, PhD is currently director of the Competency Assessment Division of the Personnel Resources and Development Center. This division develops and evaluates personnel assessment instruments for selection and promotion programs throughout the federal government and for state and local governments. Dr. O'Leary received a BA in psychology from the Pennsylvania State University and a PhD in I-O psychology from the University of Maryland. He has served on committees for SIOP and the Personnel Testing Council/Metropolitan Washington. He has been an Adjunct Professor at several universities teaching courses on I-O psychology. Dr. O'Leary has worked as an industrial psychologist trainee with the DuPont Company. Later, he worked for the American Institutes for Research where he conducted one of the early studies on fairness in personnel selection procedures. This work resulted in Dr. O'Leary receiving Honorable Mention for the James McKeen Cattell Award. He served as a psychologist for the Metropolitan Police Department of Washington, DC, prior to joining the Personnel Resources and Development Center. He has served as acting director for the OPM center.

Coordinator: Kristofer Fenlason, 3M

Workshop 7 (half day)

Leveraging New Technology: Using Artificial Neural Networks for Applied Problem Solving

David J. Scarborough
UNICRU Inc.

Mark Somers
New Jersey Institute of Technology/Rutgers

An artificial neural network (ANN) is a computer simulation of the learning behavior of organic neural systems. Though primitive compared to their biological counterparts, artificial neural networks (ANNs) have demonstrated a variety of interesting properties and capabilities. ANNs have the ability to learn from their environment, retain and generalize this learning to new data of identical structure. Since the mid-1980s, ANNs have been implemented in hundreds of applications ranging from pattern recognition in voice, data, and image processing to real-time process control, financial analysis, robotics, and deep space navigation. This workshop will present an introduction to neural network modeling for applied problem solving in I-O.

From its early theoretical origins in biology, information theory, and artificial intelligence (AI) to current applications in engineering, physics, and the human genome project, the remarkable capabilities of neural networks are beginning to be deployed in the social sciences. Anyone with a basic background in multivariate statistics will appreciate this foundation course that will cover the history, current research, and future potential of this emerging technology as it applies to behavioral prediction, survey interpretation, data mining, and other applications familiar to I-O practitioners.

Key issues and topics to be discussed in this workshop will include:

- The scientific origins of artificial neural networks
- Types of artificial neural networks and their applications
- Research examples of behavioral predictive modeling using neural nets
- Advantages of nonparametric, multidimensional modeling
- Using AI techniques for feature selection
- Using self-organizing networks for exploratory data analysis
- Using neural nets for confirmatory analysis
- Limitations of neural nets and other function approximation simulators
- Knowns and unknowns regarding neural net applications in behavioral science

David J. Scarborough, PhD is manager of validation research at UNICRU Inc., an electronic employment solutions provider located in Beaverton, Oregon. He and his development team have recently filed a patent application for the first commercial use of artificial intelligence-enabled behavioral prediction technology for employee selection.

Prior to joining UNICRU Inc., David held senior consulting and research positions with Saville and Holdsworth, USA and Batrus Hollweg, PhDs Inc. He worked for 17 years in various HR positions in the financial services, health care, electronics, defense, and airline industries. He has held adjunct and full-time teaching positions at the University of Texas at Arlington, the University of Texas of the Permian Basin, the University of Dallas, and the University of North Texas. He holds an MBA and a PhD in human resources from the University of North Texas.

Mark Somers, PhD is a professor of management at New Jersey Institute of Technology and a member of the doctoral faculty in management at Rutgers University. He holds a BS in psychology from Tulane University, an MBA in organizational psychology from Baruch College and a PhD in Business with specialization in organizational behavior from the City University of New York. Mark is also a member of APA, SIOP, and the Academy of Management. His research interests are primarily in the micro aspects of organizational behavior and include work attitudes, job performance, work design, and turnover. He has published over 20 articles on these

topics in journals such as *Human Relations, Journal of Applied Psychology, Journal of Management, Journal of Organizational Behavior* and the *Journal of Occupational and Organizational Psychology*.

Recently Mark has become very interested in applications of artificial neural networks to problems in organizational psychology. His work in this area includes studies focused on improving the prediction and understanding of turnover with neural networks and on using neural networks to model nonlinearity in the job satisfaction–job performance relationship. Work in progress uses self-organizing maps, an unsupervised neural network, to identify patterns of commitment in organizations.

Coordinator: Timothy Patton, Development Dimensions International

Workshop 8 (half day)
Going Global: Surveys and Beyond

Lise M. Saari
IBM Corporation

Benjamin Schneider
University of Maryland

As trends in the network economy and globalization continue, the role of I-O psychologists in conducting employee surveys and other research will increasingly cross national boundaries. This workshop will cover three major themes related to this topic. First, considerations and guidelines for conducting a professional employee survey program across national boundaries will be provided, including ways to ensure a survey can be used globally and the survey data interpreted appropriately. The second theme will be how to create strategic value and focus in global survey processes and research. This will include information on linking employee survey data to organizational outcomes cross-culturally and the alliances needed to promote this type of research and help build a strategic focus in global employee survey or other research programs. Third, and throughout the workshop, themes related to the need to be careful when "going global" will be emphasized. Here the focus will be on the proactive role I-O psychologists can play in understanding and recognizing cultural differences when they work globally. This workshop is designed for research-oriented I-O psychology practitioners who have at least some survey experience.

Lise M. Saari, PhD is director of global employee research for the IBM Corporation. Her organization provides information, interpretation, and recommendations regarding employee opinion, organizational effectiveness, and the state of organizational change globally for IBM. Prior to joining IBM in 1997, she was senior manager for people research at The Boeing Company, and prior to that, research scientist for Battelle Research Institute in Seattle, Washington, and London, England. Lise has her PhD in organizational psychology from the University of Washington. She coauthored with Allen Kraut, "Organizational Surveys: Coming of Age for a New Era" (In *Evolving Practices in HR Management*, 1999). Lise has served on the boards of The Mayflower Group and The Society for HR Management Research Foundation, and she is a member of several international organizations, including the International Association of Applied Psychology and the European Congress of Work and Organizational Psychologists.

Benjamin Schneider, PhD is head of the I-O psychology program at the University of Maryland and partners with Irwin L. Goldstein in a consulting firm, Organizational and Personnel Research, Inc. Ben has also taught at Yale University and Michigan State University and for shorter periods of time at Bar-Ilan University (Israel), Peking University (China), the Institute for Administration and Enterprise (France), and Dartmouth College. Ben's research interests include organizational climate and culture (especially related to service quality), staffing issues, and the role of personality in organizational behavior. He has consulted with a wide variety of organizations that recently have included American Express, IBM, and Allstate.

Ben received his BA (1960) from Alfred University, his MBA (1962) from The City University of New York (Baruch College), and his PhD (1967) from the University of Maryland. He has published more than 85 articles and book chapters and six books, the latest being *Winning the Service Game* (with David Bowen, Harvard Business School Press, 1995). Ben has been President of SIOP, is a fellow of APA, APS, and the Academy of Management, and was awarded the Distinguished Scientific Contributions Award by SIOP in 2000.

Coordinator: Alberto Galué, Verizon Communications

Workshop 9 (half day)

Coaching for Success: Tips for Building a Coaching Culture

Krystin Mitchell
Pizza Hut

Three years ago, Pizza Hut, KFC, and Taco Bell were spun off from PepsiCo into the newly formed TRICON—a $10 billion restaurant company. TRICON's biggest challenges were to reverse negative performance trends while creating a corporate structure separate from PepsiCo. TRICON's senior managers decided that the company had to recreate its company culture to better serve its customers. To succeed with customers, TRICON first had to succeed with its own people.

An important part of this culture change was to build a coaching culture among all managers. The objective was to change behaviors of managers

from being a director of activity to playing the role of coach—of giving feedback and training to employees to encourage enhanced performance. To build this culture, Pizza Hut had to rebuild new management behaviors and habits. New processes, systems, and training were put in place to successfully manage this transition.

This workshop will explore how Pizza Hut transformed to a coaching culture. Specifically, the workshop will:

- Provide an overview of the coaching framework used by Pizza Hut
- Discuss how the culture change was implemented
- Identify learnings from implementing the change

This workshop will be especially useful if your company is trying to build a coaching culture among managers. Many of the issues discussed will be appropriate for anyone working on culture change.

The presentation will focus on practical implications of and barriers to culture change and how to build a coaching culture. Participants will be encouraged to share their own experiences and practices.

Krystin Mitchell, PhD is the director of people development for Pizza Hut. She is responsible for designing human resource tools and processes such as selection and performance management tools, leadership development programs, succession planning, and organization and culture change initiatives. She first joined the TRICON family in 1996 working for KFC and has been with Pizza Hut since January 1, 2000. Krystin earned her PhD in I-O psychology from the State University of New York at Albany in 1997 and a BA in psychology from the University of Montana. Her professional passion is human resource development.

Coordinator: James Eyring, Motorola Electronics

Workshop 10 (half day)

Communications that Work: How to Make Presentations and Face the News Media

Richard M. Daniels, APR
RMD Communications

Communicating to an organization's internal and external publics is no longer confined to the CEO or its communications staff. Professionals and managers throughout organizations today are being called upon to communicate face to face with various publics and through third parties, such as the news media, on topics important to that organization's mission.

This workshop will provide the fundamentals to help I-O professionals prepare and deliver keynote addresses before large groups; make presentations before smaller groups, such as boards of directors, employee associations and groups, governmental agencies, legislative committees; and in one-on-one settings. The session also will include the basic guidelines for being interviewed by the print and electronic news media, emphasizing ways for interviewees to adapt answers to questions into proactive key messages.

The workshop will conclude with one or two members of the audience who will volunteer to undergo mock interviews using some of the techniques covered in the presentation.

Richard M. Daniels has over 3 decades of news media and public relations experience with special expertise in media training, strategic planning, crisis management, and helping organizations plan and implement communications programs to achieve operational and marketing goals. He has conducted media training workshops for more than 500 business executives, professionals, and political leaders.

Dick began his public relations career in 1977 after working many years as a reporter and editor for several daily newspapers, including the *Los Angeles Times*, *San Diego Union*, and (San Diego) *Evening Tribune*. For 13 years, he was a co-owner of one of San Diego's three largest public relations firms before founding his present company, RMD Communications, in 1994. He later served as executive director of communications and community relations for San Diego City Schools, the second-largest school district in California. In that position, he planned and implemented all internal and external communications for an organization of 16,000 teachers and employees who serve 140,000 students at 174 school sites. He returned to his company in October 1999.

For his work at San Diego City Schools, Dick was named Public Relations Professional of the Year last year by the San Diego chapter of the Public Relations Society of America.

Dick earned a BA in journalism at San Jose State University and completed graduate work at the University of Missouri School of Journalism. He is an Accredited Member (APR) of the Public Relations Society of America, its Counselors' Academy, the National Schools Public Relations Association, and is active in several San Diego area civic and business organizations.

Coordinator: Irene Sasaki, The Dow Chemical Company

Workshop 11 (half day)

Testing and the Law—The New Century

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

William W. Ruch
Psychological Services, Inc.

Testing and employee selection procedures are impacted by continuously evolving legislation, case law, and the actions of federal and state regulatory actions. As we enter the new millennium, this will continue and

expand into new areas such as the use of predictive genetic information. This workshop will focus on new developments in the law and what I-O psychologists should do, and be aware of, as they work with internal and external clients in using the principles of psychology to identify and hire employees who have the skills and talent to meet the challenges of the 21st century business environment.

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

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

Coordinator: Steven Robison, The DOW Chemical Company

Workshop 12 (half day)

Remote Leadership: Getting Things Done Across Time, Space, and Culture

Alison R. Eyring
Organisation Solutions Pte Ltd

Albert Valera
Compaq

Virtual organizations, remote teams, and the use of technology-enabled communication and collaboration tools have become increasingly common over the past decade. However, managers who must achieve results, develop people, manage performance, and simply communicate with teams or workgroups who are physically remote continue to face a number of practical challenges. This workshop will explore how remote managers work effectively across time, distance, and culture and how technology enables, and sometimes hinders this. The workshop will include:

- Challenges remote managers identify—and practical suggestions for addressing these
- Overview of technology-enabled communication and collaboration tools and which tool is most appropriate
- International cases based on the experiences of remote managers

Alison R. Eyring, PhD is president of Organisation Solutions Pte Ltd., an international organization design, improvement, and change solutions company headquartered in Singapore. Alison has worked in the United States, Latin America, and Asia as an internal and external organization development consultant, corporate manager, and executive. Her work has focused on strategy and organization development, HR development, and IT/Internet design and implementation. She has worked with a number of international companies including Shell, DBS Corporation, Chinese National Petroleum Corporation, Hewlett Packard, Exxon, PepsiCo Food Systems, NASA (USA), and Texaco.

Alison serves as a senior fellow (part-time) at the National University of Singapore where she has taught graduate-level courses in organization development and change enablement. She received her MA and PhD in I-O psychology from the University of Houston.

Albert Valera has over 17 years of experience working as a change agent, organizational design and development consultant, human resource executive, and senior business unit manager. His work has stretched across multiple industries including aerospace, manufacturing, oil and gas, and high technology.

Currently, Albert works for Compaq Computer Corporation as the director of operations and project management for the Service Provider and Dot-Com Business unit. In this capacity, Albert and his team are responsible for creating rapid fulfillment and deployment programs to enable global service providers to quickly deliver a hosted solution to demanding customers working on "Internet time."

Albert received his MBA from Millsaps College in 1986 and his BBA in International Business Management from Loyola University 1983.

Coordinator: Vicki Pollman, Ingram Micro

Workshop 13 (half day)

The Talent Solution: Winning the People Wars

Ed Gubman
Hewitt Associates

MaryBeth Mongillo
Raytheon

With the tightest labor market in 30 years and more than 75% of the U.S. economy dependent on information and services, companies that attract and retain the best and brightest employees will be the winners in their marketplaces. To say it more simply, the best employers will produce the best business results.

This workshop will present an overview of the requirements of becoming a best employer and the impacts it can have on your people and your financial results. It will highlight one company's journey to becoming a best place to work. I-O professionals have a big role to play in educating executives about these issues and guiding this transformation. This session will give them the information they need to begin their company's own journey.

Participants at this workshop will benefit from the extensive expertise of Hewitt Associates, who from 1998–2000 helped *Fortune* magazine compile its list of the Best Places to Work in North America and also has compiled similar lists in other countries. Ed Gubman of Hewitt Associates will be presenting the steps it takes to become a best employer in the eyes of your employees and in the people practices you offer. He will also relate how companies can go from being okay workplaces to great ones. Finally, Ed will present research done in conjunction with Professor Barry Gerhart, that ties best employer practices to the bottom line. MaryBeth Mongillo of Raytheon will be presenting an extensive case study of how one company has struggled with defining goals for becoming an Employer of Choice, identifying an implementation plan, and executing that plan. She will talk about the pitfalls and lessons learned at each stage.

Ed Gubman, PhD is the author of the best-selling book, *The Talent Solution*, published by McGraw-Hill and translated into several languages. Ed started and led Hewitt's global Organization Effectiveness consulting practice for 15 years. For the past 2 years he has been a managing consultant in Hewitt's Global Services Region, focusing on helping clients align their business, organization, and work force strategies to increase business results. He also helps lead the firm's involvement with the "100 Best Companies to Work for in America." Ed has special expertise in helping companies change their leadership behaviors and management practices to fit their business strategic styles and cultures to improve employee productivity, engagement, innovation, recruitment, and retention.

Ed holds a BA in psychology from the University of Minnesota and a PhD in human development and social psychology from Cornell University. Prior to joining Hewitt, Ed was with ARCO Oil and Gas Company where he was responsible for organization and management development.

MaryBeth Mongillo, PhD is the leader of research and diagnostics for Raytheon Company, where she is responsible for designing a strategy to help Raytheon become an Employer of Choice. In addition, MaryBeth directs the Raytheon Employee Survey activities and is responsible for the design and development of measurement tools and implementation strategies. Prior to joining Raytheon in 1995, MaryBeth was the director of consulting services at Personnel Research Associates and taught at Illinois Institute of Technology. She received her PhD from Michigan State University in 1990.

Coordinator: Karla Stuebing, FSD Data Services

Workshop 14 (half day)

The Impact of the Web on Organization Design and Human Resource Management

Edward E. Lawler III
David L. Finegold
University of Southern California

The primary focus of this workshop will be on enhancing the participants' understanding of the characteristics of the Internet revolution, and the challenges and opportunities it poses for individuals, firms, and society. It will help participants understand how the Net is accelerating many of the trends already underway in organizations, as well as creating radically new possibilities for fundamentally restructuring firms. Particular attention will be focused on how it affects organization design and structure. The HR function will be considered in detail with particular attention being given to how HR can be Web based. Key choices with respect to creating e-HR will be explored, and examples of alternative approaches will be analyzed.

This workshop will:

1. Provide an overview of key Internet trends and the impact that they are having on the design of organizations and the employment relationship.
2. Enable participants to recognize key criteria for organizing and managing e-business initiatives and to identify potential obstacles to implementation.
3. Identify new approaches to attracting, motivating, and retaining the talent needed to build a Net-enabled organization.
4. Provide information on how organizations can use the Web to deliver a wide variety of HR programs and services.

5. Explore how the Net can be used to individualize the organization in order to enhance the effectiveness of HR systems.
6. Discuss the future of the HR function in light of the impact of e-HR.

Edward E. Lawler III, PhD is distinguished professor of research and director of the Center for Effective Organizations in the Marshall School of Business at the University of Southern California. He joined USC in 1978 and during 1979, founded and became director of the University's Center for Effective Organizations. He has consulted with over 100 organizations on employee involvement, organizational change, and compensation and has been honored as a top contributor to the fields of organizational development, organizational behavior, and compensation. The author of over 200 articles and 25 books, his works have been translated into seven languages. His most recent books include *The Ultimate Advantage*, (Jossey-Bass, 1992), *Organizing for the Future* (Jossey-Bass, 1993), *From the Ground Up: Six Principles for Creating the New Logic Corporation* (Jossey-Bass, 1996), *Tomorrow's Organization* (Josey-Bass, 1998), *Strategies for High Performance Organizations—The CEO Report* (Jossey-Bass, 1998), *The Leadership Change Handbook* (Jossey-Bass, 1999), and *Rewarding Excellence* (Jossey-Bass, 2000).

David L. Finegold, PhD is research associate professor at the Center for Effective Organizations in the Marshall School of Business, University of Southern California. He has conducted research, published, and consulted to public and private sector organizations on the relationship between the skills of the work force and economic performance in the advanced industrial countries.

His work has focused in particular on the impact of globalization and technological change on skill demands, innovative approaches to manager and worker development, and the design of organizations capable of strategically managing people. He has recently completed a series of studies analyzing the role played by differences in skills explaining productivity levels in a matched set of establishments in manufacturing, banking, and hotel industries in the United States and Europe. His major current project focuses on the factors necessary to effectively manage organizations' key knowledge assets—their workers and ideas—in 10 global technology companies.

David graduated summa cum laude from Harvard University and was a Rhodes Scholar at Oxford University, where he received his PhD in political science. Prior to joining the Center for Effective Organizations, he was a social scientist at RAND in Santa Monica, California.

Coordinator: Ed Kahn, Royal Dutch/Shell Group

Workshop 15 (half day)

Understanding and Using Web-Based Recruiting and Screening Tools: Key Criteria, Current Trends, and Future Directions

Michael Harris
University of Missouri–School of Business

Katrina Dewar
ePredix

Corporations are increasingly relying on Internet-based job sites (e.g., corporate Web pages, local and national job boards, recruiting Web sites) to collect and screen applicant data. Some organizations use job sites only to electronically gather resumes; other organizations incorporate biodata, work preference, and situational judgment questions as preliminary applicant screens.

Organizational psychologists conduct job analyses and validation studies to document the job-relatedness and legal defensibility of any selection procedures that result in an employment decision. However, many of the people developing and implementing selection procedures on Internet job sites do not have backgrounds in organizational psychology nor do they conduct these studies. In addition, the job sites sometimes do not collect race and gender information, making adverse impact calculations impossible.

Web statistics were tracked from over 8 million job seekers using the Monster.com Web site during a single month last summer. Over 10 million unique job postings are being filled during an average month at a combination of leading jobs sites such as CareerBuilder, CareerCity, CareerMosaic, CareerPath, Hotjobs, JobOptions, Jobtrak, Monster.com, and Nationjob. While some job sites only collect resumes and are not used for applicant screening, and other job sites use professionally validated selection procedures, there is wide variability in the quality and appropriateness of the content on the sites. As an end result, a significant number of screening decisions are now being made without the expertise and involvement of organizational psychologists.

This workshop has two main objectives. The first objective is to provide a current overview and anticipated future directions of the rapidly changing Internet-based job site industry, as well as an introduction to the technology that is used to capture and screen applicant data. Because many SIOP members are currently considering using job sites in their own work, the second objective is to help educate organizational psychologists on key criteria that should be used to evaluate job sites. Also, we will consider how traditional concerns such as test security, applicant feedback, and applicant reactions are impacted by these technologies.

This is a comparatively new topic area for SIOP members. In addition, the job site competitive landscape is evolving daily. Therefore, we will try to make the information presented in the workshop practical, easily under-

standable, and current. However, we anticipate that some of the best discussion will be generated by talking with workshop participants about their experiences, present challenges, and upcoming needs related to using the power of the Internet to recruit and screen candidates in a professional, valid, legally defensible manner consistent with SIOP principles.

Michael Harris, PhD is professor of management at the University of Missouri–St. Louis. He has published numerous articles and book chapters on employee staffing issues and is the author or editor of several books, including *Human Resource Management: A Practical Approach* (Dryden Press; 2nd Edition), *The Employment Interview Handbook* (with R. Eder; Sage Publications), and *Employee Staffing: A Contemporary Approach* (Prentice-Hall; under contract). He currently serves or has served on numerous editorial boards including the *Journal of Applied Psychology*, *Personnel Psychology*, the *Journal of Organizational Behavior*, and the *Journal of e.Commerce and Psychology*. Michael regularly conducts seminars on interviewing, testing, and discrimination laws and has consulted with various organizations in this regard. He also has served as an expert witness in a number of employment discrimination lawsuits. Michael has written several papers on the use of the Internet in I-O psychology. He recently developed an Internet-based workbook for teaching HRM and taught an Internet-based course in human resource management.

Katrina Dewar is the founder of ePredix Inc. Her experience has been in managing human resource and recruitment functions in manufacturing, banking and finance, and information technology. Katrina became passionate about technology while working at Microsoft where she managed human resources for Australia and then the recruitment function for Asia Pacific.

In 1997, Katrina started an assessment company in Australia which helped companies to improve the process of recruitment, selection, and promotion. The company was successful and was acquired in October 1999 when Katrina moved to the United States to develop ePredix Inc. ePredix is an Internet assessment company based in San Francisco. Katrina received her MC degree from University of Woollongong in Economics.

Coordinator: William Shepherd, Personnel Decisions International

Workshop 16 (half day)

Current Reality and the Unfolding Future of Web-Based Training

Robert Most
Mind Garden, Inc.

Marcia J. Simmering
Louisiana State University

The Internet has swiftly become part of our lives but the realities and hype of the Web keep changing rapidly. What are today's realities of Web-based training and e-learning? How can we deliver value to our organizations through this new medium?

Participants in this workshop will learn, participate in, and experience the world of training delivered over or augmented by the Web. Participants should have an active interest in Web-based training and e-learning. The workshop will cover:

- What criteria should you use to choose Web-based training, other training methods, or in using the Web to augment other methods?
- What are the advantages and limitations of Web-based training?
- How can Web-based training be designed to be effective for different types of learners?
- What should you be aware of when picking a Web training vendor or evaluating and finding training content?
- What do you need to learn to manage Web training and e-learning?
- What legal issues may be involved in the administration of Web-based training?
- How can you use the Web to maximize value for your organization through training needs assessment, employee development, training outcome assessment, return on investment, and the advantages of a centralized training/achievement/assessment database?

The presenters of this workshop offer a balance between academic depth and practical experience.

Robert Most, PhD received his PhD in psychology from Wayne State University. He is a licensed I-O psychologist, assessment publisher, and developer of Web-based systems and methodology. He is president of Mind Garden, Inc. a publisher of leadership, mentoring, and numerous other assessment and development material. He has developed Web-based assessment and development systems for Microsoft, Sony, and other organizations, and consults to several Web-based training companies. Currently, he is also chief psychology officer of Mind Garden.com, an Application Service Provider (ASP) of Web-based assessment and development solutions using the powerful new XML technology.

Marcia J. Simmering, PhD received her PhD in management from Michigan State University. She is currently an assistant professor of management in the College of Business Administration at Louisiana State University. Her research in the area of training has been published in the *Journal of Applied Psychology* and has been presented at several national conferences, including SIOP and the Academy of Management. She has also developed and evaluated Web-based applications for several universities and business organizations.

Coordinator: Jeffrey Stanton, Bowling Green State University

Annual SIOP 5K Race/Fun Run Registration Form

There will be a 5K race/fun run at the annual SIOP Convention again this year. This year's run will be held on Saturday morning, April 28th, 2001, at 7:00 a.m. Tentative plans have been made to run a course around Harbor Island. Specific course and race details are not available at this time, but will be announced in *TIP* and on the SIOP Web site once they are finalized. Over 130 people participated in last year's event. Let's try to top that mark this year. Walkers are welcomed. T-shirts will be given to all participants and awards will be given to the top three male and female finishers within age brackets. There will also be team competition (university/organization team; advisor-advisee; scientist-practitioner). Please join us this year—it's a great chance to catch up with or run into old friends and colleagues. The registration fee is $15 ($10 for Student Affiliates). There will be on-site registration, but we encourage interested parties to preregister by February 28, 2001. To register for the race, mail this form to the SIOP Administrative Office, 520 Ordway Ave., P. O. Box 87, Bowling Green OH 43402. Include payment in your Conference Registration Fee total. If you have any questions about the race, e-mail or call Kevin Williams at the University at Albany (kevinw@csc.albany.edu; 518-442-4849).

Name: ____________________

Address: ____________________

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Telephone: ____________ E-mail: ____________

T-Shirt Size: ____M ____L ____XL

Team Entry

____ Advisor-Advisee Other team member: ____________

____ Mixed-Doubles Other team member: ____________

____ Scientist-Practitioner Other team member: ____________

____ 4-person University or Organization team. Name of Univ. or Org.:

____

2001 SIOpen Golf Outing

Thursday, April 26, 2001
Encinitas Ranch Golf Course, Encinitas, CA

1:00 p.m. Shotgun Start

*** * * February 28, 2001 ENTRY DEADLINE * * ***

Chuck ("Eureka") Lance and José ("Hoover") Cortina invite you to participate in the 5th Annual SIOpen Golf Outing at the Encinitas Ranch Golf Course the afternoon of April 26, 2001 in Encinitas California, just prior to this year's SIOP Conference. Encinitas Ranch GC is in North San Diego County at the Leucadia Boulevard exit on the east side of Interstate 5 (call 1-800-662-6439 for more detailed directions). The 2000 SIOpen narrowly avoided a washout (see Jose "Hoover" Cortina's writeup in the July 2000 issue of *TIP*) but it does not rain in Southern California (right?). We hope you can join us (again) this year.

Designed by golf course architect Cary Bickler, Encinitas Ranch GC opened in March 1998 on what was formerly the Ecke Flower Ranch. In honor of Encinitas' worldwide reputation for flower growing, Bickler designated the 11th hole at the entrance to the golf course as the "flower hole," where golfers are greeted with a colorful array of flowers year-round. See www.bickler.com/encinitas.htm for a history of the course and photos of some of the shots golfers will face. Encinitas Ranch is described by www.sandiegoinsider.com as one of the most beautiful courses in San Diego County, featuring ocean views from 15 holes (see www.san-diego-golf.com/encinitas.html for a score card).

The format for the 2001 SIOpen will again be a 4-person scramble (each team member hits a tee shot, selects the best shot, each team member hits from there, selects the best shot again, etc.). Form your own team or José and Chuck will team you up. The entry fee of $69 includes greens fees, electric cart, and prizes (longest drive, closest to the pin, etc.). Once again, Dan Sachau has arranged sponsors who will provide prizes and refreshments for SIOpen participants.

Players of **ALL** skill levels are welcomed: Teams will be appropriately handicapped. Defending "champions" are the Texas A&M Team of Dave Woehr, Wink Bennett, Eric Day, and Bryan Edwards who have held (and probably carressed) the coveted "Hugo Cup" since last year's SIOpen. Winners of the 2001 SIOpen will retain the coveted "Hugo Cup" until the 2002 SIOpen in Toronto.

To register for the 2001 SIOpen, complete the form on the next page, and mail it to José Cortina, Psychology Department, MSN3F5, 4400 University Dr., George Mason University, Fairfax, VA 22030. Completed entry forms must be received by February 28, 2001. Be sure also to indicate your participation in the Golf Outing on your General SIOP Conference Registration Form and include payment in your grand total.

Fifth Annual SIOpen Golf Outing Entry Form

Encinitas Ranch GC, Encinitas, CA
Thursday, April 26, 2001—Shotgun Start @ 1:00 p.m.

Format: Four-person scramble
Application Deadline: February 28, 2001* Entry fee: $69/person**
Prizes: "Hugo Cup" to First Place team; closest to pin, longest drive, low gross.

Please type or print legibly

Team Name[@]: ______________________

Team Captain (or Individual): ____________	Team Member #2 : ____________
Address: ____________	Address: ____________
City/St/Zip: ____________	City/St/Zip: ____________
Phone: ____________	Phone: ____________
E-mail: ____________	E-mail: ____________
____________	____________
Handicap/Average score[@@]: ______	Handicap/Average score[@@]: ______
Team Member #3: ____________	Team Member #4: ____________
Address: ____________	Address: ____________
City/St/Zip: ____________	City/St/Zip: ____________
Phone: ____________	Phone: ____________
E-mail: ____________	E-mail: ____________
____________	____________
Handicap/Average score[@@]: ______	Handicap/Average score[@@]: ______

* Mail application to José Cortina, Psychology Department, MSN3F5, 4400 University Dr., George Mason University, Fairfax, VA 22030. Include payment with fees on General Conference Registration Form. Contact Chuck ("Eureka") Lance (706) 542-3053 or by e-mail clance@arches.uga.edu or José ("Hoover") Cortina (703) 993-1347 or by e-mail jcortina@gmu.edu for additional information.
**Includes greens fee, cart, and prizes.
[@]Enter individually, or up to a full 4-person team.
[@@]***Honest!***

General Information

Sheraton Harbor Island San Diego
1380 Harbor Island Drive • San Diego, California 92101-1092
(619) 291-2900 • Fax (619) 692-2337 • Reservations (800) 325-3535

The Sheraton Harbor Island San Diego offers views of the scenic marina and easy access to both the San Diego International Airport and some of the country's most unique attractions including Sea World, the world-famous San Diego Zoo, historic Old Town, Balboa Park with its theatres and museums, and Seaport Village—most of which are within a 10-minute drive of the hotel. The San Diego Convention and Visitor Bureau is on the Web at www.sandiego.org.

Hotel Web site. The hotel has a very informative Web site at: www.sheraton.com/ cgi/t3.cgi/property.taf?prop=127&lc=en

Driving Directions.

North: I-5 South, take Sassafras/San Diego Airport Exit, right on Laurel, right on Harbor Drive, 1.5 miles to Harbor Island

South: I-5 North, take Hawthorne/San Diego Exit, right on Harbor Drive, 1.5 miles to Harbor Island

East: I-8 West, to I-5 South, take Sassafras/San Diego Airport Exit, right on Laurel, right on Harbor Drive, 1.5 miles to Harbor Island

From the Airport: Follow the exit which becomes Harbor Island Drive, go over the bridge and the hotel is on the right hand side (5 minute drive).

Transportation

***Airlines:** United Airlines is the official airline of SIOP*. If you or your travel agent call United's toll-free number (1-800-521-4041) to book your reservations, you will receive a 5% discount off the lowest applicable discount fare, including First Class, or a 10% discount off full fare unrestricted coach fares, purchased at least 7 days in advance. An additional 5% discount will apply when tickets are purchased at least 60 days in advance of your travel date. Discounts also apply on Shuttle by United and United Express. Call United's Specialized Meeting Reservations Center at 1-800-521-4041 to obtain the best fares and schedule information. Make sure you refer to **Meeting ID Number 593XC**. Reservation agents are on duty 7 days a week from 7:0'0 a.m. until midnight EST.

Hotel Shuttle: The Sheraton offers complimentary shuttle service between the airport and hotel from 5:30 a.m. until midnight. Vans depart every 15 minutes for the guests' convenience from the hotel lobbies.

Limousine Service: Limousine service may be arranged directly with the hotel.

TIP MISSIVES

Pardon Me, While I Engage in e-Therapy

Allan,

In your October column, when discussing the online therapist, you asked for feedback on what people thought about doing therapy via e-mail and I found I did have rather strong opinions. First, since you don't know me, a bit about myself and my background so you'll know where I'm coming from on this. I started out in I-O but got seduced by the clinical side of the force, for more years than I care to think about, and returned to I-O recently. In the early 1990s I wrote a mental health column for a short-lived Internet publication called the *Internet Daily News*.

My opinion is that doing "psychotherapy" via e-mail is a crock! I question if calling it therapy is even proper, unless this cybershrink is providing a highly directive form of counseling and one chooses to call that therapy (which I don't, I call it directive counseling, perhaps with delusions of godhood). I think the most that could be provided via the medium you described (e-mail and maybe a few phone consults) is either advice or information, neither of which is psychotherapy or mental health treatment, and may not even necessarily be therapeutic. In the columns I wrote and in soliciting questions from readers, I set very clear boundaries; all I was providing was information, period! I was not treating anyone, offering any cures, providing them therapy, and since my middle name is not "Dear Abby" I was certainly not going to pretend I was omniscient and give them any (shudder) advice. All I provided was information, trying to stay well within what is generally accepted in psychology, about whatever topic they wrote in about—depression, phobias, and so forth. They got information (at no monetary charge) and I got a column written. The fact that you indicated this Dr. X claims most conditions can be "treated" with 5–10 e-mails (for hundreds of dollars) makes me think this Dr. X is highly dubious and treading on thin ethical ice (if not, in fact, committing outright fraud).

One question, how do you know Dr. X really does have a PhD and is a licensed counseling psychologist? Because the Web site said so? I claim to have a PhD and be a licensed psychologist, but for all you know, I could be some crazed kook who happened to stumble across the *TIP* Web page. That's a problem with the Internet—anyone can claim to be anything they want. As for Dr. X's alleged PhD, I've somehow gotten on a spam list and keep getting these e-mails from some organizations who want to sell me a

PhD degree. Not only would I like to be taken off their spam lists, I resent that they offer to hand somebody a degree—albeit phonier than a $3 bill—when I earned mine the hard way. Cheers.

Mitch Stein, allegedly a PhD
mstein2@mail.state.tn.us

Another Note From J.

We have often over the course of the years received the same type of "personal note" you mentioned in your column (in the January 2000 issue) from some "J" sending similar articles from some unknown *Executive Focus* publication. In today's mail it was the bogus September 2000 issue of *Executive Focus* on Time Management—Success Without Sacrifice: How to Get Organized... and Get a Life." It was addressed to my boss Thomas A. Keith, who never goes by the name "Thomas." Of course, the note was addressed to "Thomas" so that was a dead giveaway. Normally I throw these stupid things away, but this time I faxed it back with the comment that I would report them to the Federal Trade Commission for the fraudulent way they are handling their advertising since they don't even think highly enough of themselves to put their name on the mailing envelope.

Some other mailings I have gotten, directed to me personally (although others in the office have received them as well) and also the topic of a recent "Dear Abby" column, are the similar advertising tactics about weight control, seemingly sent by the female "J." Unless people really look at these appropriately and see that there is only one potential "winner" in this mailing (that being the sole advertisement or service offered on the page), they believe some unknown "friend" is trying to be helpful. What a horrible thing to do to somebody if you aren't aware of this.

Your musings brought a grin to my face, and I appreciated that you put this problem into print. Thanks.

Wendy
cgiinfo@villagenet.com

Muchinsky Strikes a Nerve

Dear Dr. Muchinsky:

I just read your column in the October 2000 *TIP* and I truly enjoyed it. It's refreshing to see someone challenge the proliferation of superficial and empty research practices. There is a LOT of fluff out there that needs to be eliminated—particularly in our field. I am relatively young, but I have read of a time when science consisted of truly original and creative ideas that were introduced and then criticized by the scientific community. Now, in these times, I see the mass production of pseudo-scientists (I speak in general terms, of course) who tow the line and support the status quo. They use all of the latest verbiage, those token buzz-words that miraculously add validity to whatever the topic might be, like "best practice", let's "leverage" this and "champion" that. Phooey! In this spirit, I quoted my favorite philosopher (Karl Popper) in my presentation on the philosophy of science to the Chicago Area Mensa group last month. Popper wrote:

Every intellectual has a very special responsibility. He has the privilege and the opportunity of studying. In return, he owes it to his fellow men (or society) to represent the results of his study as simply, clearly, and modestly as he can. The worst thing that intellectuals can do—the cardinal sin—is to try to set themselves up as great prophets vis-à-vis their fellow men and to impress them with puzzling philosophies. Anyone who cannot speak simply and clearly should say nothing and continue to work until he can do so.

Now, of course, Popper did not use the obligatory he/she, but I think the point is clear. I believe that high-sounding jargon, if not challenged, will shift the aim of our scientific efforts away from the core of the issues that we research and into some ethereal realm where there are much fewer standards to keep our activity valid. If this happens, it will be the end of meaningful scientific activity and the beginning of a time when those with the sexiest ideas are deemed the best and brightest researchers—a sad day for science.

Thanks for the column; I enjoyed it, and it restored some of my faith in our discipline. This faith is rooted in the notion that it is not necessarily the content of WHAT is studied that makes research meaningful but, rather, HOW we study it. Best regards,

Patrick James Murphy
murphyp@squared.com

* * *

Dear Dr. Muchinsky:

I enjoyed reading your "eight things" article in the Oct 2000 issue of *TIP*. In particular, I think your point #1 is important. It reminded me of some articles I had to read for a statistics course in college. I know the author was A.S. Ehrenberg. One of his papers that I think you might enjoy is:

Ehrenberg, A. S. (1977). Numerical information and short-term information. *Bulletin of the British Psychological Society, 30*, 409–???.

This article discusses the notion that most humans can only do mental arithmetic with two or fewer digits. I think he also wrote an article titled something along the lines of "The Problem of Numeracy," but I can't find the reference on PsycINFO. His argument here was that statistical results (e.g., *rs*) should be reported with no more than 2 decimal places.

Thought you might be interested. Sincerely,

Chuck (**Charles A. Pierce**, Ph.D.)
capierce@montana.edu

* * *

Paul,

Ipso facto, I agree with your recent *TIP* article challenging the status quo. The other day I looked up turnover in several databases and found that it had been changed to retention, a nervous prospect for someone who had only a single clinical course.

Gary Johns
garyj@vax2.concordia.ca

***

Paul,

Just a note to tell you how much I enjoyed your recent *TIP* article and to "plead guilty." I have published two articles with 8 and 14 coauthors (*JAP* and *AMJ*, respectively and counting myself). Both studies came out of a class meta-analysis project. My ethical sensibilities were such that I did not feel comfortable submitting anything for publication out of this effort without permitting each student the opportunity to participate as a coauthor (normally my rule is someone must put pen to paper—this is the only time I violated that rule). Notably, one student declined to participate in the first study because he felt he did not contribute enough and it was too far afield from his area of interest (strategy). Equally notably, he is second author on the second study!

I am aware of one study that does make me feel better about my circumstances. Specifically, Peterson et al. (1996, *AMJ*) had 21 coauthors on a "short note!" I know Dr. Peterson and learned from him that this study on international management required a local contact in each country. In return for assisting in the study, each local contact was made a coauthor!

I have made a mental note to slowly compile my own list of "gripes" and will forward it when it reaches some minimum threshold of disk space.

Craig J. Russell
cruss@ou.edu

* * *

Paul,

The few people in the world I know who have a true gift of humor are rare and should be highly honored for their contribution to the general state of living in this global community! You are one of the gifted. I laughed straight through **The High Society**... article in *TIP*. The bit about pencils had me nearly rolling on the floor, and I had to defog my glasses before I continued. Thank you for a bright spot of humor in the middle of a Friday afternoon.

Sally Cox
cox.sally@esc.state.nc.us

TIP Crossword

Intro to Personnel Psychology

Steven Katzman
KPMG LLP

Welcome to the *TIP* Crossword! This crossword is the second of a biannual series. The clues in bold are all topics that would likely be covered in an Introduction to Personnel Psychology course. The answers will be published in the April issue of *TIP*. If you have any questions or comments, please feel free to email me at skatzman@kpmg.com. Good luck and have fun!

ACROSS

1. Not usually a BFOQ
5. Our field? (abbr.)
7. Cut's counterpart
12. Job vacancy
14. **With 32 Across, topic in Chapter 2**
15. **Chapter 2 Topic**
17. Atlas content
18. What Quayle spelled potato with
19. Model of mental health
22. Composer Stravinsky
23. Nuclear
24. Frilly
26. **Chapter 3 Topic**
28. Gore and others
29. German 1
30. Insurance/Consulting company
31. Not Lt.
32. **Topic in Chapter 2 (with 14 Across)**
34. Union in Michigan (abbr.)
37. ______tow (show deference)
39. Runaway from the military
40. Rap star's friends
42. Black gold
44. **Topic in Chapter 2**
46. Pre-med course (abbr.)
48. Gratis
49. He phoned home
50. F__ Schwarz
51. Play on words
54. _____ the season to be jolly
55. **Chapter 1 Topic**
61. H.S. class
63. Military branch
64. Afternoon nap
65. Art Carney role (abbr.)
66. Salamander
67. Come into view
68. Clinton's bodyguards (abbr.)

DOWN

1. Baseball's Pete
2. Peak
3. Boston team
4. Verve
5. **Topic in Chapter 2**
6. Official government issue (abbr.)
7. Abbr. at bottom of letter Enc
8. ____ is (sale stipulation)
9. Climber's goal
10. Te', helado
11. TV sport's channel
13. Int'l Civil Aviation Org. (abbr.)
14. S or K, for me
16. Ellipse
20. Daily list
21. Leader Idi
24. Songbird
25. Between soprano and tenor
27. Cut-score name
29. Israeli airline
33. Apple chemical
34. Employ
35. Evaluates
36. Sunset locale
38. Deep sorrow
40. A test before training
41. Preposition
43. It can be adverse
45. Microsoft browser (abbr.)
46. Spicy Southern food
47. _____ gow (slang for jail)
52. Org. founded in 1945
53. "Houston, we have a problem" org.
54. Russian leader
56. German automaker
57. Disrespectful talk
58. Slang affirmative
59. Dallas to Houston dir.
60. Call _____ Day (2 words)
62. Nurses

I O T A S

Allan H. Church
PricewaterhouseCoopers, LLP

Send your job changes, awards, promotions, new books, and all future items of interest to me at allanhc@aol.com. Here is this issue's list of movers and shakers.

Awards

Congratulations to **Gilad Chen**, whose dissertation proposal, "Modeling Early Newcomer Role Performance: The Roles of Motivational and Interpersonal Processes," was selected as the winner of the 2000 Seymour Adler Scientist-Practitioner Doctoral Dissertation Grant. Gilad is a student at George Mason University in Fairfax, VA. The $5,000 award is given by Assessment Solutions Incorporated (ASI). See the Calls and Announcements section of this issue for more details.

The American Psychological Executive Development Roundtable announced their Marion Gislason Awards for 1999 and 2000. Congratulations to Dr. Michael Lombardo, co-founder of Lominger Limited, Inc., who is the recipient of the 2000 Marion Gislason Award for Leadership in Executive Development from the Executive Development Roundtable at the Boston University School of Management. "Dr. Lombardo is a pioneer and internationally recognized expert in the area of leadership and management research, as well as in the development of experiences and instruments that facilitate the development of leaders. With his transformative work on learning and person-organization alignment, and his role that spans the boundary between research and practice, Dr. Lombardo embodies the vision and values that we associate with the spirit of Marion Gislason."

We congratulate the 1999 Marion Gislason Award recipient, Dr. Daniel Goleman. Dr. Goleman is CEO of Emotional Intelligence Services, an affiliate of the Hay Group, and co-chairman of the Consortium for Social and Emotional Learning in the Workplace, based in the School of Professional Psychology at Rutgers University. "Dr. Goleman's work represents true leadership for scholars, practitioners, and executives interested in the field of leadership development. Dr. Goleman was acknowledged here, in particular, for his work in recognizing the human potential in leadership development, very much in keeping with the spirit of the award, in warm remembrance of Marion Gislason."

The Gislason Award was established to honor the late Marion Gislason, the former director of corporate training at JP Morgan & Company, who was instrumental in the creation and success of the Executive Development Roundtable. Both awards were presented by Marne Obernauer, husband of Ms. Gislason, and Laurie Hutton-Corr of Concert and chair of the Executive Development Roundtable Steering Committee. SIOP Fellow **Douglas T. Hall** is the director of the Boston University Executive Development Roundtable.

People on the Move

Nucleus Technologies Inc. is pleased to welcome **Douglas Quartetti** as manager of organizational effectiveness. Doug joins **Adam Stetzer, Dru Fearing, Mike Moss,** and **Deborah Ladd** in the Workforce Effectiveness Group. Doug can be reached at quartetti@nulceusweb.com or (703) 236-9801 ext. 9014.

C. W. (Carol) Timmreck has accepted a temporary assignment to the Shell Global HRIT Project based in The Netherlands. Carol will be working as an HR Business Consultant helping to create the process/system design and standards and management structures to roll out an HRIT system across the Shell Group. Carol joined the team on October 2nd. You can e-mail Carol at ct195727@msxsoc.shell.com.

Barry Riegelhaupt has joined IBM, Global Services, National Healthcare Practice as a principal supporting e-Business Strategy and Design. Barry can be reached at bjriegel@us.ibm.com or (678)-319-9461.

Janine Waclawski and **Seth Berr** of PricewaterhouseCoopers LLP both have a new address. You can reach them at PwC, 300 Atlantic St., Stamford, CT 06901. Janine's new number is (203) 539-4272, and Seth's is (203) 539-4271.

On December 4th, **Allan H. Church** joined **Jeff Schippmann** at Pepsi-Co in Purchase, New York as a director of Organization and Management Development. As always, you can contact him at allanhc@aol.com.

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 16–19	10th European Congress on Work & Organizational Psychology, Prague, Czechoslovakia. EAWOP Secretariat +32/4/3662013. www.geocities.com/CAPAcz/
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 21–24	4th Australian Industrial & Organisational Psychology Conference 2001. Sydney, Australia. Contact: Natalie at International Conferences & Events, +61 (2) 9544 9134 or natalie@iceaustralia.com.
June 24–27	Annual Conference of the Society for Human Resource Management. San Francisco, CA. Contact: SHRM, (703) 548-3440.
July 16–21	21st OD World Congress. Vienna, Austria. Contact: Organization Development Institute, (440) 729-7419.
July 29–Aug 3	28th Interamerican Congress of Psychology. Santiago, Chile. Contact: Bernardo Ferdman, (858) 623-2777 x362 or bferdman@cspp.edu.
Aug 5–8	Annual Meeting of the 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, (765) 494-5426 or salvendy@ecn.purdue.edu.
Aug 24–28	Annual Convention of the American Psychological Association. 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 Int'l 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 Proposals
The 14th Annual Conference of the
International Association for Conflict Management

The 14th Annual Conference of the International Association for Conflict Management (IACM) will be taking place on June 24–27, 2001 in Cergy (Paris) France. IACM was founded to encourage scholars and practitioners to develop and disseminate theory, research, and experience that is useful for understanding and improving conflict management in family, organizational, societal, and international settings. We invite papers as well as proposals for symposia, workshops, roundtables, and other session forms for the 2001 meeting. The deadline for submissions is February 16, 2001.

Please see the IACM website for more information (www.iacm-conflict.org), or contact the program chair, Michele J. Gelfand at iacm01@psyc.umd.edu.

Call for Papers
Consulting Psychology Journal

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

- 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 Ave., Boston, Massachusetts, 02116-5712, (617) 425-4540, fax (617) 425-0073.**

Call for Submissions
Jepson Dissertation Awards

The Jepson School of Leadership Studies at the University of Richmond seeks submissions for the 2001 Jepson Award for Outstanding Dissertations in Leadership Studies. In order to be eligible for the award competition a dissertation must be completed between August 1, 1999 and February 15, 2001. Submissions can be on *any topic* with substantial implications for understanding leadership. A small number of finalists will each receive a $1,000 stipend (plus all travel expenses) to be awarded upon the presentation of their dissertation research at a colloquium to be held in Richmond, Virginia on March 18, 2001. Winning submissions will be considered for publication in a collection on new developments in leadership studies.

All submissions must be received by January 15, 2001. Notifications to finalists will be made by February 15, 2001. Interested parties should send a letter of interest, a brief biographical note, one substantive dissertation chapter (specifically, the chapter that best represents author's dissertation), and verification of the dissertation defense date (e.g., a letter from the dissertation advisor) to **Terry L. Price, Jepson Dissertation Award Committee, Jepson School of Leadership Studies, University of Richmond, Virginia 23173.** Candidates are welcome to submit their materials on a ***diskette in Word 97*** format or, alternatively, to make submissions ***electronically*** as attachments to: jepsonaward@richmond.edu. Further information about the Dissertation Award can be found on the Jepson School of Leadership Studies Web site www.richmond.edu/academics/leadership/.

The Jepson School of Leadership Studies is the nation's first undergraduate school of leadership studies. Made possible by a gift from Robert and Alice Jepson in 1988, the school offers a multidisciplinary course of study around the single theme of leadership.

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

The Center for Creative Leadership is sponsoring this award to stimulate outstanding field research and its creative application to the practice of leadership. The award is named in honor of Walter F. Ulmer, Jr., retired President and CEO, Center for Creative Leadership. The award will include $1,500 and a trip to the Center to present research in a colloquium.

Research Requirements

1. The study must be in the domain of leadership, or leadership development, and should be innovative in its approach to the problem addressed.
2. The research must be the author's own original work, must have been conducted in the last 2 years, and not have been previously published.
3. The study must have an applied purpose, i.e., it was undertaken to diagnose issues, solve problems, or improve practice for a specific organizational system.
4. Methodologies considered will include action research and case/field studies.
5. Only one submission per project or person will be accepted.

Judging Criteria

1. Appropriateness of topic (fit with research award focus; relevance to needs faced by practitioners.)
2. Quality of research (consideration of relevant literature; soundness of method and analysis; innovativeness of research.)
3. Application value (clear explanation of how the research findings were used in an organizational system; broader implications for practice.)

Paper Guidelines

1. Papers should be prepared according to the current Publication Manual of the APA and should not exceed 30 typed, doubled spaced pages (including title page, abstract, tables, figures, notes and synopsis). Four copies should be submitted.
2. Papers should include: summary of the problem addressed by the study; overview of the relevant literature; synopsis of the methodology used nd the findings; how the findings of the study were applied, and, importantly, statement of implications for research and practice.
3. A signed letter should accompany submission, stating that the paper meets the research requirements.
4. The Center reserves the right to withhold the award if no paper clearly meets the research requirements.

Submission. Entries should be submitted to **Cynthia McCauley, PhD, Vice President, New Initiatives, Center for Creative Leadership, One Leadership Place, P.O. Box 26300, Greensboro, NC 27438-6300. All entries must be received by March 30, 2001.** The winning papers will be announced by June 8, 2001.

Call for Submissions
Innovations in Assessment Award–2001

The International Personnel Management Association Assessment Council (IPMAAC) is seeking nominations for its "The Innovations in Assessment Award." This award recognizes an individual or team of individuals for the development and application of an innovative personnel assessment tool or procedure. The award is open to any individual or group of employees in the personnel assessment field responsible for developing and applying an innovative assessment tool or procedure within recent years. You need not be a member of IPMAAC to submit a nomination. **Nominations are due on March 2, 2001.**

The Innovations in Assessment Award will be presented formally at the upcoming IPMAAC Conference, which will be held in Newport Beach, California June 10–14, 2001. The winner will receive an engraved plaque to commemorate their accomplishment and a waiver of the conference registration fee for one person. In addition, award recipient(s) will be invited to share their innovation with IPMAAC members during a highlighted presentation at the conference and in an article for IPMAAC's newsletter, the *Assessment Council News*.

The nomination form is available through IPMAAC's electronic network, the ECN at www.ipmaac.org. If you would prefer to receive a copy by mail or fax, please contact Ilene Gast by phone at (202-305-0590) or e-mail (ilene.f.gast@usdoj.gov.)

Call for Proposals
The University of Oklahoma Bio-Data Conference: Advances in Application

Bio-Data, and its applications, have seen a tremendous amount of attention over the past two decades. As we enter the new millennium, our understanding of Bio-Data and its uses sits at a crossroads. We continue to examine the measurement and application of Bio-Data in traditional ways; however, we look to expand the research and application into new areas of thought.

Four years ago, the University of Georgia held a conference concerning Bio-Data. The conference generated great interest in the field of Bio-Data.

As the topics generated in that first conference continue to see research effort, the field of Bio-Data sits on the cusp of expanding into nontraditional Bio-Data topics. The University of Oklahoma Bio-Data Conference seeks to shed light on where the field of Bio-Data has been and where the field of Bio-Data will move to in the future.

The University of Oklahoma Bio-Data Conference looks to explore topics in Bio-Data such as

- Traditional Measurement Issues—Item Development, Faking
- Emerging Measurement Issues—IRT, Variance Sources, Incremental Validity, Consequential Validity
- Theoretical Issues—Item Generation, Life Events
- Traditional Application Issues—Selection, Career Development, Career Management
- Emerging Application Issues—Training, Recruiting, Teams
- Business Issues—Web-Based, Client Perceptions/Needs, Cost/Gain Utility

The Bio-Data Conference also welcomes issues in the field not mentioned above.

Session Formats. Session formats include symposia, panel discussions, round-table discussion, graduate student colloquiums, paper presentations, and workshops.

Submissions. Interested researchers should send an abstract of their paper of no more than 1,000 words in length. Please indicate on the abstract the title of the paper, the author(s), affiliation, and mailing address.

Review of Proposals. Members of the Program Committee will review the proposals for technical soundness, theoretical or practical significance, and overall interest to the field of Bio-Data. The Program Committee will send notification of acceptance/nonacceptance by the end of July 2001. At that time, the Program Committee will also extend invitations to selected individuals to participate in certain panel and round-table discussions. The Program Committee seeks to publish highlighted papers in a book format, but the Program Committee asks that any person(s) wanting to include a paper must bring that paper and a copy of the paper on diskette to the conference in person.

To receive more information regarding the University of Oklahoma Bio-Data Conference, please contact either **Dr. Michael Mumford, Professor of Psychology, University of Oklahoma, 755 West Lindsey St., Rm. 705, Norman, OK 73019, (405) 325-5583, Fax (405) 325-4737 or Dr. Craig Russell, Professor of Business and Psychology, University of Oklahoma, Price Business College, Norman, OK 73019, (405) 325-2458, (405) 325-1957.** Additional information about the conference can be obtained through the University of Oklahoma, Department of Psychology's website at: www.ou.edu/cas/psychology.

Association of Test Publishers
Annual Conference

The Association of Test Publishers will host its annual conference February 26–28th, 2001 at the Sheraton El Conquistador Resort in Tucson, AZ. This year's theme is: Computer-Based Testing: Emerging Technologies and Opportunities for Diverse Applications. For more information visit **www.testpublishers.org or call Designing Events at (410) 751-7171.** Sponsorship opportunites are also available.

Call for Submissions
Seymour Adler Scientist-Practitioner Doctoral Dissertation Grant

The Scientist-Practitioner model represents the application of sound and professional theory and research to solve real-world problems. Dr. Seymour Adler's 25-year career in I-O Psychology has been an outstanding example of the successful application of the Scientist-Practitioner model. In recognition of this fact, Assessment Solutions Incorporated (ASI) has established "The Seymour Adler Scientist-Practitioner Doctoral Dissertation Grant." This annual grant, in the amount of $5,000, shall be provided to the Ph.D. candidate whose dissertation proposal best exemplifies a sound balance of rigorous, theory-guided academic research and practical business application. The dissertation can be conducted in either a laboratory or field research setting as long as the results are applicable to actual business situations.

Requirements: Each applicant must submit two copies of a two-page application that includes the following: title of dissertation, name, affiliation, complete mailing address and daytime telephone number, abstract of the dissertation (not to exceed 400 words). The applicant's dissertation chair must submit a signed cover letter indicating why the proposed dissertation is appropriate for consideration for the Seymour Adler Scientist-Practitioner Doctoral Dissertation Award.

From the applications received, the top three applicants will be invited to submit their complete dissertation proposals for review. Proposals must be submitted in standard APA format. The winning proposal will be chosen from among these three.

Judging Criteria: A committee of experienced, professional I-O Psychologists representing both academia and industry will review the applications and proposals and ultimately determine to whom the grant is awarded. The primary criteria to be considered are: (a) quality of research (soundness of methodology and analyses, consideration of relevant literature and theory, innovativeness), and (b) application value (implications for business practice; potential impact of findings). The committee reserves the right to withhold the award if no submission clearly meets the grant requirements.

Submission: The application and cover letter should be sent to the Grant Committee Chair at the following address: **Brian J. Ruggeberg, PhD, Grant Committee Chair, Assessment Solutions Incorporated, 780 Third Ave., 6th Floor, New York, NY 10017.**

All applications must be *received* by June 29, 2001 to be considered. Those applicants selected to submit their complete proposals will be notified by the committee no later than *August 1, 2001*. Proposals must be received by *September14, 2001*. The winning proposal will be announced by *October 17, 2001* and awarded the $5,000 research grant immediately thereafter.

Call for Papers:
Group and Organization Management—
Special Issue on Diversity

Group and Organization Management (*GOM*) is planning a special issue focused on issues of work force diversity. The vision for the issue is that it will represent multiple scholarly perspectives and methods, including traditional quantitative social science, qualitative/interpretive work, and critical scholarship. The goal for the issue is to promote dialogue among diversity scholars to enrich our collective research stream.

We invite both conceptual and empirical papers addressing issues of (for example) class, race/ethnicity, gender, sexual orientation, and/or disability and how these affect organizations/organizing. Alison M. Konrad, the special issue editor and associate editor of *GOM*, will administer the double-blind review process for all submissions.

The submission deadline is Feb. 1, 2001. If you decide to submit, please send 5 copies of your manuscript (double-sided is fine!) with a cover letter indicating that the submission is intended for the Special Issue on Workforce Diversity. The submission address is **Alison M. Konrad, Fox School of Business and Management, Temple University, 1810 N. 13th Street, Philadelphia, PA 19122-6083, (215) 204-6907, akonrad@sbm.temple.edu.**

Call for Papers:
Group and Organization Management—
Longitudinal Processes in Groups and Organizations

By way of background, various theorists have suggested that a greater consideration of processes over time will enhance our theorizing. Researchers have long argued that data should focus on capturing events as they occur over time. Moreover, methodologists have provided a number of ways to try and capture various over time processes. Finally, practitioners often suggest that a consideration of previous events is critical for understanding their situation.

In this special issue of *GOM*, the editors seek to publish theoretical and empirical work that focuses on longitudinal theorizing and data collection about individuals, groups, or organizations or some combination of these levels. The editors will give preference to articles that include longitudinal data that have clear implications for groups, organizations, or individuals in groups and/or organizations. Articles that show with data how a consideration of longitudinal factors increase our understanding of processes in groups and organization are also preferred. The substantive area of study (for example, key factors that relate to performance at any level of analysis, leadership, climate, culture, strategy, organizational structure, communication, and the levels) is open. The one provision is the article illustrate either the advantages of a longitudinal perspective or the limitations of certain approaches to the analyses of and thinking about longitudinal processes and data.

To be considered for publication, four copies of manuscripts in GOM style must be received by July 1, 2001 by either editor: **Fred Dansereau, State University of New York at Buffalo, School of Management, 276 Jacobs Management Center, Buffalo, NY 14260, E-mail: mgtdanso@acsu.buffalo.edu; or Fran Yammarino, State University of New York at Binghamton, School of Management, Binghamton, NY 13902, E-mail: fjyammo@binghamton.edu**

Request for reviewers: If you are interested in serving as an ad hoc reviewer for this special issue, please contact either editor of the special issue.

Call for Proposals
Hawaii Conference on Business

The 2001 Hawaii Conference on Business (www.hcb.hawaii.edu) will be held from June 14 (Thursday) to June 17 (Sunday), 2001 in Honolulu Hawaii, USA. Academicians and professionals from all areas of business are invited to attend the conference or submit papers, reports, abstracts, and studies. The Conference will provide many opportunities for academicians and professionals from business and related fields to interact with members inside and outside their own particular disciplines. The Hawaii Conference on Business will provide opportunities for presenting research as well as providing formal and informal opportunities to socialize with peers.

Topic areas include Business Communications, Business Education, Entrepreneurship, Human Resource Management, Industrial-Organizational Psychology, Management (Behavior, Information Systems, Management Science, Operations, Policy, Production, Strategy, and other related areas of Management), and Quantitative Methods.

The Hawaii Conference on Business encourages the following types of papers and proposals for any of the listed or related areas of Business: Research Papers; Abstracts—Comprehensive abstracts of completed or proposed research; Student Papers; Case Studies; Work-in-Progress Reports or Proposals for Future Research; and Reports on Issues Related to Teaching Business.

Submission Guidelines. Submissions may be made electronically via e-mail to hcb@cba.hawaii.edu or mailed. If submissions are mailed, submit two copies of your paper, report, abstract, or study. Submissions imply that at least one author will register for the conference and be present at the time designated in the conference program. **Submissions must be postmarked by January 15, 2001.**

Each submission should include a separate title page. The title page should include the topic area of the paper, the title of the article, the names of the author(s), the mailing address(es), the e-mail address(es), the phone number(s), and the fax number(s). The page following the title page should also include the title of the paper. Correspondence regarding receipt of submission will be made by e-mail to the designated author unless another mode of correspondence is requested. Notification of acceptances will be mailed when the review process is completed.

All submissions will be subject to a blind review process. There will be at least two reviewers for each submission. Submissions will only be published in the conference proceedings if at least one of the authors attends the conference. Authors who wish to have their paper/report/abstract/study placed on the Hawaii Conference on Business Web site or published in the official proceedings will need to provide the submission in computer readable form. Instructions for submitting computer readable forms will be provided when the paper is accepted.

If you wish to be a reviewer, session chair, or discussant, please mail your request to the above address and indicate the topic area in which you are interested. Registration for the conference is required to be a session chair or discussant.

Mail submissions to **Professor David Yang or Professor Terry Gregson, Hawaii Conference on Business, College of Business Administration, University of Hawaii, 2404 Maile Way, Honolulu, HI 96822, USA, web page: www.hcb.hawaii.edu, tel. (808) 956-3762, fax: (808) 956-9888, hcb@cba.hawaii.edu**

11th Annual Kravis-de Roulet Leadership Conference

The Future of Leadership Development

March 23-24, 2001, Claremont, California

Deadline for Submissions: January 2, 2001

The Kravis Leadership Institute, at Claremont McKenna College, is sponsoring a conference to explore current thinking and future directions in the field of leadership development. Incorporating themes surrounding leadership challenges in the changing work place, we will provide a forum for researchers and practitioners to share their current efforts in leadership development. We invite submissions, not to exceed 20 pages, which describe either theory-based applications of leadership development, papers evaluating the effectiveness of leadership development programs, and/or basic research on leadership development. Topics that might be addressed include, but are not limited to

- Developmental requirements for leaders in today's "New Economy"
- The challenge of moving from theory to practice
- Leadership development evaluation of "Best Practices"
- The impact of technology on leadership development techniques
- The role of individual characteristics such as social and emotional intelligence
- Global leadership development challenges
- Special leadership dituations: the case of entrepreneurs
- Leadership in virtual organizations

The conference will begin Friday evening with a keynote speaker and panel discussion, and continue through Saturday with concurrent paper and interactive poster sessions.

About the Kravis Leadership Institute. Through a generous donation from Henry R. Kravis, Claremont McKenna College established the Kravis Leadership Institute in 1992. The Institute sponsors undergraduate education in leadership as well as conducting leadership research and providing leadership training. In addition, we sponsor various conferences on current topics in leadership. We are located in Claremont, California, a suburb of Los Angeles.

Submissions should be sent electronically by January 2, 2001 to **Professor Susan Elaine Murphy, Associate Director Kravis Leadership Institute, Claremont McKenna College, Dept. of Psychology, 850 Columbia Ave, Claremont, CA 91711. Susan.Murphy@mckenna.edu.**

Call for Papers

The 4th International Business and Economics Conference

October 5–6, 2001

A multi-disciplinary conference devoted to the advancement of business and economic global issues and education. Papers from all areas in international business and economics are welcome. We encourage the submission of scholarly works that encompass all types of quality research.

Relevant international topics include, but are not limited to trade and finance; financial and management accounting; management; organizational behavior; emerging markets; marketing strategies; cross-cultural marketing and consumer research; service marketing; multiculturalism and gender in the workplace; international business ethics; global technology, internet, e-business; incorporating international aspects in the class.

Paper Submission: Conference paper submissions will be organized into two tracks: "Presentation Only" or "Publication."

Presentation Track: submit three copies of an abstract (750 words or less) by March 17, 2001.

Publication Track: submit three hard copies of a completed paper by March 17, 2001. If accepted, the paper will be published in the conference proceedings, and you can choose to pursue a publishing opportunity through the MCB University Press and the Management Decision Journal. Authors who elect either or both publishing opportunities should indicate their intent in a cover letter. Additional details will be sent to interested authors after acceptance.

Both abstracts and papers will be blind-reviewed and must not have been published elsewhere. Include a title page that indicates names, affiliations, addresses, and e-mail information of all authors and indicate who will be the contact author. Letters of acceptance or rejection will be snail mailed and emailed by April 1, 2001. A final version of the manuscript, diskette, and conference fee must be received by September 14, 2001. One completed paper will be selected to receive a "Best Conference Paper" award.

St. Norbert College is located on the western bank of the Fox River in the Green Bay metropolitan area. Green Bay's proximity to Chicago (3-1/2 hour drive) and Milwaukee (1-1/2 hours) makes it easily accessible. The city is served by the Austin Straubel Airport, which provides more than 40 daily flights to and from major hubs such as Chicago, Detroit, Milwaukee and Minneapolis.

Send submissions to: **Iris Jenkel, St. Norbert College, 100 Grant Street, De Pere, WI 54115. Phone: (920) 403-3083. E-mail: jenkir@mail.snc.edu or info@sncibec.org.** Visit our website at www.sncibec.org for more details. The deadline for receipt of submissions is March 17, 2001.

POSITIONS AVAILABLE

We are currently seeking candidates to work as part-time **INTERNS** in our Houston, Texas and Los Angeles, California offices. Specifically we are looking for I-O master's or PhD candidates. The work will primarily involve a wide range of selection and assessment activities including development of job analysis materials, data analysis, development of selection tools, and content validation. Part-time hours can be flexible, however a minimum commitment of 12 hours per week is needed.

AON CONSULTING is a leading Human Resource consulting firm with more than 4,000 consultants worldwide, specializing in the design and implementation of creative solutions to human resource and organizational effectiveness needs. A group of nearly 50 I-O psychologists provides specialized services and products to the most recognized and innovative organizations in the world. Project work includes competency modeling, construction and implementation of selection and assessment systems at all levels, performance management systems, feedback and career development programs, organizational assessment, and training program development.

Aon Consulting offers the opportunity to work in an energetic, collegial environment focused on high quality client services. If you are interested in joining our team, please visit www.hrservices.aon.com and forward your resume to **Gretchen Cambra, Aon Consulting, 400 Renaissance Center, Suite 1500, Detroit, MI 48243, e-mail gretchen_r_cambra@aoncons.com, fax (313) 393-7975. Equal Opportunity Employer.**

IBM. Be surrounded by state-of-the-art everything, the sharpest minds in technology and the world's leading e-business corporation. Visit our web site at www.ibm.com to see more about where IBM has been and where it is going. With a worldwide IBM workforce in excess of 300,000, our research projects are varied, leading edge, and global in nature. IBM is committed to a culturally diverse workforce and is proud to be an equal opportunity employer.

IBM's Global Employee Research is looking for two to three pre-PhD student **INTERNS** in industrial-organizational psychology, available full-time starting in spring or summer 2001 for one year, with a firm end date. Exact start date is flexible. Job responsibilities include strategic research projects, such as employee survey analyses, selection research, test design

and validation, how e-business changes work, cross-cultural research, employee retention studies, and emerging business issues with a global perspective. Students work with PhDs in I-O psychology, other interns, and with human resources professionals throughout the company.

Qualifications: Doctoral students in I-O psychology who have completed three or four years of study. Preference will be given to those who have completed all requirements except their dissertation, with the clear expectation that they will return to school to complete their PhD. Knowledge and skills are needed in the following areas: advanced statistical analyses, research design, statistical software (especially SPSS), interpersonal and team skills, and oral and written communications in English. Fluency in one or more other languages is preferred but not required. Cross-cultural knowledge and/or experience a plus. The job is located in White Plains, New York, which is about 20 miles north of New York City (30 minutes by train). **Please send your resume/CV to nixon@us.ibm.com, Roberta Nixon, (914) 288-3933.**

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 U.S. 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.**

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, PO Box 7305, Chicago, IL 60680-7305. Fax (800) 762-5796. E-mail www.ac.com/jobs.** Visit our Web site at www.ac.com. Andersen Consulting is an Equal Opportunity Employer.

FORD MOTOR COMPANY is accepting applications for predoctoral **INTERNSHIPS** in industrial-organizational psychology. Ford is a worldwide leader in automotive products and financial services with 325,000 employees, including 143,000 employees in U.S. automotive operations. The internships are full time and last 12 months. Interns will be working with I-O psychologists and HR professionals on a variety of projects, most of which are international in scope. Projects include selection research, employee surveys and organizational development. All positions are located in Dearborn, Michigan. Applicants must be enrolled in an I-O doctoral program and have completed a master's degree or be admitted to doctoral candidacy. Candidates should have experience in the following areas: selection research, construction of tests/surveys, and statistical analysis.

Familiarity with SPSS is preferred but not required. Experience with web authoring or foreign language skills such as German, Spanish, or French 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 Department of Psychology at **WESTERN KENTUCKY UNIVERSITY** invites applications for a tenure-track position at the **ASSISTANT PROFESSOR OR ASSOCIATE PROFESSOR** level in the area of Industrial-Organizational (I-O) Psychology beginning fall 2001. Responsibilities include teaching courses in our master's-level I-O graduate program and undergraduate support courses; experience in teaching is preferred. Graduate program focus is on traditional personnel areas of I-O with specific emphasis on job analysis, criterion development, test validation, training, and EEO issues and law. The ability to direct theses on I-O related topics is required. Earned doctorate in I-O psychology is required. Area of emphasis within I-O is open. A record of publications and grants is preferred. Experience/interest in working with ethnic/diverse groups desirable. Knowledge of web-based technology is desirable. Please visit our Web site at http://edtech.tph.wku.edu/~psych to learn more about our department. Review of applications begins January 15, 2001 and will continue until the position is filled. Send letter of application, vita, transcripts, and three letters of reference to: **Dr. John O'Connor, Department of Psychology, Psychology Search Committee, Western Kentucky University, 1 Big Red Way, Bowling Green, KY 42101-3576. Phone (270) 745-4427, Fax (270) 745-6934.** Women and minorities are encouraged to apply. Affirmative Action/Equal Opportunity Employer. Note: WKU also currently has position openings in Mangement (HRM) and Psychology (Educational Measurement). Couples are encouraged to apply.

ALLIANT UNIVERSITY, COLLEGE OF ORGANIZATIONAL STUDIES. CORE FACULTY POSITIONS. Subject to final budgetary approvals, Alliant University (which grew out of, and incorporates, the California School of Professional Psychology) is recruiting for these faculty positions, all of which require demonstrated expertise in teaching, research and consulting:

1. Los Angeles—Two core faculty positions (Assistant to Associate) with organizational psychology (OP) or OB expertise. Consulting interests/experience and methodological expertise a plus;
2. San Diego—Two core faculty positions: a) Consulting psychology (rank open; preference for individual assessment and intervention and group expertise); and b) I-O psychology (rank open; preference for "O" expertise);
3. San Francisco Bay—a) Program director/core faculty (rank open; begin spring or fall 2001); b) core faculty (assistant to associate). PD requires demonstrated academic professorial and administrative skills; both faculty positions require OP and organizational consulting expertise including ability to support new Change Leadership Master's program.

Application Instructions: Please specify the position(s) to which you are applying. Send a) CV, b) detailed letter of interest, c) statement of teaching and research interests; d) statement of consulting experience (and work samples, if available); e) names/addresses of three persons who could, if requested, provide reference letters (do not send letters now) and, f) summaries of teaching evaluations (if available), and g) reprints/preprints of recent publications, to **[Name(s) of Search (COS-LA Core Faculty Search, COS-SD, Consulting Search, SD I-O Psychology Search, COS-SF, PD/Faculty Search and/or COS-SF Core Faculty Search)], Rodney L. Lowman, PhD, Systemwide Dean, College of Organizational Studies, Alliant University, 6160 Cornerstone Court E., San Diego, CA 92121-3725.**

Application review will begin immediately and continue until the positions are filled. Women and persons of color are especially encouraged to apply since we actively seek to increase diversity at Alliant University at all levels. www.alliant.edu; AA/EOE.

DIRECTOR OF ORGANIZATIONAL CONSULTING CENTER (OCC)—ALLIANT UNIVERSITY, which grew out of, and incorporates, the innovative California School of Professional Psychology, is recruiting an OCC director to develop and direct this operation as it expands to all four of

our campuses. The position reports directly to the Systemwide Dean and can be based at any of our locations: Fresno, Los Angeles, San Diego, San Francisco. Duties include generating business and overseeing obtained consulting projects (www.alliant.edu/orgconsulting). Relevant educational background (master's or higher in OP, I-O, OD, etc.) required. Entrepreneurial and managerial abilities essential. Must be able to obtain new business on own initiative and to coordinate among faculty and graduate students to oversee delivery of consulting services. Position is initially funded on "soft money"; subsequent funding will need to come from earnings generated from the OCC Director's successful efforts. To apply send a) CV, b) detailed letter of interest, c) statement of specific areas of consulting experience and interest, d) work samples (if available) and e) names/addresses of three persons who could, if requested, provide references to **OCC Director Search, Rodney L. Lowman, Ph.D., Systemwide Dean College of Organizational Studies, Alliant University, 6160 Cornerstone Court E., San Diego, CA 92121-3725.** This position is available immediately. Application review will begin immediately and continue until the position filled. Women and persons of color are especially encouraged to apply since we actively seek to increase diversity at Alliant University at all levels. www.alliant.edu; AA/EOE.

DEPARTMENT HEAD—DEPARTMENT OF PSYCHOLOGY, WESTERN KENTUCKY UNIVERSITY. The Department of Psychology at Western Kentucky University seeks to fill the tenure-track position of Department Head beginning June 1, 2001. The department consists of 30+ faculty members committed to excellence in teaching, research, and public service; 400+ undergraduate majors; and 70+ graduate students in masters degree programs in Clinical, Experimental, Industrial-Organizational and School Psychology. Applications are invited from any specialization within the discipline of psychology. Review of applications begins January 15, 2001 and will continue until the position is filled. Women and minorities are encouraged to apply. Affirmative action/equal opportunity employer. Required and preferred qualifications and application instructions may be found at **http://edtech.tph.wku.edu/~psych/search.html/**.

The Psychology Department of **BARUCH COLLEGE** of the **CITY UNIVERSITY OF NEW YORK** invites applications for two tenure-track positions at the **ASSISTANT PROFESSOR** level. One position is in quantitative psychology and the second in I-O psychology. The successful candidate for quantitative position will be prepared to teach full range of quantitative courses at undergraduate, masters and doctoral levels. Successful candidate should be able to offer courses at the doctoral level in traditional experimental statistics (i.e., analysis of variance and OLS regression), advanced applied data analysis (i.e., structural equation modeling and log-linear approaches) and psychometric analysis. Successful candidate for industrial-organizational position will be prepared to teach I-O courses at undergraduate, masters and doctoral levels. Should possess skills in traditional I-O areas. Will teach courses in some combination of applied personnel psychology (i.e., testing, training, performance appraisal, industrial psychology and organizational psychology). Both new faculty members will participate fully in comprehensive program in industrial-organizational psychology.

Baruch College is the site of CUNY's program in I-O psychology. Successful applicants will play major role in the PhD program. Candidates will hold doctorates in psychology and be engaged in productive programs of research. Area of candidates' research is open. Candidate's research program should have the potential for outside funding. Salary: competitive with appointments in other doctoral-level programs. Send curriculum vita, letter of application (including statement of philosophy/goals/objectives for teaching and research), no more than 5 recent reprints (or preprints), and three letters of reference by February 1, 2001 to **Search Committee, Department of Psychology, Baruch College/CUNY, Box G-1126, 17 Lexington Avenue, New York, NY 10010.** Applicant should clearly indicate whether she/he is applying for one or the other position (or both). Women, individuals of color and members of other under-represented groups strongly urged to apply. An AA/EO/IRCA/ADA Employer.

EXPERIENCED CONSULTANT/CONSULTANT. Houston, Texas. **JEANNERET & ASSOCIATES, INC.**, an interdisciplinary consulting firm located in Houston, Texas, has immediate openings for an experienced consultant and/or consultant. Our areas of expertise include job analysis and classification; selection, placement, and promotion systems; validation research; compensation systems; statistical analysis; performance measurement and improvement; psychological assessment; organizational analysis; and compliance with EEO regulations.

Candidates for the experienced consultant position should possess a PhD in I-O psychology with 3–5 years of consulting or other applied experience. Candidates for the consultant position should possess a PhD or master's degree in I-O psychology with at least 1 year of consulting or other applied experience, including internships. All qualified candidates should have strong analytical, writing, and interpersonal skills. Applicants for the experienced consultant position also should have demonstrated ability to manage projects and clients and to develop business.

Responsibilities will include project management, job analysis, research and development of various human resource systems, individual assessment, management development, complex data analysis and interpretation, proposal development, and report preparation. Travel requirements vary (approximately 20–50%). Salary commensurate with experience. Interested applicants should send a cover letter and resume to **AnJanette A. Nease, PhD, Jeanneret & Associates, Inc., 601 Jefferson, Suite 3900, Houston, Texas 77002; e-mail: ANease@jeanneret.com**

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.

PSYCHOLOGIST. LESI® is a consulting firm providing a mix of I-O, clinical, forensic and personnel research services to public sector clients, primarily within law enforcement and criminal justice. Initially incorporated in 1988, we are currently recruiting PhDs from traditional "scientist-practitioner" programs with strong research and written communication skills. The ideal academic/experiential background for this position includes I-O, clinical, and/or applied quantitative research experience. Depending on your skill set (I-O or clinical), the lion's share of this job will be performing pre-employment evaluations and/or participating in research and development of our automated assessment products. Additional duties may include developing promotional tests (e.g., assessment centers, job knowledge tests, structured work samples, etc.), performing forensic evaluations, supervising and training peer support counselors, performing incident debriefings, and making educational presentations.

This position requires light (to moderate) travel from our base in Greensboro, NC; a city recognized for its excellent quality of life. We offer an attractive compensation and benefits package as well as the opportunity to progress to management and to participate in our practice equity.

Candidates should reply with vitae as well as a brief historical statement of past accomplishments and current career goals to **Michael J. Cuttler, PhD, LESI®, 604 Green Valley Road; Suite 204, Greensboro, NC 27408-7719, MCuttler@lesitest.com.**

IBM. Be surrounded by state-of-the-art everything, the sharpest minds in technology, and the world's leading e-business corporation. Visit our web site at: http://www.ibm.com to see more about where IBM has been and where it is going. With a worldwide IBM workforce in excess of 300,000, our research projects are varied, leading edge, and global in nature. IBM is committed to a culturally diverse workforce and is proud to be an equal opportunity employer.

IBM's Global Employee Research has one opening for an experienced **PHD INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST**. Responsibilities involve managing and contributing to applied research and analysis projects with major emphasis in the selection area. Candidates should have substantial knowledge of the selection research literature and available selection tools as well as substantial knowledge of federal and professional guidelines and relevant case law. Strong measurement skills, the ability to analyze and integrate quantitative and qualitative data, excellent written and

presentation skills, and the ability to interpret and present complex information to nonacademic audiences are required. The ability to develop compelling business cases and to strategically identify emerging issues and move research results to leading-edge solutions and actions is essential. Experience in developing and implementing selection systems in large global organizations is required. Knowledge and experience in large-scale attitude survey projects a plus.

A PhD in I-O psychology and at least 3-5 years applied research experience preferred. Experience in high-technology organizations preferred.

The job is located in White Plains, New York, which is about 20 miles north of New York City (30 minutes by train). Please send your resume/CV to **nixon@us.ibm.com, Roberta Nixon (914) 288-3933.**

DIRECTOR OF BUSINESS DEVELOPMENT. E-SELEX.COM is a human resources services firm based in San Diego, California. This position requires a unique combination of skills, an advanced degree in I-O Psychology and a strong sales orientation. The ideal candidate will be familiar with Human Resources management, personnel selection, psychometrics, and computers. The candidate will also be an energetic self-starter with a proven track record in business development. The position involves approximately 50% travel. We offer a competitive salary, excellent benefits, and a supportive work environment. Please e-mail (info@e-selex.com), fax (858-578-7494), or mail your resume with cover letter and salary requirements to: **e-Selex.com, 9939 Hibert St., Ste. 107, San Diego, CA 92131, Attn: Human Resources.**

SAVILLE & HOLDSWORTH (SHL), a leader in human resource management consulting specializing in assessment and development, is currently seeking a **SENIOR CONSULTANT** and **ACCOUNT MANAGER** for our Chicago office. SHL is an international firm with offices in 32 countries. We employ approximately 1,000 employees of which 250 are industrial psychologists. SHL offers clients HR assessment solutions in the areas of staffing, development, multirater feedback, certification and performance management. Assessment technologies include basic testing, state-of-the-art computerized assessment and assessment center approaches. Other key segments of our business are in the areas of individual/executive assessment and management/organizational development.

As a backbone to consulting services, SHL has a broad array of high quality products for assessment and development. Many of these products and services have leading edge computerized platforms. Our experience in desktop and internet-based assessment solutions is extensive and we continue to grow in this area.

Key SHL products and services include

- Competency modeling and job analysis
- Automated assessment and feedback
- Internet and intranet recruiting and assessment
- Executive assessment, feedback and coaching
- Leader assessment and development planning
- 360 degree feedback
- Change management
- Management assessment centers
- Employee skills certification
- Performance management and appraisals
- Expert products to assess competencies, skills, knowledge, abilities and work styles

Consultants working with our worldwide team will primarily be responsible for development and delivery of SHL's high quality products and services. Applicants should be interested in working with our team to develop creative and practical client solutions. We are seeking a senior consultant with 5–10 years' private sector experience in the area of industrial psychology and an account manager with experience in business development and account management.

If you are interested please contact **Stephen Steinhaus immediately (preferably via e-mail) at 55 W. Monroe, Suite 2450; Chicago, IL, 60603; (312) 782-5870 ext 203; shlchicago@shlgroup.com.**

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