TIP

THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST

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THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST

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Features

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News and Reports

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

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A MESSAGE FROM YOUR PRESIDENT

Bill Macey

It seems most appropriate to start my first column by saying how grateful and honored I am to be your SIOP president. I'll admit that looking ahead, the job seems daunting. The good news is that SIOP really works because of all the energetic people in leadership, administrative, and committee roles who contribute their time and talent. That brings me to the rest of this column, which has traditionally served as a vehicle for telling you about who these wonderful people are and about all the things they've been doing. I'll also use this and future columns as a forum for keeping you informed about some of the emerging challenges and opportunities that might influence our future.

The Conference in San Diego

I'm writing this after just having returned from our 16th Annual Conference in San Diego. For many of us, the Annual Conference is the baseline for how we think of our Society both in activity and name (How many of you refer to the Conference as simply "SIOP"?!). The Conference provides us the opportunity to keep abreast of developments within our profession, get some real work done in committees and meetings, see old friends, and make new ones as well. I always come back energized, tired, and wondering how it went so fast. This year was no exception.

Ron Johnson and John Cornwell SIOP 2001

Did you ever wonder how such a complex event like the Conference works so smoothly? Well, one of the answers is easy to find. **Ron Johnson** has just completed his second term as Conference chair…that represents 7 of the 16 SIOP Conferences held thus far (Let's see if I can remember…that's Boston, Miami, St. Louis, Montreal, Atlanta, New Orleans, and San Diego). Ron has been a special SIOP friend to all of us for many years and has been a key driving force behind the success of both the Society and the Annual Conference. I simply don't have the capacity to say "thanks" in a way that can sufficiently convey my personal appreciation and gratitude.

Special thanks also go to Lee Hakel and the entire Administrative Office

(Esther Benitez, Gail Nader, Larry Nader, Lori Peake, Gretchen Sommerfeld) for making the mechanics work (3,102 registrants this year!). It's a very big job and it's done seamlessly. And it's done, I might add, while never missing a beat on all the other day-to-day administrative tasks that keep the Society running.

Karen Paul, Continuing Education and Workshop Committee Chair, deserves our thanks for 16 very well received workshops. Once gain, more than 500 of us (512 to be exact) participated. Thanks are also due the workshop presenters and coordinators. It takes year-long focus and effort to put on these workshops; with such great leadership and wonderful support, it's no wonder that the workshops were so popular again this year! On the same day, the Doctoral Consortium was orchestrated by **Martha Hennen** and **Donna Chrobot-Mason**; 39 students benefited from the advice and counsel of the luminaries of our profession.

Talya Bauer took on the challenging task of creating a new program venue and created a new sense of excitement around the Conference. In addition to all the work in creating the program (with up to 20 concurrent sessions), Technology Showcase Sunday was by my observation a huge success (yes…I'm biased here). The Technology Pavilion was crowded to nearly overflow conditions on Sunday morning, and the sessions were well attended all the way through the remainder of the morning despite the west-coast location. I want to personally thank Talya and the Program Committee, and those who literally created Technology Showcase Sunday from scratch (**Ken Brown, Steve Brown, Rick DeShon, Fritz Drasgow, Craig James, Nathan Mondragon, Jeff Stanton, Don Truxillo**), for making the program such a huge success. Special thanks are also due to Larry Nader of the Administrative Office who kept everything running smoothly.

When I first arrived in San Diego on Wednesday afternoon of Conference week, I checked into my room and immediately went downstairs to see how things were coming along. Thanks to **John Cornwell**, and Lee and **Milt Hakel**, everything was already in place, with every "t" crossed and "i" dotted. John served as SIOP volunteer coordinator, and Milt was just, well Milt…volunteer extraordinaire as well as the genius behind SIOP's information technology infrastructure both back in the office and onsite at the Conference.

The Placement Center was again both popular and helpful to many. **Linda Sawin** and **Earl Nason** deserve the gratitude of many who found the job (and candidates) of their dreams (we hope).

The Executive Committee and Committee Chairs

I extend my congratulations to **Ann Marie Ryan** (president-elect) and **Bob Dipboye** (member-at-large) on their election to the Executive Committee. I also want to thank all those who willingly ran for office for their thoughtful consideration. We're fortunate that so many talented people graciously offer their time and talent. The election process will begin again in October with the call for nominations.

Returning elected officers include **Janet Barnes-Farrell** (secretary); **Ray Johnson** (financial officer); **Mike Burke** and **Katherine Klein** (members-at-large); **Neal Schmitt, Mary Tenopyr,** and **Wayne Camara** (APA council representatives). Neil Schmitt also serves as chair of the Organizational Frontiers Series. **Kevin Murphy** joined as APA council representatives this past January. I'm particularly grateful that **Nancy Tippins** (past president) will still be there to provide guidance and support.

The Executive Committee has just undertaken a modest reorganization. The changes largely involve how committee work is integrated across committees. Committees have been grouped into four clusters, based on their potential synergies. The members-at-large will serve as cluster coordinators, each responsible for facilitating integration. **Cathy Higgs** will serve as an additional cluster coordinator.

New committee chairs include **Jeff McHenry** (SIOP Conference), **Adrienne Colella** (SIOP Program), **Laura Koppes** (Education and Training), Earl Nason (Placement), **Kalen Pieper** (Continuing Education and Workshops), **Debra Major** (*TIP*), **Rosemary Hays-Thomas** (2002 APA Program), **Andy Vinchur** (Historian) and **Mike Coovert** (APS Program). Continuing on in their roles as standing committee chairs are **Tim Judge** (Awards), **Dana McDonald-Mann** (Committee on Ethnic and Minority Affairs), **Jan Cleveland** (Fellowship), **Irv Goldstein** and **Paul Thayer** (Foundation), **Irene Sasaki** and **Beth Chung** (Membership), **Wanda Campbell**

(Professional Practice), **Eduardo Salas** (Professional Practice Series), **Janis Cannon-Bowers** (2001 APA Program), Steve Brown (Scientific Affairs), and **Mort McPhail** (State Affairs). Also continuing in their current roles as Ad Hoc Committee Chairs are **Heather Fox** (APA/APS Relations), **David Dorsey** (Electronic Communications), **Diane Brown Maranto** (liaison from the APA Committee on Psychology in the Workplace), **Dick Jeanneret** (Principles Revision), **Karen Barbera** (Professional Development Workshops), and **Gary Carter** (Visibility).

This great group of people works hard throughout the year to both serve and represent your interests in SIOP. Please thank them personally the next time you see one of them. Speaking of conversation, don't hesitate to give me a call (e-mail works great, too) with your thoughts and ideas during the coming year.

More Thanks!!!

I was looking back through some old copies of *TIP* and couldn't help but notice just how much our "newsletter" has grown in content as well as page count (the May 1984 issue had 68 pages; the April 2001 issue had 208). We've been particularly lucky to have the benefit of some very engaged and gifted editors over the years. I'd just like to extend one more round of thanks to **Allan Church** for his editorial leadership during the last 3 years. Allan comes from a publishing family so it runs in his blood. We're lucky that he was willing to share his editorial genes with us! We're fortunate as well that **Debbie Major** is taking us into the future. Good luck, Debbie!

More Conference Thoughts, Too

As the Conference has grown, so have the multiple needs and purposes of those attending. Unfortunately, some of those agendas may be in conflict with others. Recently, I've been hearing complaints about the overcommercialization of the Conference, and frankly, I'm concerned that we've gone too far with commercialization in some cases. Let me be clear that I'm not talking about what goes on in the exhibit hall; we're extremely grateful to our exhibitors and sponsors, who serve a valuable role in keeping us up-to-date on technology and other trends in our field. Rather, I'm addressing the commercialization of Conference program events as evidenced in self- and/or company promotion during symposia, workshops, and so forth. The Executive Committee is going to be looking at this closely during the coming year. You could help us enormously by sharing your thoughts on this matter and how the issue should be addressed. Please forward comments directly to me at wmacey@pra-inc.com.

On a more whimsical note, did you ever wonder about conference attire? I personally find it interesting that so many adhere to formal business dress throughout the Conference. Moreover, as business casual has become the norm elsewhere, our general concept of proper SIOP fashion seems unchanged. Maybe it's because so many of us are involved in symposia and panel sessions

that we feel it only appropriate to be conservatively attired. On the other hand, maybe it's better that way because some wouldn't want to be conspicuous as they head to the placement center! Just a thought, but I wonder how many of us it would take to create a new, just slightly more casual, trend.

Executive Committee Matters

Some of the tasks facing the Executive Committee could be classified as maintenance duties. Other tasks arise out of the more ambiguous regulatory, societal, economic, and scientific challenges and opportunities facing the Society. Befitting its name, the Long Range Planning Committee (LRP) serves the purpose of putting some structure on that ambiguity and setting in motion the steps necessary to ensure the continuing viability of the Society.

Following the guidance of LRP, several recent decisions have been made by the Executive Committee to ensure administrative continuity of operations. These include the approval of various financial transactions whereby SIOP will directly acquire various physical assets (e.g., photocopiers) that previously would have been acquired by SIOP's management service provider (now ORD). This decision extends to purchase of certain existing ORD assets as well. Both decisions are consistent with SIOP's long-term plan to evolve from an outsourcing model toward an executive director administrative staffing model, where both physical and human capital assets become the direct responsibility of the Society. While the details of this model have yet to be fully determined, the Executive Committee has committed the financial resources for this transition to occur over the next 4 years.

Licensing Issue Update

Nancy Tippins updated us in the last issue of *TIP* on SIOP's Task Force on Licensure. You may recall that the Task Force has been asked to provide a definition of acceptable licensure requirements for I-O psychologists and to draft a corresponding implementation plan to evaluate which people and institutions meet those requirements. Recently, APA Council asked that SIOP (among other Divisions and parties of interest) review and comment on a draft report and recommendations of the Commission on Education and Training Leading to Licensure in Psychology. This set of recommendations has the potential to very significantly impact the practice of I-O psychology. The Task Force has adopted a very aggressive time line for responding to the draft and will prepare the comments to be forwarded to APA by early September. I'll let you know more in the next column.

Just In Case You Missed It

The Consultant Locator System was officially unveiled at the Conference (see the article on page 147). This system allows for anyone who might be seeking assistance from an I-O psychologist a means of finding a consultant who has the desired competencies. All SIOP Members and Fellows are invited to list themselves with the service. All consulting firms and institutes with SIOP Members in key principal, officer, or executive positions are also invited to list themselves and their organizations. Invitations were e-mailed in March. If you haven't yet taken advantage of the invitation, visit the site at www.siop.org/SIOPLocator.

I'd like to thank Wanda Campbell, chair of the Professional Practice Committee and **Dale Smalley**, chair of the Consultant Locator System subcommittee for their significant effort in making this happen. It is an enormous contribution and couldn't have happened without their extraordinary tenacity and leadership. Larry Nader and Milt Hakel also deserve our thanks for making the technology work.

"Feedback is a Gift"

One final thought. This is your Society and the leadership of the Society is committed to making the Society work for you. Let us know how we are doing.

Photo Highlights from the SIOP 2001 Annual Conference

Photo Highlights from the SIOP 2001 Annual Conference

FROM THE EDITOR

Welcome!

Debra A. Major
Old Dominion University

Welcome to a new volume and a new "era" of *TIP*. This is my first issue as *TIP* editor, a role I'll be fulfilling for the next 3 years. I couldn't be more pleased to be serving the Society in this way. I'll do my best to ensure that *TIP* remains a high quality publication and one of the best benefits of SIOP membership.

I'd like to share a little bit about how I view *TIP* and my role as editor. I believe that *TIP* has done and should continue to do the following:

- Supply information about SIOP activities, business, and members
- Keep us current on what's "hot" in I-O psychology
- Provide insightful information about social, legal, and political issues that affect the practice of I-O psychology
- Furnish a link to the profession and our colleagues in between SIOP Conferences
- Serve as an educational resource

I perceive the role of *TIP* editor as one of "stewardship." As *TIP* editor, I do not intend to impose my personal tastes and preferences on the publication. My goal is to ensure that *TIP* contains "something for everyone." I want *TIP* to continue to reflect the fact that there are different types of SIOP members (e.g., practitioners, academics, students, foreign affiliates) who have diverse interests and needs. Plans are in the works to conduct a formal survey of the entire SIOP membership regarding a variety of topics, including the types of things you'd like to see in *TIP*. Most likely you'll be seeing this survey in the fall. This is an advance plea for your participation—please complete the survey! If *TIP* is going to be representative of members' interests and needs, we need to hear from a representative sample.

Continuous Improvement

With 11 more issues to go, I hope that each will be an improvement over the last. Don't be surprised to see changes from issue to issue. Let's start with the most readily apparent change—the cover. Of course, whether or not the new cover constitutes an "improvement" is a matter of personal taste, but I am very pleased with it and am greatly indebted to Gail Nader for her graphic design expertise. She was able to create this striking cover with minimal initial input from me. I believe I said something nebulous like, "Let's design a cover that says '21st century'." I'd like to think I had something to do with the final product, but Gail definitely deserves the lion's share of the credit.

A long-term goal for *TIP* is to reduce the number of pages in each issue in an effort to control costs and increase readership. When I asked for feedback regarding *TIP* in San Diego, the most common response was, "It's too long! I don't have time to read it." By controlling the number of regular columns, reducing the frequency of certain columns, and limiting the length of submissions, I hope to enhance the quality and reduce the quantity of pages in *TIP*. Look for "slimmer" future issues.

I pride myself on being approachable and open to new ideas. If you have an idea for a *TIP* article and would like to discuss it before you get started, by all means contact me (e-mail works best, dmajor@odu.edu). If you submit an article to *TIP*, you can expect me to provide you with honest feedback and suggestions for improvement. And of course, if I think your article could be shorter and still be effective, I'll make suggestions for cutting the length. As a general rule of thumb, I'd like to keep submissions under 7 pages single-spaced. Of course there will be exceptions, and you'll see several in this issue. Be sure to remember that all submissions to *TIP* must be sent electronically.

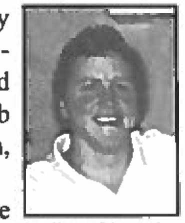
Thank You for the Group Effort

Producing *TIP* is an enormous group effort. I'd like to thank the new and returning columnists for their excellent work. Be sure to check out **Peter Bachiochi's** debut column, **On the Horizon**. Also, note that **Matt Barney** has decided to make his **Macro, Meso, Micro** work a regular *TIP* column. Our **TIP-TOPics** column is being coauthored by three new student writers, **Eyal Grauer** from Bowling Green State University, and **Marcus Butts** and **Nancy Yanchus** from the University of Georgia.

TIP Editorial Board Meeting at SIOP 2001 (L to R)
Paul Muchinsky, Marcus Butts, Eyal Grauer, Peter Bachiochi, Lori Foster Thompson, and Debbie Major

In this issue, you'll see continuing columns from **Art Gutman—On the Legal Front, Lori Foster** and **Dawn Riddle—Early Careers**, and **Paul Muchinsky—The High Society**. Also look for an encore edition of **Steven Rogelberg's Informed Decisions**.

I'm deeply indebted to **Allan Church** for his guidance and support. The tremendous respect and admiration I have for Allan has only grown through working with him on *TIP*. Having experienced first hand what it takes to produce an issue of *TIP*, I'd like to express my heartfelt appreciation for the fantastic job Allan has done over the past 3 years. Thank you so much, Allan!



Allan Church

Finally, my list of "thank yous" could not possibly be complete without acknowledging the support, hard work, and patience of Lee Hakel and Gail Nader. They are a critical part of making *TIP* "happen," and I'm sure this is just the first of many times I'll be expressing my gratitude for their efforts.

Finding the Information You Want in TIP

As a *TIP* reader, I know that finding the information you want in a 200-page publication can be challenging. For those of you who find the traditional organization of Table of Contents helpful, you'll be pleased to see that it remains unchanged for now. Consistent with the Table of Contents, *TIP* is organized into three major sections: *Featured Articles*, *Editorial Departments*, and *News and Reports*. *Featured Articles* are items of potential interest to a broad range of SIOP members. *Editorial Departments* include all the regular columns written by members of the *TIP* editorial board. *News and Reports* contains reports from SIOP committee chairs and items about recent and future events of interest to SIOP members. We also have special sections for news about SIOP members (i.e., **IOTAS**), **Conferences & Meetings**, and **Calls & Announcements**.

For those of you who'd like a little more assistance in finding items of interest to you in *TIP*, I've created a list organized around ten themes. Borrowing heavily from **Mike Coovert**'s "User-Friendly" Guide to *TIP*, this is my first experiment in helping you find the information you want. Feedback regarding its usefulness would be greatly appreciated.

What's in this issue of *TIP* for me?

I hope you enjoy this issue of *TIP*. I look forward to receiving your comments, feedback, and submissions (dmajor@odu.edu).

SIOP Income and Employment: Income and Employment of SIOP Members in 2000

David A. Katkowski and Gina J. Medsker
Human Resources Research Organization

The Human Resources Research Organization (HumRRO) conducted the 2000 Income and Employment Survey of the membership of the Society for Industrial and Organizational Psychology on behalf of the SIOP Executive Committee and as a service to the SIOP membership. We would like to acknowledge the support of **Jim Miller** and Questar, Inc., Lee Hakel and staff in the SIOP Administrative Office, and **Nancy Tippins**, SIOP president.

The 2000 survey was conducted during the first quarter of 2001 (i.e., the data were collected in 2001, but reflect income and conditions in 2000). Similar surveys were conducted in 1998, 1995, 1989, and 1983 reflecting conditions in 1997, 1994, 1988, and 1982, respectively. The 2000 survey was designed to be as similar as possible to past surveys to make replication of analyses easier; however, many new variables were added to expand information available to SIOP members. The 2000 survey was mailed on February 10, 2001 to all SIOP Members, Associate Members, and Fellows with addresses on record ($n = 3{,}156$). Reminder cards were mailed on February 27.

As of March 15, 2001, 1,115 surveys were returned, yielding a response rate of 35.3%. Data from 24 respondents were excluded because they were retired. This response rate was the lowest in all the years the survey has been conducted. The response rate has steadily declined from its high in 1988 (72.8%), with the next lowest response rate (43.6%) obtained in 1997. Declining response rates in recent years are a problem with survey administration in general, and this may explain some of the decline for this survey. Another possible cause may have been the addition of several items and increased length of this year's survey. Our attempt to obtain more information from each respondent may have resulted in obtaining information from fewer total respondents. Yet another factor was a shorter amount of time between survey mailing and the cutoff date for survey return. We believed information would be of greater value if published earlier in 2001, so we were striving to complete analyses and writing in time for publication in the current issue, but this gave respondents less time to reply. Please note that space limitations make it impossible to present all the information gathered from the survey in this publication. Additional analyses from the 2000 survey will be presented on the SIOP Web site at www.siop.org. Please address correspondence to either author at HumRRO, 66 Canal Center Plaza, Suite 400, Alexandria, VA 22314 or at dkatkowski@humrro.org or gmedsker@humrro.org.

Results

Demographic and Background Variables

Table 1 contains an analysis of the sample for several background variables. The trend of an increasing percentage of female respondents continued in 2001, as in prior years. There was little change in SIOP membership type, employment status, or location, relative to previous survey samples. As would be expected as the field matures and the "baby boom" generation ages, the proportion of respondents who received their doctorates 25 or more years ago has been increasing. Among respondents, 88% had a doctorate, 12% had a master's, and less than 1% had a bachelor's degree. These percentages are similar to those for all SIOP members: 10.3% are Associate Members whose highest degree is a master's, and 89.8% are Members or Fellows whose highest degree is a doctorate. In addition, 87.4% of respondents were APA members; 93.3% considered Division 14 their primary APA division; and 41.4% were APS members.

Table 1. *Characteristics of Samples Across Time (Cross-Sectional)*

	1982	*1988*	*1994*	*1997*	*2000*
Gender					
Men	84%	79%	71%	67%	65%
Women	16%	21%	29%	33%	35%
Type of SIOP Membership					
Associate	n/a	10%	6%	7%	10%
Member	n/a	82%	86%	86%	83%
Fellow	n/a	8%	9%	7%	7%
Employment Status					
Employed Full-Time	n/a	87%	89%	86%	86%
Employed Part-Time	n/a	5%	3%	8%	9%
Location					
Metro New York	14%	14%	11%	10%	11%
Elsewhere	86%	86%	89%	90%	89%
Years Since Doctoral Degree					
0–2	n/a	n/a	8%	11%	2%
2–4	n/a	n/a	12%	13%	14%
5–9	23%	24%	19%	18%	19%
10–14	19%	22%	18%	14%	15%
15–19	14%	18%	14%	14%	13%
20–24	n/a	n/a	14%	12%	
25 or more	n/a	n/a	15%	19%	25%
Degree					
Doctorate	n/a	n/a	n/a	92%	88%
Master's	n/a	n/a	n/a	7%	12%
Bachelor's	n/a	n/a	n/a	0.3%	0.2%

Note. "n/a" indicates that data are not available.

Income Levels

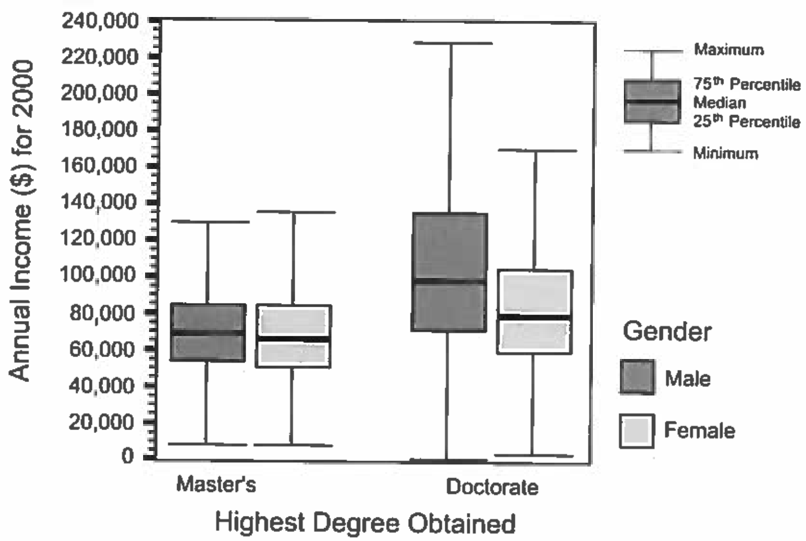
Highest degree obtained. The median income for respondents with doctorates was $83,000 in 1999 and $90,000 in 2000 (see Table 2). Twenty-five percent earned $116,000 or more in 1999 and $125,000 or more in 2000; 10% earned $175,000 or more in 1999 and $200,000 or more in 2000. The median income for those with a master's degree also increased from $58,000 in 1999 to $67,000 in 2000. In contrast to results for those with doctorates, this was the first survey in which median salary for those with a master's had increased since the 1994 survey. Compared to those with a doctorate, those with a master's had a 4% higher median income in 1982, but this changed to a 14% lower median income for those with a master's in 1988, 16% lower in 1994, 31% lower in 1997, 30% lower in 1999, and 29% lower in 2000.

Table 2. *Demographic Comparison of Median Primary Incomes for Selected Subgroups by Year*

	1982	*1988*	*1994*	*1997*	*1999*	*2000*
Degree						
Doctorate	$42,850	$60,000	$71,000	$80,000	$83,000	$90,000
	(844)	(1,448)	(1,124)	(1,231)	(882)	(905)
Master's	43,000	51,500	59,500	55,000	58,000	67,000
	(96)	(171)	(104)	(99)	(117)	(126)
Age*						
<35	$33,000	$45,000	$50,000	$60,000	$62,000	$70,000
	(148)	(132)	(168)	(236)	(163)	(170)
35–39	40,000	55,000	61,000	70,000	75,000	80,000
	(193)	(280)	(227)	(178)	(136)	(141)
40–44	45,500	60,000	75,000	80,000	78,000	82,000
	(152)	(329)	(216)	(162)	(95)	(100)
45–49	50,000	65,000	84,000	100,000	95,000	99,500
	(92)	(262)	(247)	(210)	(141)	(140)
50–54	53,000	65,000	85,000	91,500	91,000	100,500
	(91)	(144)	(140)	(196)	(140)	(144)
55+	n/a	n/a	n/a	92,000	100,000	100,000
				(242)	(189)	(192)
Gender**						
Men	$44,250	$62,000	$75,000	$83,000	$85,000	$93,000
	(811)	(1290)	(954)	(858)	(637)	(653)
Women	36,000	50,000	58,500	65,000	70,000	77,000
	(150)	(342)	(394)	(428)	(341)	(357)

Note. Numbers in parentheses are sample sizes. *Includes only respondents with a doctorate. **Includes all respondents regardless of degree.

When the 1999 median incomes were adjusted using the Consumer Price Indexes (CPI) for 1988 and 1999 (see SIOP Web site for table), the adjusted 1999 median income was worth less for both those with doctorates ($58,937) and master's degrees ($41,185) than the actual 1988 income ($60,000 and $51,500, respectively). This suggests that the 1999 median incomes provided less purchasing power than the 1988 median incomes. The 2000 adjusted median income for those with doctorates ($61,829) was 3.1% higher than actual income in 1988, but for those with master's degrees, it was 10.6% lower ($46,028).



	Master's		*Doctorate*	
	Men	*Women*	*Men*	*Women*
N:	64	59	585	295
% of sample:	52%	48%	66%	34%
Percentiles:				
90%	$185,000	$105,000	$225,000	$152,600
75%	85,750	85,000	135,000	105,000
50%	70,000	65,000	95,000	80,000
25%	52,250	47,000	70,000	60,000
10%	44,000	34,000	51,000	45,000
Mean ($)	86,765	70,763	147,848	93,685
5% Trimmed Mean ($)	81,302	66,564	110,724	85,532

Note. Extreme values are not presented in the figure.

Figure 1. Descriptive statistics representing 2000 annual income by gender and highest degree obtained.

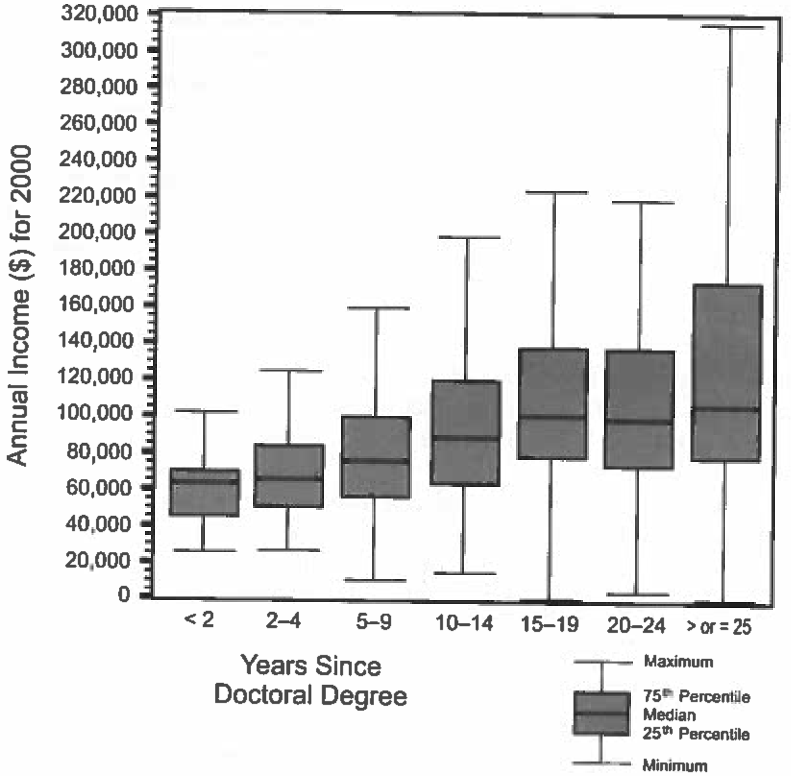
Age differences. Table 2 shows that median income was highest in 1999 for the 55 and older age group and highest for those 50–54 in 2000. The median income for those 50–54 was 44% higher than the median for those under 35 in 2000, 47% higher in 1999, 53% higher in 1997, 70% higher in 1994, 44% higher in 1988, and 61% higher in 1982.

Gender differences. The mean primary income for females in both 1999 and 2000 ($78,276 and $89,613, respectively) was significantly ($p < .001$) lower than the mean income for males ($131,345 and $141,801, respectively). In addition, the median income for females was 18% lower than the median income for males in 1999 ($70,000 vs. $85,000, respectively), and 17% lower than the median income for males in 2000 ($77,000 vs. $93,000, respectively). This result was similar to previous years: The median income for females was 19% lower than that for males in 1982 and 1988 and 22% lower in 1994 and 1997. Thus, the overall "wage gap" does not appear to have decreased.

Some of the discrepancy in primary income may be explained by gender differences observed in other areas. For instance, male respondents had a higher average number of years since obtaining their doctorate (18.8) than females (11.2). Male respondents were also more likely to hold doctorates than female respondents (90% versus 83%, $p < .01$). However, even at the same degree level, males had higher mean and median incomes than females (See Figure 1 for 2000; Web site shows 1999 figure. The figures present the 5% trimmed mean. This is the arithmetic mean of a distribution of numbers calculated when the highest and lowest 5% of the values have been eliminated from a distribution to reduce the effect of extreme values on the mean.)

Years since doctorate. Figure 2 displays the 2000 annual income for SIOP Members with doctorates by the number of years since they received their degree. Respondents who received doctorates 25 or more years ago had the highest median in 1999 and 2000 ($105,000 and $111,000, respectively). The results in 1999 displayed a similar pattern to those in 2000 (see 1999 figure on Web site).

Geographic location of employment. The specific metro areas listed on the survey were chosen because they are typically the highest paid areas in the U.S. As on previous SIOP surveys, respondents in the total New York metro area (Manhattan and other metro New York areas combined) received higher mean incomes in both 1999 and 2000 ($132,267 and $171,972, respectively) than respondents employed in all other locations combined ($110,469 and $116,908, respectively). In 1999, the mean incomes in Manhattan ($144,195) and the San Francisco/San Jose metro areas ($135,645) were higher than for any other location and exceeded the total sample mean ($112,760) by 27.9% and 20.3%, respectively. In 2000, the mean incomes for both Manhattan ($154,279) and other New York metro areas ($183,677) were higher than that of all other locations and exceeded the total sample

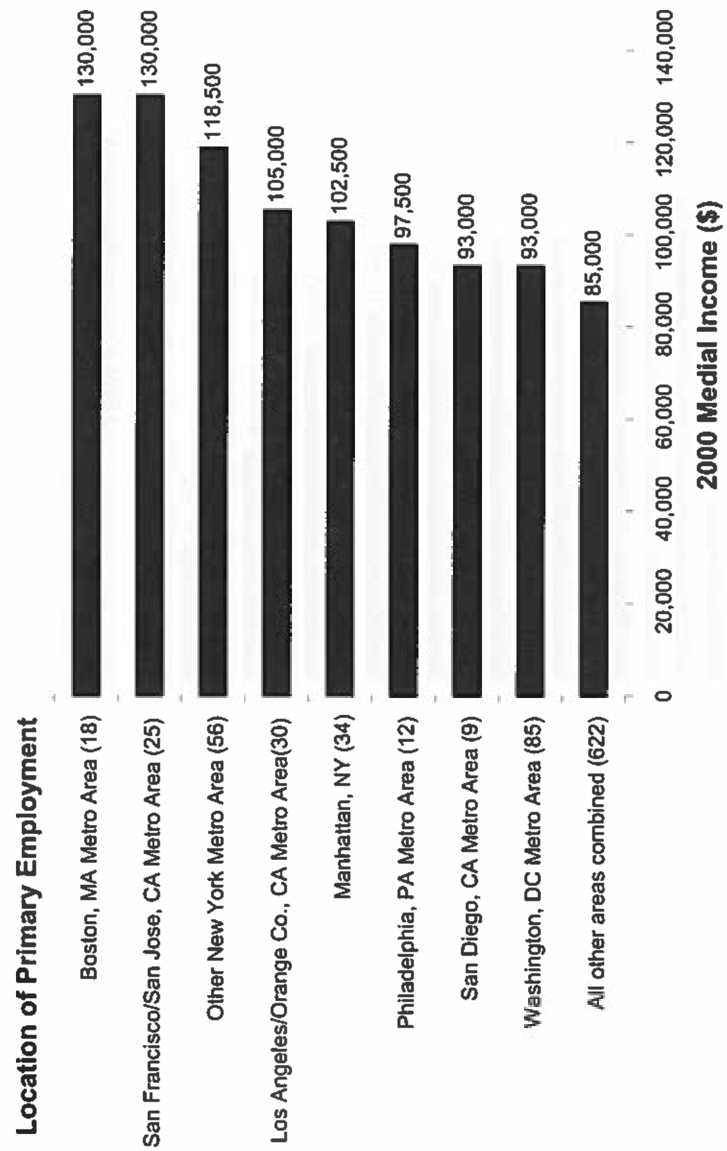


	<2	2–4	5–9	10–14	15–19	20–24	25+
N:	15	133	176	132	117	119	213
% of Total:	2%	15%	19%	15%	13%	13%	24%
Percentile							
90%	$87,000	$100,000	$150,000	$174,400	$221,000	$250,000	$327,800
75%	72,000	85,000	102,250	120,000	139,500	140,000	175,000
50%	65,000	68,000	80,000	90,000	101,000	100,000	111,000
25%	43,000	54,500	60,000	63,250	80,500	75,000	80,000
10%	19,400	45,000	45,000	50,000	56,800	54,000	57,400
Mean ($):	59,000	73,098	89,335	120,121	129,009	135,681	203,385
5% Trimmed Mean ($):	59,111	70,019	84,494	97,082	112,881	118,515	140,422

Note. Extreme values are not presented in the figure.

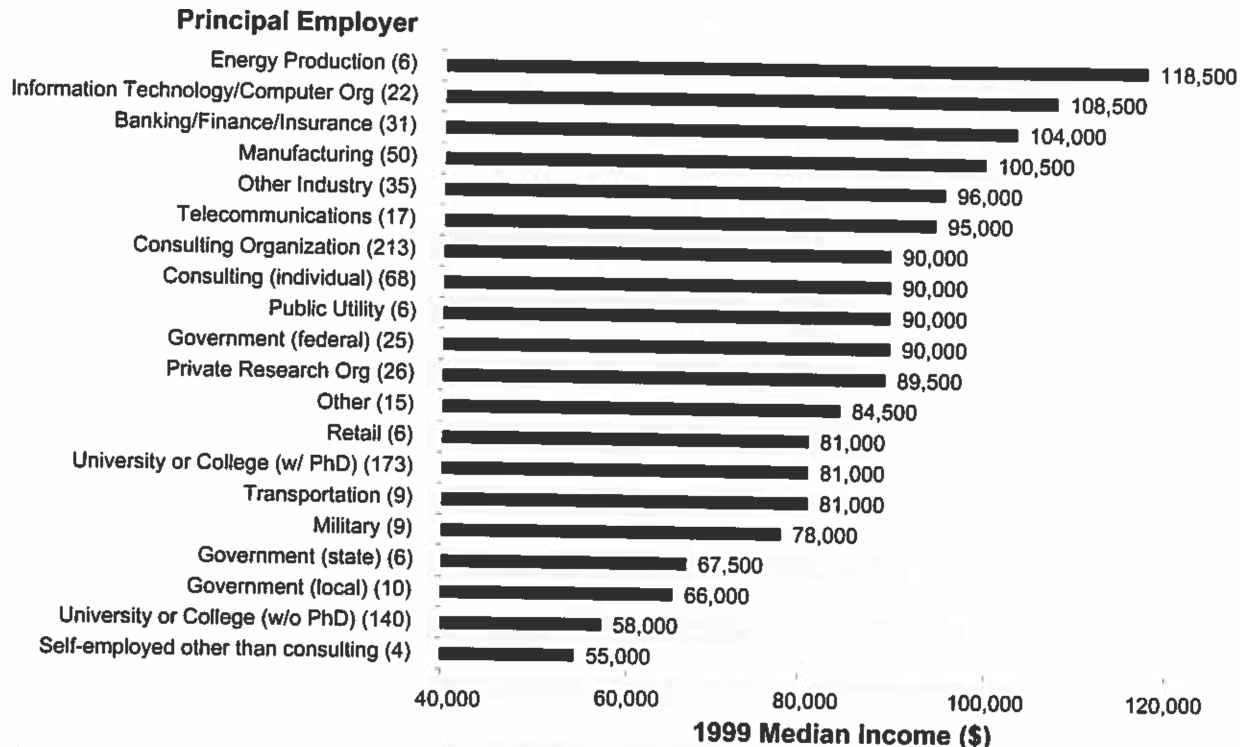
Figure 2. Descriptive statistics representing 2000 annual income by years since obtaining the doctoral degree.

mean ($122,687) by 25.6% and 49.7%, respectively. In contrast to the situation for mean incomes, Boston respondents had the highest median income in both 1999 and 2000 (see Figure 3 for 2000; see Figure on Web site for 1999), followed by the San Francisco/San Jose and other New York metro



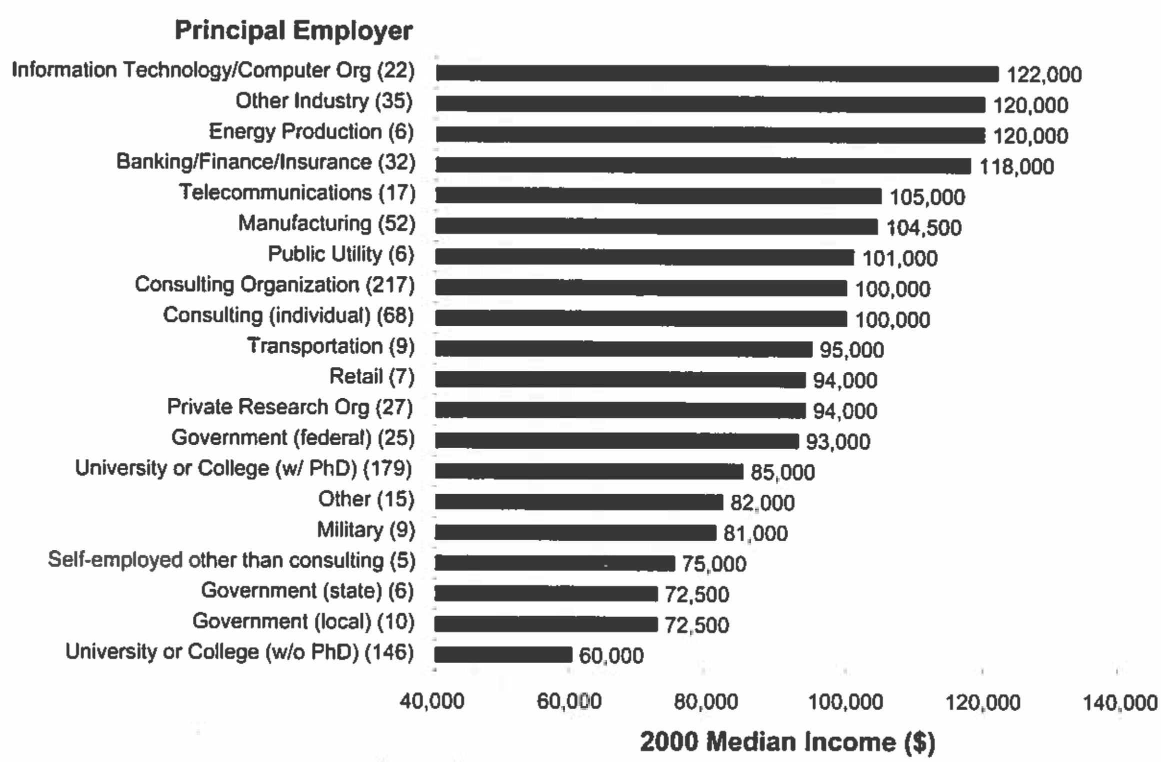
Note. Doctoral respondents only. Sample sizes are in parentheses.

Figure 3. 2000 median incomes for doctorates as a function of location.



Note. Doctoral respondents only. Sample sizes are in parentheses.

Figure 4. 1999 median income for doctorates as a function of principal employer.



Note. Doctoral respondents only. Sample sizes are in parentheses.

Figure 5. 2000 median income for doctorates as a function of principal employer.

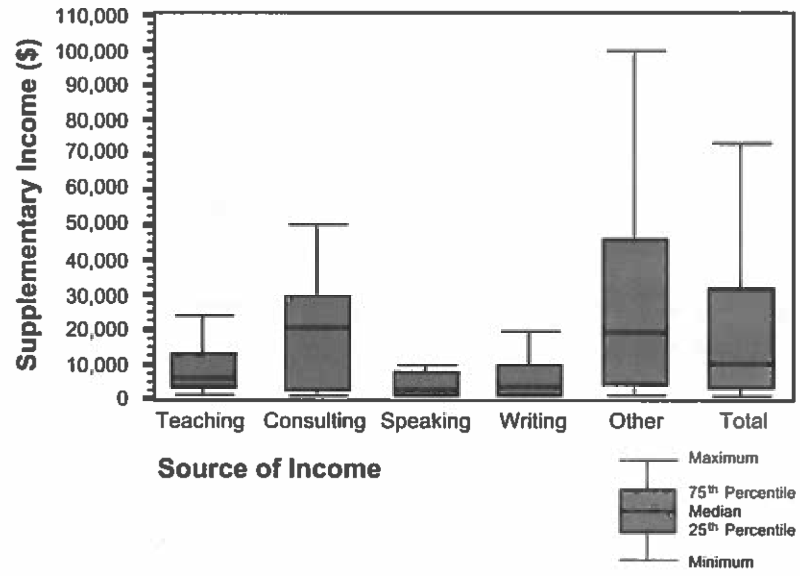
areas. For both years, median incomes in each of the metro areas listed exceeded the median income for all other areas combined.

Type of principal employment. A majority (59%) of respondents with doctorates identified their principal employer as a consulting firm ($n = 223$), a doctorate-granting academic department ($n = 184$), or a nondoctorate-granting academic department ($n = 148$). This was similar to 1997. In 1999 (see Figure 4), those who worked for an energy production company earned the highest median income, followed by respondents who worked for an information technology/computer organization. In 2000 (see Figure 5), those who worked for an information technology/computer organization earned the highest median income, followed by respondents who worked for either energy production or other industries not specified in the survey. In 1999, respondents who were self-employed (other than consulting) earned the lowest median income, and, in 2000, respondents employed in nondoctorate-granting academic departments earned the lowest median income.

Respondents who worked in academia had a substantially lower median income than those who worked in an applied setting in both 1999 ($69,000 vs. $90,500, respectively) and 2000 ($73,000 vs. 100,000, respectively). The median starting salaries for newly graduated doctorates in academia were $51,000 in 1999 and $60,000 in 2000 and in an applied setting they were $57,000 in 1999 and $60,000 in 2000. In both years, respondents with doctorates employed in academic business departments reported higher median incomes ($81,000 in 1999 and $87,000 in 2000) than respondents employed in psychology departments ($60,000 in 1999 and $61,000 in 2000). Similar results hold for both academic institutions with a doctoral program in one's specialty area ($100,000 in 1999 and $110,000 in 2000 for business departments vs. $66,000 in 1999 and 70,000 in 2000 for psychology departments) and those without ($72,000 in 1999 and $80,000 in 2000 for business departments vs. $48,000 in 1999 and $50,000 in 2000 for psychology departments).

Supplementary income. Of respondents with doctorates, 38.1% earned supplemental income from one or more sources other than their principal employer in 2000 (see Figure 6). The median supplemental income for these respondents was $10,000; 10% of these respondents earned $80,800 or more in supplemental income. Consulting was the most frequent source of additional income, but the "other" category of supplementary income resulted in the highest median and mean income.

Starting salary for new PhDs. The median starting salary for individuals with new doctorates employed by SIOP members in 1999 was $55,000 and, in 2000, it was $60,000 (see Figure 7). Ten percent of those hired with new doctorates were paid $80,000 or more in 1999 and $85,000 or more in 2000. The median starting salary for individuals with master's degrees was $44,000 in 1999 and $45,000 in 2000. Ten percent of those hired with new



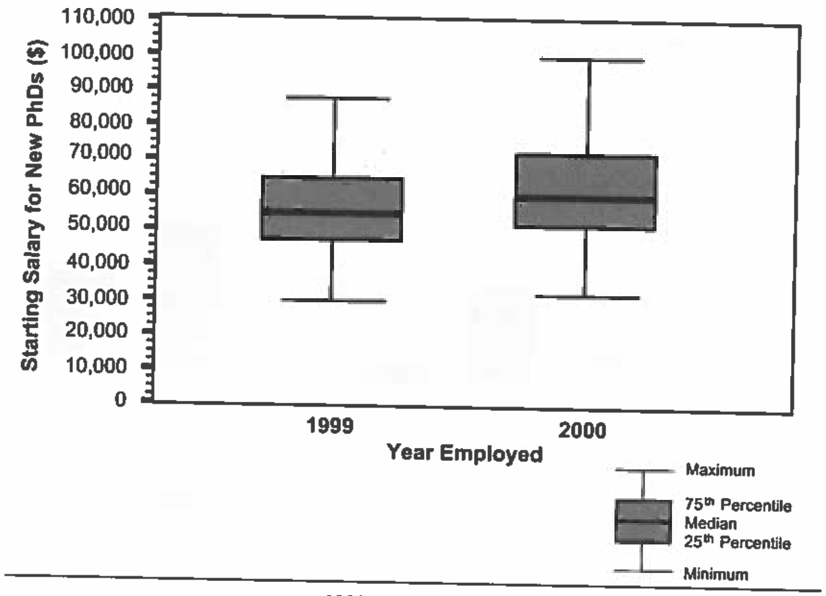
	Teaching	*Consulting*	*Speaking*	*Writing*	*Other*	*Total*
N:	120	214	39	81	52	345
Percentile:						
90%	$24,900	$77,000	$10,000	$19,400	$95,800	$80,008
75%	14,000	30,000	7,000	9,500	45,000	34,000
50%	6,000	10,000	2,000	3,000	18,000	10,000
25%	4,000	3,000	1,000	1,000	4,000	3,500
10%	2,000	1,000	1,000	1,000	2,000	2,000
Mean ($):	13,291	27,462	12,769	7,877	41,096	31,145
5% Trimmed Mean ($):	9,204	18,787	4,303	5,318	28,534	21,293

Note. Extreme values are not presented in the figure. Doctoral respondents only.

Figure 6. Descriptive statistics representing the sources of and amount earned in supplementary income for 2000.

master's degrees earned $60,000 in 1999 and $65,000 in 2000. The median starting salary for individuals with master's degrees increased by 2.3%, whereas the median starting salary for those with new doctorates increased 9.0% between 1999 and 2000. It is not known whether these individuals with new degrees were employed in the field prior to receiving their degree.

Number of employees supervised. Almost half of respondents (47.3%) reported having no subordinates, while others reporting having as many as 2,000. The mean and median numbers of subordinates were 6.9 and 1.0, respectively. Figure 8 shows that there is some relationship between number of employees supervised and salary for both 1999 and 2000. In both



	1999	*2000*
N:	197	194
Percentile:		
90%	$80,000	$85,000
75%	65,000	71,250
50%	55,000	60,000
25%	48,000	52,000
10%	40,000	44,000
Mean ($) :	57,706	62,835
5% Trimmed Mean ($):	57,036	62,320

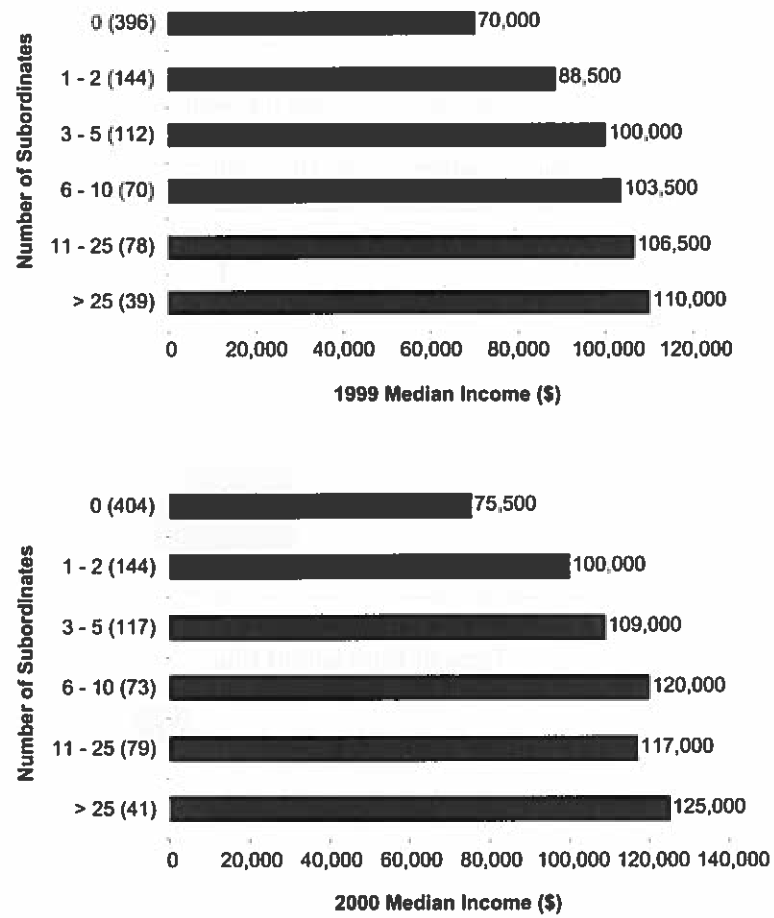
Note. Extreme values are not presented in the figure.

Figure 7. Starting salaries for newly hired PhDs by year of employment.

years, those who supervised more than 25 employees had the highest median income ($110,000 in 1999 and $125,000 in 2000), and those who did not supervise any employees earned the lowest median income ($70,000 in 1999 and $75,500 in 2000).

Retirement and Bonus Information

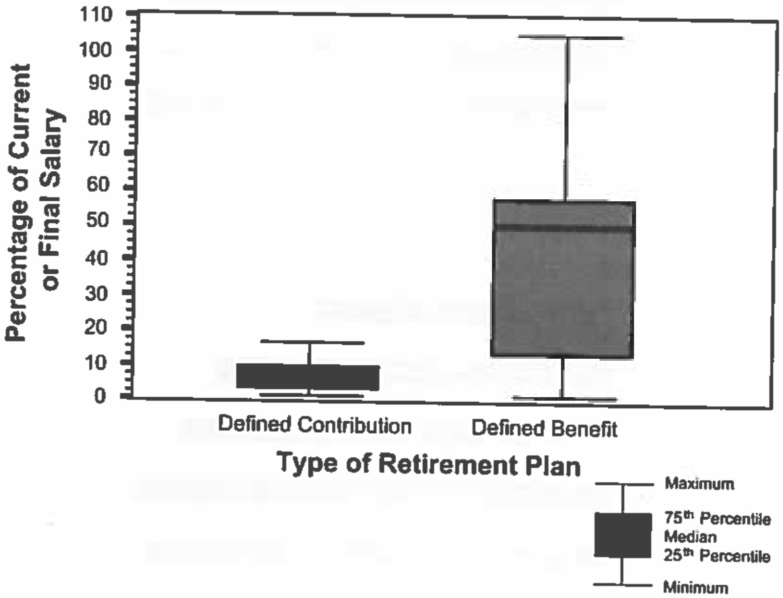
Retirement plans. Two types of plans employers use to fund retirement systems are "defined contribution" and "defined benefit" plans. In defined contribution plans, employers contribute a specified amount of money or percent of salary into a plan during a year, and it is invested until an employee retires. The amount the employee receives when retired depends on how much it has increased over the years from the way it was invested. In the



Note. Doctoral respondents only. Sample sizes are in parentheses.

Figure 8. 1999 and 2000 median incomes for doctorates as a function of number of subordinates.

United States, 401k and 403b plans are defined contributions plans. Employees can have the funds in these plans placed in such investments as mutual and money market funds. A defined benefit plan is what is commonly known as a pension. With a defined benefit plan, an employer agrees to pay a certain amount of salary once the employee is retired, such as a percentage of an employee's final year of salary. The specific amount is not based on how it was invested over the years before retirement. Defined contribution plans have been on the increase and defined benefit plans on the decrease in the United States in recent years. Among SIOP survey respondents, over three times as many respondents were covered by defined contribution plans as compared to defined benefit plans. As shown in Figure 9, the mean percentage of salary contributed by the employer of respondents with defined contribution plans was 8.7%, and the median was 6.0%. For respondents with defined benefit plans, the mean and median percentages of salary to be received during retirement were 40.7% and 50.0%, respectively.



	Defined Contribution (As a % of Current Income)	Defined Benefit (As a % of Final Income)
N:	684	196
Percentile:		
90%	13.3%	70.0%
75%	10.0	57.6
50%	6.0	50.0
25%	4.4	13.5
10%	2.5	5.0
Mean (%):	8.7	40.7
5% Trimmed Mean ($):	6.8	39.8

Note. Extreme values are not presented in the figure. Includes all respondents. Defined benefit plan percentages are based on one's salary at the time of quitting or retirement (final salary), while defined contribution plan percentages are based on one's current salary.

Figure 9. Descriptive statistics representing types of and percentages of 2000 salary contribution to retirement plans.

Sizes and types of bonuses. Close to half of those with doctorates (41.8%) and master's degrees (46.6%) received some type of bonus in 2000. For those with doctorates, the mean bonus, in terms of percent of total income for primary job, was 16.5% and the median was 10.0%. Those with master's degrees had a median equal to those with doctorates (10.0%), but the mean percent was smaller (12.9%). The largest proportion for both those with doctorates and master's degrees was for individual performance bonuses (31% and 29%, respectively). Organizational (30% for master's degrees and 25% for doctorates) and group performance (15% for master's degrees and 10% for doctorates) bonuses were the second and third most prevalent types of bonuses received. Less than 5% of the sample reported receiving a special project, signing, retention, or stock option exercise bonus. (Respondents could report more than one type of bonus).

Correlation and Regression Analysis with Annual Income

Fifty-two variables were correlated with 2000 income from the primary employer. Over half (30) of the correlations were significant (see table on Web site). A simultaneous regression analysis was conducted in order to determine which of the job, organizational, and personal background characteristics measured on the survey accounted for variance in 2000 income from the primary employer. Dummy variables were used for employment locations, type of primary employer, and job titles. Some variables were omitted from the regression analysis because they had too much missing data (e.g., $n = 769$ for APS membership vs. 1,048 for most variables) or did not have a significant correlation with 2000 income (e.g., years with present employer). Four variables were not entered in the regression because they were the comparison groups for four sets of dummy variables.

Of 38 variables entered simultaneously in the regression, 12 were significantly ($p < .05$) related to 2000 income from the primary employer and 36.8% of the variation in income levels was accounted for ($R^2_{adj} = .34$). Although gender had been significantly correlated with 2000 income, it was not significantly related in the regression results. On average, controlling for all other variables, owners made $72,804 more than those who were not owners; an additional hour of work per week was associated with $1,857 higher income; an additional employee supervised was related to $256 in income; each additional year since first graduate degree was associated with $2,190 higher income; those who worked in Manhattan, New York, other New York metro areas, and Los Angeles/Orange County, California made $58,631, $55,906, and $44,225 more, respectively, than the all other locations category; those who worked in psychology departments with a doctoral program in their specialty area made $42,213 less than those who worked in consulting organizations; those who worked in psychology departments without a doctoral program in their specialty are made $33,781 less than those who worked in consulting organizations; those who worked in industry made $28,022 more while those who worked as individual consultants made $57,159 less than those who worked for consulting organizations; those who had jobs best described as mid-level practitioner/researcher/consultant, full professor (tenured), and manager or director/vice president made $36,335, $31,630, and $28,883 less, respectively, than senior practitioners/consultants/researchers; those who were SIOP Fellows made $45,726 more than those who were SIOP Members.

Discussion

Among changes in results from this year's survey relative to the 1997 survey was the increase in the proportion of respondents with master's degrees and decrease in the proportion with doctorates. We have observed increasing numbers of master's degree programs and job candidates in the I-O psychology market in recent years, so this finding corresponds with those observations. It would have been our preference to include master's level SIOP Associate Members in most, if not all, of the analyses; however, the sample size was too small. In upcoming surveys, an attempt will be made to gather and present more information for this educational level.

Over one-third of the variance in 2000 income was accounted for by variables in the regression equation. As found with 1997 survey results, firm ownership (e.g., partner, principal, sole proprietor, significant stockholder) was associated with higher income in 2000. Years since first graduate degree, SIOP Fellow status, and New York and San Francisco locations were also associated with higher 2000 income. In addition, new items on the survey, such as number of subordinates and average hours worked per week showed positive relationships with income level.

Graduate Assistant Stipends in Doctoral Level I-O Programs

Yufan Liu and Paul E. Spector
University of South Florida

In order to determine the current level of support for graduate assistants in American I-O psychology programs, we conducted a survey during October and November 2000. E-mail messages were sent to representatives from 58 doctoral programs in the United States, asking about the amount of their graduate stipend for academic year 2000–2001, as well as other benefits. The list of schools was taken from the SIOP Web site and supplemented by knowledge of the faculty at our program. Replies were received from 42 schools, for a response rate of 72%. Included in the results were responses from I-O programs at the following universities: University of Connecticut, University of Maryland, University of California at Berkeley, Michigan State University, Temple University University of Tennessee–Knoxville, New York University, Rice University, Baruch College–CUNY, George Mason University, Auburn University, University of Minnesota, University of Illinois Urbana–Champaign, University of Oklahoma, Pennsylvania State University, Northern Illinois University, Wayne State University, Florida International University, University of Michigan, Ohio University, The George Washington University, Clemson University, Tulane University, Texas A&M University, Old Dominion University, Louisiana State University, Purdue University, Colorado State University, University of South Florida, Central Michigan University, University of Akron, Portland State University, University of Tulsa, North Carolina State University, University of Nebraska at Omaha, University of Houston, University of Georgia, University of Southern Mississippi, University at Albany–SUNY, University of Central Florida, Kansas State University, and Bowling Green State University.

The mean first-year graduate stipend was $10,200 (median=$9,715), and the range was $7,500 to $15,968. Full fee waivers were granted by 32 schools (76%), and the other ten offered partial waivers. Full health insurance was offered at 18 schools (43%), and partial was offered at four. Less common benefits offered by a small number of schools included

- Pre-doctoral fellowship ($1000) in addition to assistantship
- A book allowance of $400–500 per semester
- Summer fee waivers
- Family health insurance
- Dental insurance
- Conference stipend
- Free on-campus health club membership
- Half-price for up to 6 credits per term for spouse
- Free parking

Take It or Leave It: Graduate School Versus Working World

Anthony R. Wheeler
University of Oklahoma

As the school year recently concluded to a merciful end, many graduate students, especially during the summer, inevitably allow their minds to wander to the greener grass of the real world. All of the undergraduates we taught or did research with are running around looking for jobs, starting new jobs, or spending one last summer having fun before graduate school begins. Remember when they sometimes asked us for our opinions? As I found out when I arrived in grad school, not every grad student comes equipped with job-specific advice to give to our young, often fearful students. What is the "real world" like? Is it like the television show? Do I get to live in a cool pad, hang out with strange people, take wild vacations, or become a regular at the local bar? Come to think of it, some of my fellow grad students ask me the same questions. In fact, most graduate students fall into one of the following categories, they (a) entered graduate school straight out of undergraduate to avoid reality, (b) graduated from undergraduate and worked for a couple of years but fled to the safe haven of school, or (c) decided that their present career is unsatisfying and the lure of a better life lies just beyond graduate school.

In an attempt to quell the civil unrest brought about by the recurring job fairs and the warming weather, I conducted a straw poll of graduate students who have done a tour of duty in the real world to answer these, and many other, questions.

- 58% of graduate students polled reported that, no, you will not live in a cool pad; however, 22% of these same students qualified their answer by asking, "Do your parents have a cool place?"
- 17% of graduate students polled believed that you would in fact hang out with strange people. While this number appears low, you must consider that people tend to hang out with friends who are very similar to them. I must admit that I don't hang out with strange people.
- 76% of graduate students polled said you would take wild vacations, although many reminisced about their own favorite Cancun story from their undergraduate days. Could any vacation be wilder than that?
- As for the being a regular at the local bar, I could not gather sufficient data to report, due to the overwhelming fear of being labeled as a "problem" student. Even the promise of confidentiality and a debriefing did not elicit any reliable responses.

As I wrote up the initial report of my findings, in APA format of course, some of my fellow graduate students asked me to give a presentation at our weekly departmental brown-bag seminar. To my surprise, many professors also wanted some information about the real world. I seemed to have found my niche, my line of research. The presentation, all 15 minutes of it, drew rave reviews. In fact, I walked away from the meeting with more questions to research. It seems that many graduate students and professors daydream about making gobs of money (or just getting paid at all), taking paid vacations, flying all over the world on business travel, and expensing every conceivable purchase to the company because everything is always work related.

I went back to my spacious cubicle to plan my next data collection effort. Who shall I survey? How do I scale my items? How do I define my constructs? Can I do a literature review to find an established measure, because that sure is easier than making one myself? How do I appropriately measure people's attitudes toward the real world? This poses such a vexing problem. I wondered if I could get a publication out of it. I bet I could at least get a revise-and-resubmit. I decided I would start with a literature review.

On my way to the library, my second home, my home away from home, I came upon a newspaper. I happened to see something on the back that changed my entire outlook on life and data collection: Las Vegas point spreads. The management students I take classes with frequently talk about the reliability of these point spreads, so I figured I could trust the spreads. I made an executive decision. I would base my data collection about the real world based on the Las Vegas point spreads.

Real world debt (-4) versus graduate school debt. We all have credit cards, but at least we really don't have the money to pay in cash like people in the real world. Besides, I view student loans as a great return on investment. What's a few thousand dollars between me and Sally Mae? Who is this Sally Mae lady anyway, and is she related to Fannie Mae or Freddie Mac? She must be so rich. I wonder where she went to graduate school? **Pick: Graduate School.**

Real world fashion versus graduate school fashion (-5). Have you seen some of the "business" suits that graduate students wear? I recently tried something new with my hair, which is considered "experimental" in graduate school. In the real world, your haircut is a more pressing subject around the water cooler than last week's episode of "Survivor." **Pick: Graduate School.**

Real world understanding of statistics versus graduate school understanding (-1). Four out of 5 dentists prefer daily flossing. 55% of high school students in the United States can't find the United States on a map. The odds of you dying when in a free-fall while sky diving are less than the odds of you dying in a freak paperclip accident. We know to ask if these are significantly different, and to us Monte Carlo isn't a place to visit. **Pick:**

Graduate School.

Real world pet companionship (-3) versus graduate school pet companionship. In the real world, pets are no substitute for human interaction. Owning 12 cats, 4 lizards, 2 birds, and 1 turtle does not mean you simply love animals. It is a cry for help, a "Jerry Springer Show," or a News Channel 9 feature story. **Pick: Real World.**

Real world bosses versus graduate school bosses (-7). We have bosses in graduate school? Your real world boss demands long working hours, loves to yell "you idiot, you idiot" at you, drinks Starbucks like she's a shareholder concerned about falling stock prices, and stares out the window contemplating what color her new BMW should be. In a related story, your major professor lost the keys to his office even though he keeps them on a string around his neck. **Pick: Graduate School.**

Real world water cooler talk (-2.5) versus graduate school water cooler talk. First of all, no psychology department gives out free water. Use the water fountain. Isn't it enough that we pay you all of that money to teach three sections of Intro? What, our potluck Thanksgiving dinner isn't good enough for you prima donnas? Now get back in that lab and write your thesis. **Pick: Real World.**

Real world vacation (-.5) versus graduate school vacation. Two weeks paid vacation with 1 week paid sick leave, plus 8 paid federal holidays, and all the weekends you can take—compared to fall break, winter break, spring break, and summer break. Even if you don't actually take a break and don't get paid, is this even a contest? **Pick: Graduate School.**

Real world happy hours versus graduate school happy hours (-4). This represents a classic battle of quantity versus quality. Every day in graduate school has the potential for happy hour. The local watering hole even offers specials to graduate students. So what if the real world companies sometimes pick up the tab? In a related story, when asked if he would pay for my next happy hour, my major professor responded, "Only if you introduce me to all of your cool friends." **Pick: Real World.**

Real world work content versus graduate school work content (-10). Let's see. Peck on the keyboard, file a report, attend a meeting, listen to your boss drone on and on about a meaningless plan, drink a gallon of coffee just to stay awake, overhear your cubicle-mate crying because his girlfriend thinks they need to take a break, and play solitaire all day just to pass the seconds, minutes, and hours. Maybe the real world isn't all it was cracked up to be. **Pick: Graduate School.**

Real world preparation for work (-11) versus graduate school preparations for work. An old Latin saying exists...well, my Latin is a bit rusty right now, but the gist of it goes something like this: Preparation is the mother of students. An old American saying exists, too, that goes something like this: I don't take my work home with me, literally or figuratively. You get the

point. **Pick: Real World.**

Rooting for your team in the real world (even) versus rooting for your graduate school's team. Drunk, wearing a ball on your head, painting your chest red and blue, and going into a deep depression when your team loses. If this describes you in the real world, you are fired. Grow up, junior! **Pick: Graduate School.**

Final Score: Graduate School, 7. Real World, 4. In the end, it does not appear to be close. When I presented these results at a departmental brown-bag seminar, 4 out of 5 professors agreed that I should no longer consider myself a graduate student in good standing.

Let's be honest with ourselves. We all question why we entered graduate school at some point in our studies. Even the most ardent academic will confess to moments of doubt along his or her road to a successful career. Some of these same academics will also tell you that they still don't know what they want to do when they grow up. Graduate school, like most of our endeavors, is a means to an end, and we choose the course of our adventure for our own reasons.

When we enter graduate school, we do so for the freedom and independence it offers. For people interested in academics, graduate school offers years of unfettered scientific inquiry. For the people interested in earning their advanced degree and taking their knowledge into consulting or industry, graduate school offers vital knowledge and experience needed to succeed. When my undergraduate students ask me whether they should apply to graduate school or find a job, I tell them that they cannot lose with either choice. The years I spent working prior to entering graduate school were some of the best years of my life. Those years also provided me with a certain perspective about what is important to me, and those years of learning have enabled me to succeed in my studies. My advice to those graduate students entertaining, sometimes constantly entertaining, thoughts about leaving school to go out in the "real world" is to remember why you came back to school. If you achieved the goals you set, then move on to the next challenges, wherever they may be.

Organizing a Life's Work: Finding Your Dream Job

Nashá London-Vargas
Independent Consultant

The many stages of our lives can best be described as seasons. According to Levinson (1978), a season is an organic part of the total cycle, linking past and future and containing both within itself. Every stage in our lives (childhood, teenage years, adult life, family, and work) is connected and when closely examined provides a framework. This framework of everyday living holds the key to our life's passion.

As a professional, meeting the demands of your clients, employers, or both, it is easy to lose sight of your passion—the work that brings you fulfillment and connects you to the much larger picture of work. Your passion is what keeps you encouraged despite the long hours and hard work. Your passion brings a smile to your face while helping and showing others the way. Your passion gives you a sense of being whole and reduces the amount of stress you endure day to day.

While going through graduate school, many of you stumbled upon an area in your studies that not only sparked an interest but gave you a sense of urgency to learn more about it and a readiness to get involved. Your plans were to graduate with a well-deserved degree and to commit yourself to your life's passion. If you managed to find that passion in your consulting work, teaching experiences, within an organization, or all of them, then you should count your blessings. For the majority that graduate with life's passion in tow, we find that just maintaining it in our place of employment becomes our primary focus. We lose sight of that fire, the passion that gave us hope of connecting to humanity by making a positive difference in the lives of others.

As adults, work is an activity that we all have in common. Work life is symbolic of how we are socialized as adults; how we continue or discontinue to grow intellectually; how we are challenged to resolve conflict; how we are allowed to create, build, and maintain healthy relationships; and how we are encouraged to help others (building community).

Our work provides a sense of self and can be utilized as a vehicle to pursue our dreams (Levinson, 1978). Our career choices have the potential of meeting basic values and goals. However, a career that is oppressing and depressing can lead to alienation from self, work, and society (Levinson, 1978). If you believe that you are engaged in work that is not connected to your life's passion then it is time to organize your life to attract your dream job!

In order to organize your life experiences and to find meaning, take a look at your present condition. Ask yourself, "How did I get here? Did I find this job or did it find me? Do I feel satisfied everyday for a job well done? Does the work relationship allow me to bring my entire being into the workplace to be utilized as a resource? If my passion is the same as it was before entering into this work relationship, what steps do I need to take in order to get back on track?"

Staying connected to work that is fulfilling, inspiring, and challenging adds significant meaning and value to your existence and to the lives of others.

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Lessons for Employers in a Slowing Economy

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As we hear more predictions of an economy showing signs of weakening, I keep coming back to a couple of key questions: Is our field prepared for a recession reminiscent of the early 1990s? Did we learn enough from experiences nearly a decade ago to improve how we respond to the people we serve in 2001? The answer: Probably.

While the financial experts monitor and project the extent of an economic slowdown, little doubt remains that the early years of this decade will likely feature staff reductions across every industry. These reductions, or even the anticipation of them, can have a dramatic influence on individual and industry productivity. Despite the value of an MBA in predicting the financial impact of such decisions (Carbone, 2001), the field of I-O psychology is the best equipped to manage the impact on employee motivation.

What advice then can we offer our corporate clients, our HR departments, or our senior management teams as they consider the option of downsizing staff in the face of an economic slowdown? Here are a few lessons from the literature that may help them to understand the significant motivational impact on current and future employees within their organizations.

Employees seek consistency in every aspect of their lives and crave a steady availability of work to meet their own financial obligations. Future employees look for a company that offers consistency and will shy away from a company with media attention caused by periodic layoffs. The fear of potential downsizing directly and negatively influences employees' perceptions of consistency and stability within their positions and causes job candidates to look elsewhere (Cialdin, 1985). The lesson: If it must be done, downsize wisely and rarely.

Senior managers seeking to assure stakeholders that all is well may postpone tough financial decisions, thereby making the extent of downsizing more severe. In many instances, companies are forced to undergo more than one wave of downsizing during a recessionary period, a fact that can all but eliminate the motivation of the surviving employees over the near term. Too many companies overhire in good times and quickly look to downsizing as a temporary fix to slowing demand. The lesson: If it must be done, downsize wisely and rarely.

If a company is viewed as a team (and much of the recent literature has focused on team development), then downsizing takes on an even greater role in shaping near-term motivation. As our field coaches clients to build and reward teams, we must remember that downsizing focuses on individuals and causes them to recoil in order to protect their investment of time and energy. The harm of downsizing can be felt indefinitely as surviving team

members wonder if they will be next or if their individual performance is measured sufficiently in relation to the team. Self-preservation becomes the dominant element of motivation in this case (Kerr, 1975). The lesson: If it must be done, downsize wisely and rarely.

As downsizing is discussed openly as a possibility, the employees' comfort levels fall and a widespread descent down the hierarchy of needs (Maslow, 1943) can be felt through the organization. This has the possibility of stifling creativity and individual achievement as employees become more concerned with their newly jeopardized personal financial goals. This is true for older workers with near-term retirement plans, mid-career workers with families and children preparing for college, and for younger workers preparing to buy their first home. In any case, even their basic level of need may appear in jeopardy until the trend subsides. The lesson: If it must be done, downsize wisely and rarely.

Employees may be able to rationalize that nothing will happen to them. Dissonance may allow them to separate their desire to flee from a troubling situation to a more stable environment and keep their motivation on track (Aronson, 1973). If this is the case, it will likely be so only with a minority of your employees. The lesson: If it must be done, downsize wisely and rarely.

The lesson here is quite simple, but the responsibility of I-O practitioners to communicate it is not. We must get to the decision makers in our companies and share with them the importance of considering the human impact of a recession and its most immediate consequence, downsizing. Join me in reinforcing our role as coaches to the economy's most valuable players. Together, we must merge the lessons learned from the past with the our field's best research and develop a game plan that will get our clients through what may be rather tough economic times.

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Institutional Representation in the SIOP Conference Program: 1986–2000

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Over the years a number of studies have been conducted to examine institutional as well as individual research productivity. The new millennium marks a convenient year for reflecting on past productivity and setting goals for future contributions. This study examines institutional representation in the annual SIOP Conference program beginning with the first conference in 1986.

Examining institutional research productivity is particularly useful for identifying which universities, colleges, and organizations are partaking in research and making contributions to the field of I-O psychology. Such information is likely to be of interest to undergraduate students pursuing graduate school, graduate students pursuing employment, and institutions, themselves, for comparative purposes. For instance, as an indicator of research productivity, this information could be used as one variable in resource allocation decisions or for demonstrating research productivity relative to peer institutions or institutions with similar graduate programs.

Although a number of studies have been conducted for the purpose of evaluating graduate programs and examining research productivity, none of these efforts have examined institutional representation in the SIOP Conference program. This venue is frequently one of the first places researchers share their research ideas and findings. As a result, the SIOP Conference program represents some of the most current research in I-O psychology. In addition, students are very active at SIOP, so both faculty and student productivity is represented. Finally, individuals from practitioner-oriented organizations also participate in the SIOP Conference. None of the previous studies have examined nonacademic institutional representation. Thus, this study documents the representation of both academic and nonacademic institutions in SIOP Conference programs.

[1] Authors' note. A previous version of this paper was presented at the 16th Annual SIOP Conference, San Diego, CA. Correspondence concerning this article should be addressed to Stephanie C. Payne at scp@psyc.tamu.edu.

Method

Fifteen years of SIOP Programs (1986–2000) were collected and assembled for data entry. Individuals and their affiliations were entered into the database, regardless of their role in the session (e.g., chair, presenter, discussant). Given the variety of sessions considered, authorship was not weighted. When two affiliations were listed in the conference program for an individual, only the first one was entered into the database. When no affiliation was listed, efforts were made to locate the individual's affiliation by looking for additional listings of that individual in the index of the Conference program.

Prior to analyses, extensive data cleaning was necessary to correct typographical errors and variations of the same institutional name (e.g., HumRRO and Human Resources Research Organization). Special efforts were made to ensure only one institutional name was used within each program (e.g., University of Illinois vs. University of Illinois at Urbana–Champaign). Efforts were also made to note changes in institutional names over the course of the 15 years examined (e.g., Naval Training Systems Center to Naval Air Warfare Center).

Results

Although not depicted in the tables presented here, there has been tremendous growth in the SIOP Conference program over the last 15 years. In 1986, the Conference consisted of 34 sessions (i.e., poster sessions, symposia, roundtables, etc.), whereas in 2000, the Conference consisted of 198 sessions. The number of institutions represented in the program also depicts the growth of the Conference. In the first Conference, 89 different institutions were represented. Fifty-five of these were academic institutions and 34 were nonacademic institutions. In 2000, 501 different institutions were represented with 263 of them academic and 238 of them nonacademic institutions. On the whole, academic institutions tend to outnumber nonacademic institutions, however, not by much ($M = 43\%$ for nonacademic institutions). In fact, in 1995, there were slightly more nonacademic institutions ($N = 156$) than academic institutions ($N = 151$). At the same time, it should be noted that academic institutions tended to have much larger frequencies than nonacademic institutions.

Table 1 presents the frequency of contributions for 65 academic institutions in the SIOP conference program from 1986 to 2000. This table was limited to the academic institutions that appeared at least once in the top 25 most represented institutions across the 15 years examined. A sum of frequencies is also provided for the last 5 years (1996–2000) as well as all 15 years. Institutions are ranked based on a sum of the frequencies for the last 5 years.

Table 2 depicts the frequency of contributions for 21 nonacademic insti-

Table 1. *Frequencies for Academic Institutions in the SIOP Conference Program*

		1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	Last 5-Years Sum	15-Year Sum
1	*Michigan State University	9	22	14	11	28	43	42	27	41	37	57	54	110	101	94	416	690
2	*Bowling Green State University	1	10	19	27	23	13	34	40	17	21	36	27	60	64	77	264	469
3	*University of Akron	5	17	7	20	24	14	21	28	43	31	26	48	50	62	36	222	432
4	*University of Maryland	11	13	7	10	23	17	31	17	28	30	29	19	41	59	58	206	393
5	*University of Illinois	1	1	8	1	7	13	7	6	25	12	28	34	28	35	56	181	262
6	*Pennsylvania State University	6	5	2	10	4	15	14	24	34	29	31	35	56	37	17	176	319
7	George Mason University	2	1	4	3	2	5	0	27	10	9	16	25	33	57	44	175	238
8	*University of Minnesota	6	12	6	12	24	19	11	25	24	22	27	35	49	28	29	168	329
9	*University of Georgia	2	4	1	8	8	11	16	10	17	19	23	18	38	41	37	157	253
10	*Virginia Tech	4	2	2	7	6	3	7	6	14	21	18	39	28	31	27	143	215
11	*Texas A&M University	2	3	5	16	21	12	15	22	7	25	27	22	22	32	39	142	270
12	University of Tennessee	1	0	4	7	10	10	11	23	21	23	16	29	22	50	21	138	248
13	University of South Florida	3	2	8	0	5	11	13	14	9	18	12	10	29	43	40	134	217
14	*University of Houston	2	3	6	7	13	14	14	8	6	18	20	3	20	35	45	123	214
15	Florida International University	0	0	1	2	3	2	2	25	23	24	19	22	21	26	22	110	192
16	*Purdue University	5	12	21	9	8	10	12	35	18	17	23	22	36	12	17	110	257
17	*SUNY at Albany	2	5	2	10	10	12	25	27	22	12	23	19	24	19	12	97	224
18	*University of Iowa	3	1	2	1	4	9	16	25	10	14	24	16	11	29	15	95	180
19	*Rice University	4	1	7	2	4	6	6	4	6	8	16	25	12	19	19	91	139
20	Northern Illinois University	0	0	0	0	0	0	0	2	3	1	12	5	24	14	32	87	93
21	Tulane University	0	0	4	3	4	5	10	4	16	13	22	12	8	30	11	83	142
22	Georgia Institute of Technology	0	10	10	5	8	7	6	10	10	11	26	13	13	18	8	78	155

Table 1. *continued*

		1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	Last 5-Years Sum	15-Year Sum
23	*Colorado State University	4	13	6	5	10	13	10	7	11	1	10	11	11	16	29	77	157
24	Cornell University	0	2	4	7	3	3	7	5	5	11	8	6	15	16	22	67	114
25	Old Dominion University	1	2	0	2	1	10	1	9	13	11	5	17	12	16	16	66	116
26	Illinois Institute of Technology	0	0	0	0	0	2	2	8	6	11	6	6	17	23	13	65	94
27	Wayne State University	0	1	3	3	6	1	3	14	10	3	15	3	7	26	12	63	107
28	*University of Colorado at Denver	4	4	4	3	5	2	4	6	4	6	10	9	13	14	13	59	101
29	University of Connecticut	1	1	0	0	2	5	2	3	18	7	13	5	13	15	12	58	97
30	Portland State University	0	0	0	0	0	0	0	0	2	7	2	5	13	21	17	58	67
31	Rutgers University	0	0	2	2	6	8	17	15	7	2	9	10	7	14	16	56	115
32	University of Tulsa	0	8	2	0	1	3	4	8	6	7	9	15	16	11	3	54	93
33	Baruch College	0	4	1	3	5	8	5	8	14	6	8	7	13	7	18	53	107
34	Illinois State University	0	3	5	3	0	3	2	8	8	6	11	15	7	8	9	50	88
35	Southern Illinois University	0	0	0	0	0	0	1	2	2	1	8	25	10	4	3	50	56
36	Wright State University	0	0	0	0	0	1	3	7	6	7	4	1	13	20	10	48	72
37	Kansas State University	1	6	0	2	7	6	7	8	1	5	9	9	16	9	5	48	91
38	*Ohio State University	7	12	7	23	23	15	13	10	11	13	9	6	8	11	12	46	180
39	University of Central Florida	0	0	0	1	0	2	4	0	2	5	1	4	3	9	25	42	56
40	Central Michigan University	1	2	0	2	5	6	3	8	27	12	3	8	8	9	13	41	107
41	Louisiana State University	0	6	4	0	2	10	8	18	18	15	13	3	6	10	8	40	121
42	*SUNY at Binghamton	1	1	7	10	8	6	7	11	9	15	9	8	9	4	7	37	112
43	Ohio University	0	0	0	0	0	0	0	0	7	4	4	3	13	11	6	37	48
44	*Carnegie Mellon University	3	1	2	2	2	2	7	3	3	3	7	4	6	11	4	32	60

Table 1. *continued*

		1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	Last 5-Years Sum	15-Year Sum
45	North Carolina State University	0	5	0	0	0	4	3	0	5	2	6	3	9	5	9	32	51
46	University of Nebraska at Omaha	0	3	5	0	0	4	0	0	1	1	6	3	7	7	8	31	45
47	*New York University	6	9	11	14	8	8	9	1	6	3	6	14	7	1	2	30	105
48	Arizona State University	0	0	0	4	3	5	8	8	8	4	5	3	5	2	12	27	67
49	University of Arkansas	3	0	0	0	1	3	4	1	0	1	8	14	0	1	3	26	39
50	University of Missouri–St. Louis	0	3	3	7	7	5	3	5	5	3	3	6	0	6	5	20	61
51	University of California	1	5	3	0	4	2	3	3	3	2	4	3	3	5	5	20	46
52	Auburn University	2	4	1	0	0	2	0	2	3	0	0	1	3	2	13	19	33
53	University of Missouri	3	0	0	0	2	2	7	4	0	3	6	2	1	4	5	18	39
54	Columbia University	0	6	1	1	3	0	1	5	5	2	1	1	4	10	2	18	42
55	*University of South Carolina	2	7	1	2	2	1	3	3	2	1	6	1	2	4	2	15	39
56	*University of Southern California	1	4	5	3	3	2	1	4	7	5	3	2	4	1	3	13	48
57	Rensselaer Polytechnic Institute	1	4	4	1	2	1	0	0	0	0	2	2	7	1	0	12	25
58	University of Kansas	0	4	1	1	3	5	0	0	0	0	1	4	3	3	0	11	25
59	Marquette University	0	0	2	4	7	2	6	4	1	6	5	0	4	0	1	10	42
60	University of Michigan	4	1	1	0	0	1	5	0	2	2	3	1	4	1	0	9	25
61	Northwestern University	4	1	2	2	6	2	7	2	0	0	4	4	0	0	0	8	34
62	Boston University	0	0	0	5	0	0	0	0	1	3	0	3	3	0	1	7	16
63	SUNY at Buffalo	0	2	3	2	7	0	4	1	5	1	0	0	2	3	0	5	30
64	University of Oregon	1	4	0	1	1	0	0	0	0	0	0	0	3	1	0	4	11
65	Duke University	0	4	1	0	0	0	0	0	0	0	1	1	0	0	1	3	8

Note. *Representation at all 15 Conferences, 5-Year Sum = total frequencies for 1996–2000; institutions ranked according to 5-year sum.

Table 2. *Frequencies for Non-Academic Institutions in the SIOP Conference Program*

		1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	Last 5-Years Sum	15-Year Sum
1	Center for Creative Leadership	1	1	0	10	6	7	13	11	10	11	24	9	27	26	33	119	189
2 {	HRStrategies, Inc.**	0	0	0	0	0	2	8	9	10	13	5						
	Aon Consulting, Inc.	0	0	0	0	0	0	0	0	0	0	0	4	3	55	44	111	153
3	Personnel Decisions International	1	0	0	1	7	2	14	17	15	15	26	26	19	15	20	106	178
4	Personnel Decisions Research Institutes	0	7	3	10	3	6	7	14	4	6	14	16	13	23	36	102	162
5	Naval Air Warfare Center	0	1	3	3	7	11	7	11	20	16	12	15	24	30	20	101	180
6	American Institutes for Research	0	3	1	5	0	3	3	6	3	2	11	11	9	33	32	96	122
7 {	Landy, Jacobs, & Associates, Inc.***	0	0	0	0	0	0	0	1	0	3	6	8	2				
	SHL (Saville & Holdsworth, Ltd.)	0	1	0	0	0	0	2	7	3	10	10	6	4	20	29	69	92
8	HumRRO	1	2	0	3	0	4	10	2	4	8	1	5	12	14	15	47	81
9	IBM Corporation	1	3	2	3	0	1	23	8	4	5	5	2	5	16	16	44	94
10	U. S. Office of Personnel Management	5	4	3	5	5	6	0	8	1	5	3	5	7	5	23	43	85
11	*U.S. Air Force Laboratory	3	7	11	5	8	12	3	4	2	6	11	5	5	3	6	30	91
12	*AT&T Corporation	2	16	5	9	3	9	10	8	6	6	6	2	4	4	3	19	93
13	Private Practice/Independent Consultant	3	0	0	0	4	0	5	3	4	6	6	2	0	0	8	16	41
14	LIMRA International	2	2	4	5	7	5	7	2	3	9	4	3	0	0	2	9	55
15	American College Testing (ACT)	0	0	0	0	0	0	2	0	12	3	1	2	1	2	1	7	24
16	Assessment Alternatives, Inc.	0	0	0	1	0	0	0	0	2	14	2	2	2	0	1	7	24
17	Kaiser Permanente Medicare Program	0	0	0	0	0	0	0	18	5	9	1	0	1	3	1	6	38
18	Navy Personnel R&D Center	6	5	1	2	3	3	4	3	2	2	3	0	0	0	2	5	36
19	General Motors	0	2	5	0	0	0	0	1	0	0	0	0	0	0	1	1	9
20	WFS Workforce Solutions	0	0	0	0	0	0	0	1	19	7	0	0	0	0	0	0	27

Note. *Representation at all 15 Conferences; **Merged with Aon Consulting in 1995, ***Merged with SHL in March 1998; 5-Year Sum = total frequencies for 1996–2000; Institutions ranked based on 5-year sum.

tutions in the SIOP Conference program from 1986 to 2000. This table was limited to nonacademic institutions that appeared at least once in the top 25 most represented institutions across the 15 years examined. It should be noted that government research laboratories/institutes, corporate organizations, as well as a number of consulting firms are among these institutions. Sums of frequencies are provided for the full 15 years, as well as the last 5 years. Institutions are ranked based on a sum of the frequencies for the last 5 years.

Discussion

This study examined institutional representation in the SIOP Conference program from 1986–2000. Sixty-five academic and 21 nonacademic institutions appeared at least once in the top 25 most represented institutions across the 15-year time period examined.

What motivates SIOP participation? In an effort to understand what motivates individuals to submit papers to SIOP at some of the most well-represented academic institutions, the directors of 24 I-O programs were e-mailed in late February and early March of 2001 and asked "What motivates faculty and students at your institution to submit papers to SIOP (e.g., providing funding contingent upon presenting, rewarding submissions/presentations)?" Sixteen (66%) faculty members responded to the e-mail inquiries. Responses were classified into 14 general categories to include (listed in order of most frequently cited to least frequently cited): travel expense reimbursement for students is contingent on presenting; travel expense reimbursement for faculty is contingent on presenting; climate/culture of program promotes presentations; students are required or expected to present; desire to disseminate research; research valued or part of the identity of the university or program; rewards or recognition given; internal motivation drives participation; presentations promote the graduate program; presentations build curriculum vitae; presentations are the first step in the manuscript pipeline; presenting is a part of students' professional development; presentations provide the opportunity to network; and presentations are a way of contributing to the field.

What makes a competitive submission? The directors of the I-O programs were also asked, "In your opinion, what are the characteristics of submissions that enhance the chances of acceptance?" Responses to this question were classified into ten categories to include (listed in order of most frequently cited to least frequently cited): a scientist-practitioner balance in terms of participants for symposia; sound methodology; the same criteria used when evaluating manuscripts for publication; theoretical and practical relevance; an interesting research question; clarity; "luck of the draw" with reviewers; hot or trendy topics; significant results; and good writing.

Limitations. As with all studies, there are a number of limitations to this study that should be acknowledged. First, representation within the SIOP Conference program is certainly dependent on the number of sessions submitted and the number of submissions is likely to be somewhat related to a third variable—location of the Conference. For example, individuals may be more inclined to submit contributions to the SIOP Conference when it is hosted in their local area or region or at a more personally appealing location.

Second, rankings do not take into consideration the size of the institution. Certainly, smaller organizations and universities/colleges are at a decided disadvantage. Third, while many of these ratings of academic institutions reflect faculty and student research productivity from I-O psychology graduate programs, it should be noted that departmental affiliation was not considered. As a result, both faculty and students from other departments such as management departments contributed to the rankings. Given this, caution should be taken when making generalizations about I-O psychology graduate programs from these rankings. At the same time, students often have the opportunity to interact with faculty from other departments and benefit from these interactions (e.g., take classes from, collaborate on research projects with, have as committee members).

Finally, the current approach for aggregating data rewards collaboration within one's own institution. While such efforts are convenient, they are not necessarily encouraged and are likely to expand the gap between scientists and practitioners.

Future Research

Future research with this database is currently underway. For example, by classifying session and paper topics into categories based on content (e.g., using codes provided in the SIOP Call for Papers), trends in topics presented can be examined. Such a database could then serve as a tool for identifying unpublished papers to include in meta-analyses, review articles, and handbook chapters, reducing the file drawer problem. This may require authors to be more careful about maintaining copies of their Conference papers for longer periods of time.

Future consideration should be given to setting standards when reporting individuals' affiliations. It appeared over the course of the 15 years examined there are no standards for reporting affiliations. Sometimes the same individuals within and across programs listed their affiliations slightly differently even when they remained at the same institution (e.g., Penn State vs. The Pennsylvania State University). This is only likely to lead to confusion and misallocation of credit for institutional representation. As a result, standards for reporting affiliations should be implemented by both academic and nonacademic institutions.

In sum, this study examined both academic and nonacademic institutional representation in the past 15 SIOP Conference programs. Results suggest that the SIOP Conference has experienced much growth and that both scientists and practitioners are contributing to I-O psychology research through this venue.

Is Job Analysis Doing the Job? Extending Job Analysis with Cognitive Task Analysis

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Today's job analysis methods have their origins in the industrial revolution. Demands for efficiency brought about an increased interest in the division of labor as a method of insuring that employees were easy to train and to replace and job analysis as an aid to time and motion studies. Over the years, job analysis methods have evolved to serve such purposes as job description (e.g., functional job analysis), selection (e.g., job element method, ability requirements scales), training (e.g., the task inventory), and job evaluation (e.g., the position analysis questionnaire).

The question addressed in this paper is how the changing nature of work and working in the post-industrial information age may affect job analysis. As many authors have pointed out, today's world is characterized by changes in technology, transportation, and communication that have created flatter hierarchies, an increasing reliance on teams, and the dominance of high-tech industries. Two aspects of the changing nature of work—cognitive labor and teamwork—are discussed below. As a result of these changes, we suggest that industrial psychologists begin to incorporate cognitive task analysis (CTA) into some aspects of job analysis. A brief description of CTA, as well as some applied examples, follows the discussions of cognitive labor and teamwork.

Cognitive Labor

As Goldstein (1993) pointed out, the increasing use of technology paradoxically leads to more—not less—cognitively demanding jobs. Jobs that were formerly routine and predictable now involve diagnosis, monitoring, and decision making. The increased emphasis on the cognitive nature of tasks has spread beyond professional and service jobs. The information portion of the information age is extending to the shop floor as well, where initiatives such as just-in-time inventories and total quality management are adding cognitive demands to jobs that were once considered primarily physical (Wall & Jackson, 1995).

Team Work

In the current economy, competitive advantage comes from knowledge, quality, speed, and flexibility. The result is an increasing move from traditional work design to a design emphasizing teams. With this movement comes the need for team selection, team performance appraisal, team reward structures, and team training. All of these needs are based on job analysis—but job analysis with a twist—namely team task analysis. However, as several researchers have pointed out, little research exists on team task analysis (Landy, Shankster-Cawley, & Moran, 1995; Salas & Cannon-Bowers, 1997).

Cognitive Task Analysis

CTA has been used in the learning, human-computer interaction, and human factors fields. A large and varied number of methodologies have been developed: card-sort techniques, verbal protocols, time tags of events, and others. The methods share the common aim of understanding the knowledge, thought processes, and mental aspects of goal attainment at work (Schraagen, Chipman & Shalin, 2000). Yet despite the increasing popularity of CTA, it has been virtually ignored by industrial psychology. A recent computer search uncovered 90 articles on CTA, but none were in journals of primary interest to I-O psychologists.

This neglect of CTA is astonishing when one considers that CTA has its roots in industrial psychology. Annett (2000), for example, traced the historical and theoretical development of CTA from the classical methods of time and motion studies, through WWI and studies of fatigue and working conditions based on psychology, up to the modern day's methodologies for performing CTA.

Examples of CTA

Some specific examples of CTA taken from the literature may help to clarify both the methods used and the potential usefulness of CTA to I-O psychology. The first example described below focuses on the analysis of a cognitive task, while the second example concerns teamwork.

Cognitive labor. Schaafstal and Schraagen (2000) described work done for the Dutch navy on the job of weapons engineering service technician. A major function of this job is troubleshooting systems that are malfunctioning. The authors were asked to investigate the increasing number of complaints from the Dutch fleet regarding the timeliness and effectiveness of the troubleshooters and performed a series of studies, the first of which focused on radar systems technicians. Radar systems technicians at different levels of expertise were asked to solve four different radar problems while thinking aloud. From the results of these verbal protocols, the authors concluded that (a) the radar theory instructor was not necessarily a good troubleshooter, indicating that there was a gap between theory and application, (b) there was little transfer of knowledge from one radar system to another, (c) the troubleshooters were unsystematic in their approach to troubleshooting, and (d) that problems, if solved, were solved because of their similarity to previous problems experienced by the technicians.

The second study focused on inexperienced computer systems technicians, using a similar methodology. For this sample, only 40% of the four test problems were solved. An even more interesting finding was that the correlation between scores on a knowledge test and actual problem diagnosis was only .27, indicating that system knowledge and theory were not enough to make for effective troubleshooting.

The authors then conducted a formal CTA of the troubleshooting process. As a result of the CTA, they determined that troubleshooting consisted of four subtasks, each with its own cognitive skill requirements. The first subcomponent, problem description, requires the technician to be able to identify both normal and abnormal system behavior. The second subcomponent involves generating possible causes for the abnormal behavior, while keeping the possibilities within reason. The third component, testing, requires the technician to compare the results of testing to the hypotheses. A number of skills are involved, such as the ability to choose and execute the right tests, knowledge about setting up conditions for measuring test outcomes, and how to develop accurate expectations regarding the possible outcomes of the test. Finally, the troubleshooter must evaluate what needs to be done in order to fix the problem.

As a result of this CTA, several recommendations were made regarding training. One suggestion was to teach a systematic approach to troubleshooting in the training. In order to evaluate the new training, one group of subjects took a 1-week course incorporating the new training in addition to the regular training course, while another group took only the regular training course. At the end of the training, both groups were scored on a theoretical knowledge test, as well as on their ability to solve four unfamiliar systems problems. There was no difference between the two groups on the test of theoretical knowledge, but the experimental group performed significantly better on actual problem solving, solving twice as many problems as the control group.

Teamwork. Klein (2000) used CTA to examine both team processes and team knowledge in an emergency response organization (ERO) at a nuclear power plant. Although the plant was operating efficiently, the ERO was consistently running into problems during drills, and the Nuclear Regulatory Commission (NRC) was threatening to increase the number of drills at the plant each year. Plant management called in a CTA team in the hopes of avoiding this response by the NRC.

The CTA team began by observing emergency exercises, during which they traced the number of steps required by each team action. They also identified the decisions made and the decision makers in the team. Finally, the CTA team also wrote down major events and time tagged them.

This information was then used as the basis of interviews with those identified as decision makers, in which subjects were asked about incidents, asked to define what happened in the incident, and exactly why it happened. As a result of these interviews, it became obvious that some of the procedures that had accumulated over the years were irrelevant or outdated. Lags in the system, unnecessary handoffs to others, the lack of a shared mental model, and too many people in the ERO room were some of the problems identified.

Over 50 recommendations were implemented as a result of the CTA, including a reduction in the number of people from 80 to 35. During the next exercise, the NRC reduced the number of required drills to one every 2 years.

Conclusion

This paper suggests that the changing nature of work in the post-industrial era may require changes in the conduct of job analysis, and that CTA may help in designing those changes. This is not to suggest that CTA is a substitute for job analysis. CTA is a highly labor intensive method and should be limited to those tasks that promise sufficient return for the effort (Schraagen et al., 2000). Jobs or tasks most suited for CTA are those with a large cognitive component and aspects of teamwork. Traditional job analysis methods are not particularly well equipped to investigate the cognitive processes underlying tasks. A job analysis is often based on observation, interviews, or self-report. However, cognition is difficult to observe, and interviews and self-reports would be based on the assumption that people are consciously aware of their thought processes, an assumption that cognitive psychology has repeatedly shown to be inaccurate. Conversely, in the first example presented here, verbal protocols were used to identify the cognitive processes underlying troubleshooting, which enabled the researchers to develop training that focused on these specific cognitive processes.

Traditional methods of job analysis typically focus on the accomplishment of tasks and not the interconnections of tasks. Thus, in the analysis of team tasks, traditional job analysis methods may fall short of organizational needs. In the team CTA sudied in the second example, the authors used time tagging, interviews, and a form of critical incidents to observe and record the actions among team members. As a result of their methods they were able to identify lags in the system, unnecessary handoffs to others, and the lack of a shared understanding of the problem.

In both of the above examples, CTA was able to provide information beyond that provided by traditional job analysis. However, this does not mean that CTA will be useful for all organizational purposes. The examples presented here show the application of CTA in training and job design, areas in which CTA has historically been used. There are hints, however, that CTA will be useful for more than training and job design. CTA has also been effectively used to develop a selection device for public safety dispatchers

(Hunt & Joslyn, 2000). Further, Baker and Salas (1997) suggested that CTA may be useful for performance appraisal, especially in a team context.

The purpose of this article was to introduce CTA to I-O psychologists. We described the application of CTA to training and to teamwork and showed that CTA is particularly applicable to understanding the representation and organization of knowledge by workers. Although CTA is labor intensive, it is useful in areas in which traditional methods of job analysis fail to provide detailed information or insight.

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Multicultural Competencies for I-O Psychologists: Why and How?

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There has been an explosion of attention by social scientists, organizational researchers, and practitioners directed at the implications of diversity for organizations. Beyond the changing demographics of the workplace, globalization and the increasing reliance on teams challenge us to find effective ways to fully tap into every person's potential contributions and to help organizations use differences as resources rather than liabilities. As organizations increasingly span across national borders in both their operations and their markets, and the United States workforce becomes more and more diverse, I-O psychologists have begun to recognize the importance of expanding our field to incorporate multicultural and international issues and to question the application of traditional perspectives in theory and research across diverse settings and peoples. Globalization and diversity thus present science and practice in I-O psychology with unique challenges and opportunities. These challenges strike at the heart of the issues addressed by our field and stand squarely at the junction of research and practice. Core areas such as motivation, leadership, group dynamics, performance appraisal, selection, organizational development and many others can be enhanced by a clear understanding of diversity and multiculturalism and how these affect organizational behavior. Yet, training and professional development of I-O practitioners and academics has typically not kept pace with these developments.

Last year at the SIOP Conference in New Orleans, a diverse group of academics and practitioners held a panel discussion on the development of multicultural competencies for I-O psychologists. Panel members included cochairs **Bernardo M. Ferdman** and **Donna Chrobot-Mason**, former SIOP President **Angelo DeNisi**, Steven Jones, **Karen May** and **Dana McDonald-Mann**. Panel members and audience participants were asked to address the following questions: (a) Why are multicultural competencies necessary for effective practice in I-O psychology? (b) What are your current or desired multicultural competencies and how have you developed them? and (c) What suggestions do you have for I-O psychologists to develop and strengthen multicultural competencies? This article presents a summary of each panelist's contribution to the discussion.

Note: The authors are grateful to Aaron Melzer for his help in transcribing, and to the panelists for their assistance in the preparation of this article.

Donna Chrobot-Mason (Assistant Professor of Psychology, University of Colorado at Denver). Unlike I-O psychology, other disciplines, particularly counseling psychology, have considered the issue of multicultural competency more extensively. Beginning in the early 1980s, counseling psychologists developed and refined a list competencies to define what is meant by multicultural competency for counselors. This list focuses on awareness, knowledge, and skills that psychologists need for effective practice, including (a) understanding experiences of members of various cultural groups, (b) understanding barriers to communication across cultures, and (c) possessing specific abilities that make one culturally skilled (Pope-Davis & Dings, 1995). It is important to consider how these competencies might apply to our field and also to consider the unique skills that we as I-O psychologists need now and in the future.

Counseling psychologists have also investigated the process of developing multicultural competencies. Sue, Arredondo, and McDavis (1992) suggest that these develop as a counselor becomes aware of his or her own assumptions, values and biases, begins to better understand the worldview of those who are different, and develops appropriate strategies and techniques for dealing with racial issues. Generally, the literature outlines a three-phase developmental process involving self-awareness, skill building, and ongoing developmental activities. This developmental process may be useful as a framework to guide our efforts in I-O psychology as we consider multicultural training for ourselves, our students, and our clients (Chrobot-Mason, 2001). Awareness may come in the form of understanding the barriers various subgroups face in the workplace and knowing how to break down such barriers. Skill building may involve learning how to foster diverse ideas and opinions in work groups and to facilitate cross-cultural communication. Finally, continuous development might involve ongoing activities to increase one's understanding of diversity issues and to consistently broaden one's comfort zone in interacting with people who are different.

Bernardo M. Ferdman (Professor and Program Director, College of Organizational Studies, Alliant University, San Diego, California). Because our motivation to develop skills and to behave in particular ways derives both from our individual characteristics and from the organizational and institutional contexts in which we are embedded, multicultural competence can be seen as an attribute of both individuals and of organizations (Ferdman & Gallegos, 1996). The culture of an organization is likely to influence the competencies and attitudes of its individual members. For this reason, the development of multicultural competence is not solely an individual responsibility (cf. Ferdman & Brody, 1996).

At Alliant University, it is a core value to train practitioners with multicultural competencies. Because Alliant's broad mission includes fighting discrimination, serving the underserved, and addressing social issues, the

faculty adopted a statement of responsibilities and values regarding multiculturalism. This serves as a framework within which faculty can hold each other accountable in this regard. As an implementation measure, the faculty in the College of Organizational Studies agreed to articulate a set of multicultural competencies for I-O psychologists, against which the curriculum and programs could be assessed and enhanced. Alliant's organizational faculty saw this as a unique, distinctive, and useful initiative for the institution. It is also a way to both serve and push the field, because although there are guidelines for education and training in I-O psychology, these are mostly silent with regards to diversity. Essentially, the underlying notion is that, eventually, basic competencies in I-O psychology will have to be defined in the context of a multicultural world. One example is as follows: "Multiculturally competent I-O psychologists are aware of the potential biases of assessment materials, measures, and instruments as a function of culture and other differences."

Karen E. May (Principal, Terranova Consulting Group, San Francisco). From Karen's perspective, the environment in which we and our clients work is changing radically, providing many good reasons to pay attention to multicultural competence. In her comments, she described the characteristics that underlie being multiculturally proficient. A key one is listening skills. To be aware, according to Karen, one should be a good listener and have an investigative nature that makes one curious and open to what other people might bring to the picture. A second skill is open-mindedness. This means being aware that there are many ways to do the same things and achieve the same goals. The third skill is an ability to challenge assumptions—first to be able to challenge one's own assumptions, and then to help others do the same. A fourth ability is self-awareness and recognizing where one's biases are. Karen gave an example of being stimulated to do this in a visit to the Museum of Tolerance in Los Angeles. At the beginning of the exhibits there are two doors—one marked "Prejudiced," the other marked "Not Prejudiced." Visitors must self-identify as either prejudiced or non-prejudiced and go through the door of their choice. It turns out that the non-prejudiced door does not open! The point is that we all have prejudices—we need to be aware of and try to challenge ourselves around them. A fifth skill is tolerance. It is critical to cultivate an ability to be tolerant, and to recognize intolerance in others as being more frustration or fear rather than a direct attack. The last skill is the knowledge of norms and values of other groups with which one interacts.

Most of Karen's multicultural competency has developed from real-world experience and real-time learning—from doing it wrong, having people help her understand what she did wrong, and then trying to figure out how to do it differently next time. Another source of competency has been studying the diversity literature, and yet another is intentional awareness raising. Karen has made a conscious effort in her own learning to try to walk into a room or a new client situation, ask herself what assumptions she is bringing, and then test them out to see if she needs to make modifications.

Steven Jones (CEO, Jones & Associates Consulting; Doctoral candidate in I-O psychology, Alliant University, San Diego). For Steven, developing multicultural competency centers on knowing our own culture, and being aware of the lenses people look through to interpret the world around us. For example, Steven spoke about preparing for the panel by adapting to the formal and informal definitions of competent presentations according to SIOP's culture. Had the room been filled with a group of fellow African Americans at an Association of Black Psychologists conference, Steven's cultural style of communication would have been very different. "My language, the pace, the rhythm of my speech would also be very different," Steven pointed out. So, the first consideration in becoming multiculturally competent is to be competent in the way a particular group views and defines competency itself.

As consultants and I-O psychologists, it is also important to be aware of the various levels of culture. Culture is more than race and gender. For example, Steven points out, "I cannot apply the same techniques in the same way to front-line blue collar workers as I would to senior-level executives. I have to go through a translation, because these are different cultures." This translation is important so that individuals in each of those cultures see you as effective; this is what it means to be multiculturally competent. Culture is like an iceberg; the tip of the iceberg—things like language, dress, food, and rituals—is often the single focus of many diversity efforts. For example, an organization may try to leverage diversity by holding a fair where people dress up in different clothes and eat foods from various cultures. Yet many diversity efforts never address cultural issues such as differences in personal space, eye contact, communication styles, and the like. These are some of the same issues that lie further beneath the surface of culture that create many of the conflicts within the workplace. To be effective, a multiculturally competent consultant will recommend an appropriate organizational intervention after sorting through the various layers of diversity below the surface level.

Angelo DeNisi (Professor of Business Administration, Head of the Management Department, and Director, Center for Human Resource Management, Texas A&M University). Having grown up in a working class neighborhood in the Bronx in New York City and as the only member of his family to attend college, Angelo felt his move to College Station, Texas was more than moving somewhere that *seemed* like another world—it really *was* another world (at this point he claimed to be "just kidding"). College Station, Texas is another culture than the Bronx, including differences in values, beliefs, language, and views on the world. If we really want to get serious about multicultural issues, we do not have to travel outside of the country at all—there are many different cultures inside the United States. One way to gain sensitivity toward multicultural issues is to be more aware of these differences, both across countries as well as within our own country.

Another issue to consider is the extent to which psychological constructs and research findings generalize across cultures. For example, Angelo spoke of a conversation he had with a group of researchers in Hong Kong whose productivity was judged based on U.S. publications. These researchers explained that they often have a difficult time publishing in American journals. When an article is submitted to a U.S. journal, based on data collected from a bank in Shanghai, the journal editor is likely to ask the question "How do we know if that bank in Hong Kong generalizes to a bank in New York?" Yet, if you collect data from a bank in New York, no one will even ask you if it generalizes to the bank across the street! Additional cross-cultural research is needed to understand which psychological concepts and/or measures are unique to a specific culture and which have underlying similarities that can be generalizable across cultures. One example of this type of research can be seen in work by Farh, Earley, and Lin (1997), who compared the concepts of social loafing and collectivism in American and Chinese samples. The results demonstrated the need for psychological researchers to be sensitive to the complexity of cross-cultural work.

Dana McDonald-Mann (Senior Consultant in Executive Development, DDI, Pittsburgh). When she first entered I-O psychology, Dana's view of traditional theory and practice was targeted toward the experiences of African Americans and women, her own identity groups. But over time, she recognized a need to broaden her own view of diversity to include the experiences of people who are not a part of the majority; however the majority may be defined in a given context. As she began to work with global executives, she was forced to broaden that definition even more, so as to consider not only U.S. implications of cross-cultural dynamics, but also global implications.

Dana always believed that multicultural competencies were important for I-O psychologists. But, as she began to work with organizations—particularly globally—she more readily came across specific examples of bottom line impacts of some of these competencies. For example, Dana described an incident where she was training an Indian gentleman who was purchasing an instrument to deliver executive feedback. After she spent 2 days training him the "right" way to do it, he was asked to role-play an effective feedback session. He started the session quite differently than the way Dana had modeled it. He started by talking with the person, asking about their family, whether they'd had a vacation, did they have somewhere to stay, and so forth. It was expected that he would show concern for them, their families, and their well-being to establish the credibility of this feedback session. Dana pointed out that developing multicultural competencies is an ongoing experience. In addition to self-awareness and openness, she sees genuineness as important. Dana does not think we should approach growth and learning from an intellectual superiority perspective, but rather have a genuine interest in others' experiences and lifestyles, and how these may be different from or similar to our own.

A Call to Action

Multiple themes emerged from the panel discussion. First, developing multicultural competence takes time and patience. We must allow ourselves the opportunity to make mistakes when we step outside of our comfort zone and learn from such mistakes. Second, it will become increasingly important for I-O psychologists to consider multiple layers of diversity and the organizational context when dealing with diverse clients. Although the conversation to define and develop multicultural competencies has begun, we would like to challenge SIOP and its members to focus greater attention on this issue in the upcoming years. We concluded our discussion and will conclude this article with the following charge: *What two steps will you take between today and the next SIOP Conference to (a) enhance your own multicultural competencies and (b) to support the acquisition of multicultural competencies by your students, coworkers, supervisors, and others in your organization?* We look forward to dialoguing with you about your responses!

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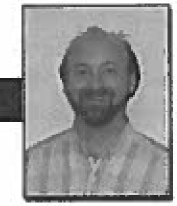
ON THE HORIZON



Peter Bachiochi

Eastern Connecticut State University

You're on a Windjammer cruise and you've just left the marina in San Diego heading west as the morning fog has started to burn off. The sun is just starting to feel warm and you're beginning to realize that the shorts and t-shirt that you decided to wear were the ideal clothing selection. There's also a perfect breeze, just enough to keep the sailboat cutting through the surf toward your destination. The margarita in your hand has just the right amount of tequila and the hammock that you're lounging in on the deck begins to rock softly back and forth in perfect harmony with the waves and the breeze. There's nothing on the horizon and it feels like you could rock in your hammock for the rest of your life. One of the others on the boat notices something on the horizon and you roll out of the hammock only to see another boat pulling up along side yours. All the people on that other boat are wearing suits and one of them is speaking in the glow of an overhead projector. You swear that you hear the person in the overhead's glow mention your name, and you pay closer attention.

Suddenly you realize that you had drifted off for a few seconds and the person in the overhead's glow is actually the discussant at your SIOP symposium. Fortunately, she's saying nice things about your paper but wants to know where your research area is going, what you see on the horizon. All you can think about is your hammock and how you'd love to be back there right now. You mention something about the need for replications with broader samples and toss in some acronyms like IRT and HLM and the discussant seems happy with that response. But you leave the symposium wishing you had come up with something a little more insightful, or perhaps even visionary.

That's where I come in! No, I'm not arrogant enough to see myself as visionary; I'm merely an assistant professor at a small state school in Connecticut. However, I have had some rewarding experiences working at IBM and teaching at BGSU before coming to ECSU. Still, the "vision thing" is not necessarily one of my particular strengths. The purpose of this column isn't necessarily to look ahead at the future of I-O, but rather to comment on what's new in our playground, the world of work, as well as more specifically within our little Society. In this issue, though, I'm starting simple: I will give you my vision for this column and what I would like it to be.

First, I plan to report/comment upon some of the newest developments in our field. At times I may climb up on something of a soapbox, but that's not a very comfortable spot for me. At other times I will elicit the comments/insights/feelings of others. Most of the time I will try to give you what's hot in I-O psychology. No one person can possibly know what's hot in every area of I-O so I will gladly (and sometimes shamelessly) ask for your help. The areas that are fair game include but are not exclusive of:

- new developments in technology,
- research and statistical techniques,
- employment trends,
- teaching techniques, and even
- buzzwords that have become real workplace trends.

At times the cynical side of me wonders if there really is anything new happening in SIOP, but one look at this year's Conference program indicates otherwise. A good part of Sunday's programming was devoted to technological applications/advances in I-O. During the previous days there were sessions on new trends or innovations in

- work–family research and policies,
- goal orientation,
- the ASA model,
- job loss and re-employment,
- teaching,
- commitment,
- personality measurement,
- selection,
- leadership theory,
- sexual harassment research,
- job search and job choice,
- cognitive predictors,
- team performance, and even
- synthetic validation!

I wasn't able to get to all of those sessions, so I hope the titles weren't just a sophisticated marketing ploy to get more people to attend the sessions. From what I've seen, there clearly appears to be something new afoot at each Conference. I guess the question then becomes whether or not the Conference is staying current with the field. I'm not even going to try to address that question here, though.

Second, this column will be the vehicle to comment on those areas I-O should be addressing and perhaps is not. There are some areas that have suffered from some benign neglect from SIOP (e.g., small businesses and the nonprofit sector) and there are others that we simply have chosen, for one reason or another, not to pursue as a field (e.g., labor relations and conflict

negotiation—to some extent). Although I will avoid any Jerry Springer-style tactics in my column (maybe), I can't guarantee that this column won't at times step into the realm of the sensationalistic. Okay, maybe that was a cheap marketing ploy to get you to continue reading, but if I do slip into Springer mode in the future, I apologize for that in advance. Ultimately, I hope this column will provide the venue for discussion of some overlooked areas.

Finally, I'd like this column to be an arena for SIOP members to voice their feelings, thoughts, concerns, or all three about the future of SIOP. Although I realize this may become a hornet's nest, I have no intention of this column turning into a Societal gripe session. Every organization can benefit from constructive feedback about where it's been and where it's going and that can happen in this column too.

As luck would have it, while I was composing this invitation, my discussant, er, editor, sent the accompanying "horizon piece" by **Milt Hakel** sailing my way. He discusses a topic near and dear to my heart—teaching.

Learning is More Important than Teaching

Milton D. Hakel
Bowling Green State University

In their valedictory column in the previous issue of *TIP*, **Kim Hoffman** and **Tom King** quoted Albert Einstein: "...imagination is more important than knowledge." Their subject, in part, was the joy of teaching, and they gave good advice. It prompted me to think about Einstein, and Newton and Copernicus before him, and Ptolemy before them. It also prompted me to think about teaching and its objective—learning. It has taken me a long time to get to the insight conveyed in the title above, and I thank Kim and Tom, and Albert for provoking it.

It's hard to tell where we are in the history of applied behavioral science relative to the conceptual advances in cosmology made by the scientists named in the first paragraph. I suspect, however, that something close to Ptolemy's system characterizes a lot of what goes on in universities and other "learning organizations." Ptolemy placed Earth at the center of the universe. Likewise, current practice puts professors at the center of the university. What we do there is teach and do research. And let there be no doubt about it—we *are* the center!

The first time I was assigned to teach a course, I was elated to receive the assignment, and started planning immediately: What book should I adopt? What kinds of exams should I give, on what schedule? Will I require a paper, and how long should it be? Will I grade on a curve? It was a completely self-centered, teaching-centric approach. The next time I taught, I was less elated, but my questions were the same. Chances are you've entertained those same questions.

The trouble with these questions is that they are Ptolemaic, that is, egocentric. They put the focus on teaching and what the teacher does. They deflect attention from learning and what the learner does.

There is a learning-centered set of questions that enlarges the frame of reference, moving us in the direction of a Copernican/Newtonian model: "How will students learn this? How can students integrate this course content into their current knowledge and skills? What performances show mastery?" These questions are much more difficult to answer, and they have the power to transform what we do as teachers to foster learning.

Since before Ptolemy's time and continuing to today, there has been a mismatch between how we teach and how we learn. Based on what cognitive, behavioral, and psychological research tells us about how people process, retain, and use information, as well as what we know about the role of emotion, culture, peer relations, and other individual and social factors in learning, it has become increasingly clear that some of the current mainstay educational formats and approaches—such as classroom lectures, "rote" learning, multiple-choice tests, and so on—are not the most effective practices to foster learning. Kim and Tom's advice, thinking about the best classroom teachers you've observed and becoming the teacher you always wanted to have, is good strategy for a beginning, but the key challenge is to improve on the status quo.

While research to support a learning-centered conceptualization of educational practices has been accumulating over the past century, only recently have researchers and practitioners begun to improve educational methods and outcomes. We now have a considerable body of knowledge that can be applied to improve learning, problem solving, long-term retention, and transfer of training, and to monitor and guide the way learners build cognitive models of complex phenomena. This growing body of research is beginning to evolve into a science of learning, and it is nicely summarized in *How People Learn: Brain, Mind, Experience, and School* (Bransford, Brown, & Cocking, 1999). Another excellent resource is *Learning That Lasts: Integrating Learning, Development, and Performance in College and Beyond* (Mentkowski & Associates, 2000). What comes from this work is at least a Copernican model for education, one with learning at its center.

Although centuries separated Newton and Einstein, the next revolution for learning is already on the horizon, or more accessibly, on the Internet. Distance education raises many interesting questions, and it certainly is changing the economics of instruction. Much research shows that distance learning is at least as good as face-to-face classroom instruction. The unfortunate presumption in such comparisons is that performance in face-to-face classroom instruction is a worthy criterion for learning.

What is Einsteinian and can become transformative about distance education is the pressure it exerts on us to specify *what* is to be learned and then to assess it. What can one *do* with one's knowledge? What performances show mastery? Declarative knowledge, whether it is downloaded from the Internet, read from a book, or transcribed from a lecture, is not enough. While it *is* necessary for effective performance, it is not sufficient. Nor is procedural knowledge or effort sufficient. Rather, we are forced to be much more clear and specific about what we mean by "effective performance." Spitting back correct answers on multiple-choice tests may be an adequate measure of declarative knowledge, but it is ridiculously deficient as a proxy for performance. As Kim and Tom pointed out, "...your job is to teach your students to think and not to simply regurgitate information to them from a textbook." Here, here! But easier said than done. How does one learn to think?

Learning goes beyond knowing to being able to do what one knows. And this is where I-O psychologists are especially well prepared to make the needed breakthroughs, by supplying the conceptual frameworks and operational means for making learning central to education.

Figuring out how to define, assess, and shape students' performances as critical and constructive thinkers, literate writers and speakers, and responsible citizens and leaders is a huge challenge. It is a challenge that is drawing unprecedented public and political attention. But I-O psychologists have the declarative and procedural knowledge needed to meet it. Now is the time for research, development, and action.

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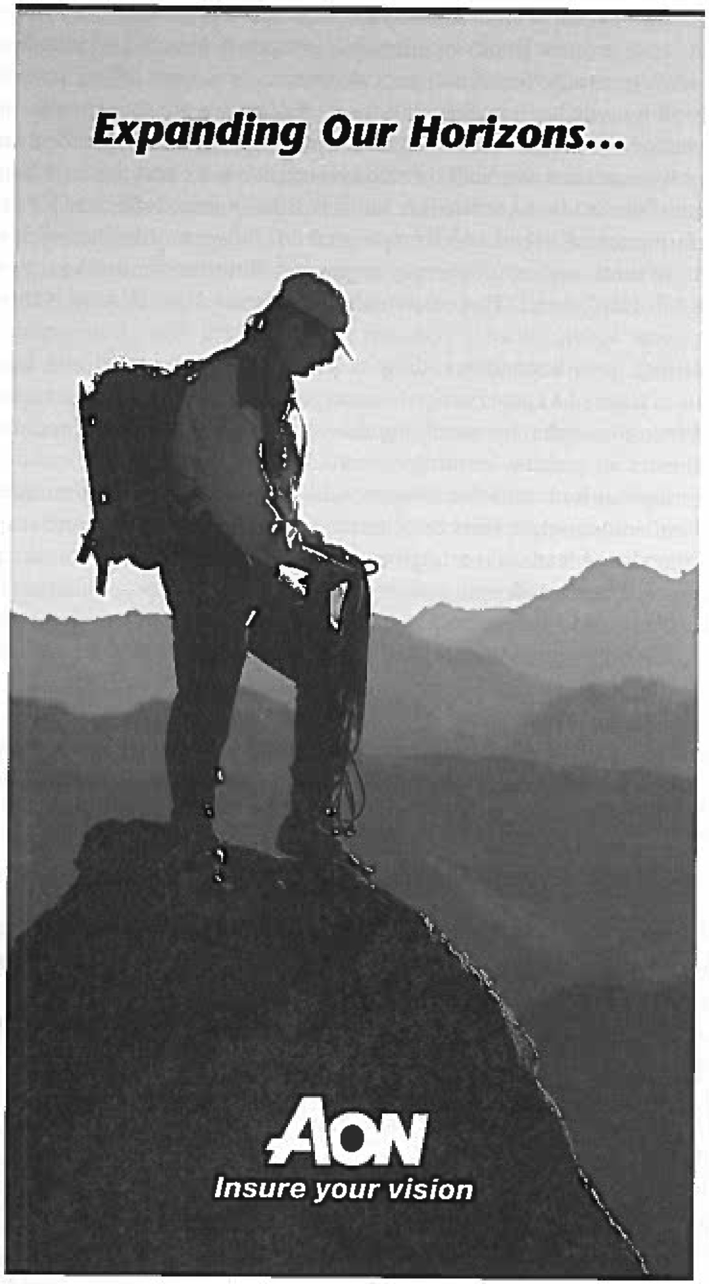
Future "Horizons"

Before I finish, I need to make my first (shameless?) request for help. If you have topics that you would like to see covered in **On the Horizon**, or you would like to make a contribution to the column, please contact me with your ideas. The best way to reach me is via e-mail at bachiochip@easternct.edu. You can also reach me via phone at (860) 465-4551 or fax me at (860) 465-4541. As a last resort, you can also mail things to me at Psychology Department, Eastern Connecticut State University, 83 Windham Street, Willimantic, CT 06226.

I look forward to providing you with some things to think about and if I can generate some discussion at the I-O water cooler (or at least over your bottles of spring water), then I've done my job.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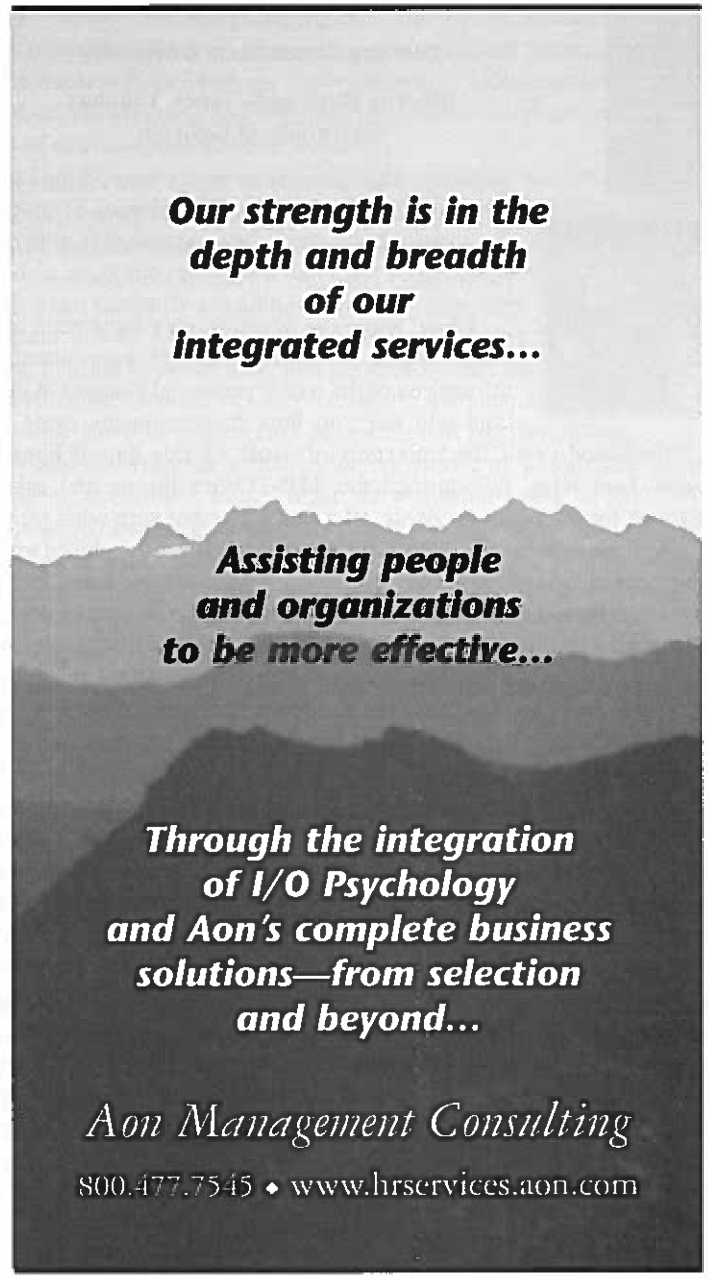
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TIP-TOPICS

Eyal Grauer
Bowling Green State University

Marcus Butts and Nancy Yanchus
University of Georgia

Warning: The contents of this article contain secrets to graduate school success never before publicized, as well as addictive reading material that will positively affect your life. Proceed with caution.

Okay, while our warning may have been a slight exaggeration, we wanted to get your attention to inform you of the recent personnel changes in this column and tell you how those changes came to be. After 2 dedicated years, the University of South Florida duo of **Kim Hoffman** and **Tom King** relinquished the **TIP-TOPics** throne and asked for applications for the position. Well, after that we're not sure what truly happened (It probably was related to hanging chads or disenfranchised voters in Florida!), but in the end two equally worthy submissions surfaced. Not wanting to choose between the two, **Debbie Major** (*TIP's* new editor) decided to forge forward with a historic "cross-program collaboration" between students from the University of Georgia and Bowling Green State University. We guess she assumed that three heads were better than two. Whatever the reason, we are extremely delighted about this opportunity to serve as your **TIP-TOPics** columnists for the next 2 years. But before we dive right in with our abridged life histories, we want to thank everyone at our respective universities and elsewhere who have helped make this column a success. We hope to continue the excellence exemplified by the past columnists and to maintain an assiduous dedication to the topics relevant to YOU as graduate students.

So who are we really? I'm Marcus, a native Texan from the thriving metropolis of Winnie (like the pooh), population 3,000. I received my undergraduate degree in conversation, er… I mean psychology, with a minor in management from Texas A&M University (No aggie jokes, please). Even though I knew I-O was the field for me, I took a couple of years off in the real world to give myself a break (and to make a little money). But now I've decided I don't want to be a grown-up anymore, and thus I've dedicated my life to graduate school (Or is it that graduate school is my life?). So far, I have honestly enjoyed every minute of my graduate school journey, and I look forward to sharing my ideas and experiences with you.

And who are Marcus's partners in crime, you ask? Well, first there's me. I'm Nancy, a native of Pittsburgh, Pennsylvania. I received my undergraduate degree from a small liberal arts college in Indiana, which no one on this

planet has heard of, called Earlham College. Next, I worked in publishing for 7 years then returned to get my MA at the College of William & Mary in Virginia. Now I find myself at Georgia, and I'm very happy to be in the applied program where my experience with the real world and my long-standing interest in psychology are combined. I look forward to providing you with an enlightening and entertaining column—if you're willing to read outside of coursework it should be fun!

And last (but certainly not least) I'm Eyal Grauer, the Third Musketeer. I was born in Jerusalem, Israel, and have lived in New Jersey, Oklahoma, Philadelphia, Cleveland, and Fort Lauderdale. As an undergraduate, I majored in psychology while attending Pennsylvania State University (Go Lions!). I am currently attending Bowling Green State University's doctoral program in I-O psychology (Go Falcons!). I love the combination of research, applied opportunities, and personality that the program possesses. My interests are varied (law, politics, sports, philosophy, and music), but I intend to use them to enhance my perspective of I-O psychology.

Now that you know us a little better, let's move on to the question that is weighing on everyone's mind: What are we going to do for you? That's easy. As you know, all grad students face similar concerns throughout graduate school. It is precisely these issues that will drive this column. Throughout graduate school, I-O students encounter many of the same obstacles: adjusting to a strange new life with high expectations, taking classes, writing a thesis, and for doctoral students, passing comprehensive exams, and maybe even writing a dissertation. Students like us struggle to maintain sanity, friendship, health and fitness, all the while working on research projects, paying the bills, getting funded, and finally searching for internships and jobs. After our formal education ends we want to know—what will become of us? Will we become scientists, practitioners, or both? How do we prepare for the real world, whatever that is?

While **TIP-TOPics** can't provide all the answers to these issues, we will try our best. As **TIP-TOPics** columnists we will scour the earth for answers to the most important questions pertaining to YOUR graduate student lives—whether they have been asked or not. Our main objective for the next 2 years is to serve you (just think of us as your lowly research assistants). Keeping that in mind, we welcome and encourage any comments, good or bad, you may have regarding **TIP-TOPics** or any other aspect of your life as a graduate student.

With our introductions and philosophy out of the way, let's get to the meat and potatoes (or for vegetarians, the garden burger and zucchini slices) of the future columns. While it would be ideal to discuss all the imperative topics concerning graduate students, a column of this length would be a mile wide and an inch deep. In lieu of this, we would like to present specific topics under a grand unifying—no, not theory, Einstein! Rather, we would like to present specific topics under a grand unifying scheme. Four distinct topics will serve as the cornerstone of this column, although the depth of one or two sections may reduce the length of the remaining sections. Thus, some sections may be omitted at times, but all will surface from *TIP* to *TIP*. So now is the moment you have all been waiting for (drum roll, please)...the four **TIP-TOPics** segments are: **Career Corner**, **Psychology et al.**, **The Path to PhD Glory**, and **Scientists AND Practitioners**. The rest of this issue will be dedicated to providing a brief synopsis, interspersed with some significant commentary, on each of the segments. We hope you enjoy reading this current issue (as well as future issues) as much as we have enjoyed writing it.

Career Corner

Four to 5 (or 6 to 9) years after you enter graduate school, you will emerge with a degree in I-O psychology. Then what are you supposed to do? No doubt everyone asks this question around the same time they take their initial round of finals at the end of the first semester, quietly repeating to themselves during a highly stressful quantitative statistics exam the phrase, "no pain, no gain." Wait. That's the "Why am I here?" question. We answer that question with, "To get a job that you find challenging and rewarding." So, how do we find the right job once we have a degree? What steps should you be taking along the way to land your dream job? How many different dream jobs are out there?

This segment addresses those questions by featuring short editorials and valuable advice from individuals who have actually been through the job hunt and have found careers that they enjoy. This segment will provide a variety of viewpoints on jobs available to graduates and various strategies to find the ultimate job. For the current issue, we are pleased to present a contrast of job perspectives at seemingly different ends of the I-O continuum (even though they have some similarities), academic versus private consultant. **Chuck Lance**, University of Georgia Applied Program Chair, will provide his musings about being a professor at a large research university. Following Chuck's insightful jaunt through academia (and of course, many golf references), **Gail Wise** offers her perception of life as a senior consultant in a private firm.

Chuck Lance, Applied Program Chair, The University of Georgia

"Publish or perish"—that's how a career as an academic at a major research university (MRU) is often described. But "publish and prosper" is what many successful academics might tell you. In fact, teaching, research, and service are the big three dimensions of an academic's job and the relative emphasis on these three dimensions changes over the course of a professor's career.

TEACHING includes not just classroom instruction, but also individual mentoring of undergraduate and graduate students. In addition to publishing journal articles, books, and book chapters, doing RESEARCH includes grant and contract acquisition, participation at scientific and professional conferences, and so on and so forth. And SERVICE includes varied activities such as reviewing papers for journals and conferences, departmental and university level committee work, and public service to the community.

At the level of assistant professor the emphasis is on quality teaching, prolific publication and (usually) minimal service expectations. Then comes promotion and tenure and one's golf game improves. Expectations for associate professors are similar, but with higher expectations for research grants, government contracts, service, and especially committee work. You must have a consistently productive career to get promoted to professor, and then the service floodgate opens.

I'm happy that I chose an academic career, not for the money—because most academics are NOT wealthy, but rather for three reasons: (a) the opportunity to work with really great graduate students, (b) the freedom to attack the problems that I choose instead of those that are assigned to me, and (c) the flexibility in my work schedule. Plus, I can play golf whenever I want!

Gail Wise, Senior Consultant, Right Management Consultants

I'm a graduate of the University of Georgia's applied psychology program, and I'm employed as a senior consultant for Right Management Consultants in Atlanta, Georgia. The job and the organization are solid fits for me, as they permit an interesting opportunity—on a daily basis—to apply sound science to client needs in a practitioner setting.

As an I-O psychologist at Right, I have the opportunity to practice in a number of lines of business, including talent management (selection, retention, career management and development, and diversity), leadership development (executive/managerial assessment and coaching, teambuilding, and training/mentoring), and organizational performance (strategic planning and alignment, organizational design, performance measurement, change management). Underlying these three practice areas are specialties in competency development, communication, and assessment.

You can see how I-O psychologists with interests all along the I-O continuum can make a contribution with this array of offerings. I'm also privileged to work with non-I-O types, including clinical psychologists, MBAs, and experienced practitioners. I have projects in many practice areas, but I spend most of my time on selection and performance measurement interventions. In summary, consulting is the perfect fit for me for the following reasons:

- I love the diversity of projects and industries. It is instructive to be able to apply sound I-O principles across organizations and to understand more about organizations and business with each one.
- The pace of change is exciting (and challenging). Consulting requires quick reflexes and excellent execution. I enjoy the challenge of thinking on my feet to address issues and responding quickly to diverse needs.
- The opportunity to form relationships with clients is extremely rew-

arding. The most positive feedback one can hope to receive is the honor of being called back for future engagements—which means you are viewed as a trusted counsel.

- I also really enjoy the opportunity to partner with other consultants. No single consultant brings the expertise, day-in and day-out, to address every client's needs. I love working with colleagues (including our grad student interns) to analyze, design, and deliver. Since I telecommute from Dallas, this is probably particularly top-of-mind for me; I have to work harder to make sure I stay a part of the loop.

The job certainly has its challenges as well:

- While the pace of change (as noted previously) is a plus, at times it can be overwhelming. When clients want results, they want them NOW—and so, one must be prepared to work long hours to handle crunch projects.
- The multitasking required is intense; as a senior consultant, one is rarely working on a single project with a single client. It is critical to be able to focus intensely on the client at hand (to be here now for them), while at the same time making sure that balls aren't dropped and communication is occurring on the 10 other projects that one is managing.
- Finally, it's important to know your intellectual, experiential, and academic limits. It would be easy, as a consultant with deep relationships with clients, to want to personally handle all of their needs. It is neither ethical nor practical to take such a stance—you've got to know when to call in your colleagues for help, or when to refer a client onward to others. Sounds like an easy call to make, but it's not always a black-and-white issue.

For me, the downsides are far outweighed by the positives, and I wouldn't trade this career choice for anything!

Psychology et al.

Psychology et al. touches upon the existential question not often asked by I-O psychologists: "Who are we?" It is important to realize the influence of other fields on I-O psychology (and vice versa), and to try to learn from their successes and failures. In future issues (like the next one), **Psychology et al.** will explore the impact I-O psychology has had (and can have) on various fields (e.g., business, education, and law), and the benefits I-O psychology can reap from other fields of study (e.g., computer science and political science). Subject matter experts both within and outside of I-O psychology will be consulted to give us a deeper insight into such intra-field psyches. But before we leave you, hopefully craving for more **Psychology et al.** (We have to keep readership levels high somehow!), we will impart an important thought that relates to a more mainstream merger of fields—the relationship between psychology and mathematics.

Statistics and mathematics courses may seem less interesting than other

classes you take (okay—they OFTEN seem less interesting), but they give you indispensable knowledge that is bound to prove beneficial in the future. Statistics and mathematics are instrumental tenets of the scientific foundation that are needed in all areas of the I-O field. It is necessary to have the appropriate statistical/mathematical knowledge to investigate experimental questions. Also, you may often encounter real-life problems (outside of graduate school!) and end up solving them using your newfound statistical knowledge. The more knowledge you possess, the more situations you can help solve (both practical and academic). Besides, it's cool to be able to answer everything with an acronym. Think about it—you can answer almost all of life's research questions with acronyms—ANOVA, DIF, MANCOVA, MRA, GLM, HLM, CFA, SEM, IRT—and that doesn't even take SAS and SPSS into account! Now if we only knew the acronym to solve the meaning of life....

The Path to PhD Glory

The primary function of this column will be to provide advice on surviving graduate school without developing an ulcer. Well, maybe that's a bit extreme. At the very least, this segment will discuss obstacles in the way of most graduate students and will give suggestions on how to make the graduate school journey a little less difficult and a little more pleasurable. To accomplish this, we will reveal the long sought-after secrets that are privy to very few of us. For example, what steps should be taken to complete your master's thesis in less than 3 years with the fewest mistakes possible? How do you balance graduate school with other interests (yes, you're allowed to have other interests)? Also, what should you know in order to make it from year to year with all or at least most of your hair? You may be wondering where three first-years are going to find the knowledge to answer these questions. Well, as your faithful columnists, we will turn over every rock and interrogate our colleagues to find out their techniques for triumphing in graduate school and relay them back to you.

For this current issue, the path we'd like to take you down is the first-year experience. Do you ever find yourself reminiscing about the good ol' times experienced in your first year of graduate school? If you could go back, what would you do differently? If you just finished your first year, you probably don't find yourself in this predicament because you can't imagine how much more difficult school will become. And if you are an incoming student, you're probably quite anxious and don't know what to expect. But if you're entering your second or third (or fifth) year, you know that you have caught yourself daydreaming of the days when a single research project was a daunting task, and the notion of passing COMPs (a.k.a. prelims and quals) was an incomprehensible light at the end of the tunnel. Well, we thought it would be beneficial (and funny) to pass along to the younger students some stories and advice in regards to the first-year experience. Thus, the following are brief reflections from the dubious first year and what is beneficial for you to know.

New State, New Apartment, New Classes, and a New Start

The rainstorm you were trapped in on the way to graduate school ruined the furniture in the bed of your truck. Your new apartment has more roaches than windows (which you'd swear weren't present when you signed the lease), and the train comes by your apartment every morning at exactly 2 a.m. You take a tour of campus and can't even find the psychology building on your map, much less the library. Oh no! You are a freshman all over again! So how do you cope? That's easy. Give yourself plenty of time to get acclimated to your new environment. Don't move to your new city or town 2 days before classes. If you do, you will find yourself living out of unpacked boxes for your first 2 months of graduate school while trying to balance classes and research. Also, many graduate programs have orientation days or weeks. Make sure to attend those programs; they make the transition much easier.

The Weekly Planner

We learned a valuable lesson soon into our first semester: Being organized is half the battle of surviving graduate school. Nothing is better than the weekly planner to aid with this monumental task. Some of you have probably been using one of these since you were 2 years old, and it helped you do well in undergraduate school, which got you into your program. But for those of you whose "planner-less" lives are suddenly becoming more chaotic, take heed of the following advice: A planner will serve you well.

The weekly planner is a simple-looking yet high-powered tool designed for maximum organization capabilities. Sounds like an infomercial, doesn't it? Well, before you run out and buy one, you need to know how to properly use it in order to get the most out of it. One of the best types of organizers to buy is one in which the entire week is laid out on side-by-side pages—that way you know on Monday exactly what is happening on Friday.

After purchasing the planner you need to organize your week. We recommend that you don't try to schedule your entire week's activities on the first 2 days of the week—this is a very stressful and inefficient approach to being organized, and it defeats the whole purpose! Instead, write down on a separate piece of paper what you need to accomplish over the course of the next 2 weeks. Then, parcel out what can reasonably be accomplished per day over that time period and include time you will spend in meetings, hours needed daily for certain projects, and time you would like to take for personal activities—such as going to the gym. Some people even go as far as scheduling time for their significant other—we hope no one's life is that hectic, but if it is then by all means do what you must to keep your life on track!

Remember to check up on your weekly plans and adjust as necessary—a daily planner is not very helpful if it isn't used for days at a time (trust us)! Hopefully you will find that using the weekly planner will improve your time management ability and make life seem more under control.

Setting Your Own Standards for Performance

When you sit down to study for an exam or to write a paper, how do you know what is expected of you? Sure, you can ask the professor what will be on the test or what elements should be in the paper, but how do you know what qualifies as good performance for each and every professor? Clearly, every professor has his or her own level of expectations. And it is beneficial to repeatedly talk to professors about what is expected of you. However, what is important to realize is that your own standards and initiatives play a critical role. It's impossible to please every professor 100%. However, you can learn to set your own standards and, upon meeting them, take pride in the fact that you have your best. Sometimes you will have worked harder than the professor expected, but you'll have learned more in the process—which will prove beneficial in your career. Other times you may not have worked hard enough, but you should rest assured at night knowing you put forth your best effort. If you place too much emphasis on external evaluations of your performance you may find your self-esteem fluctuating due to others' expectations. By using your own internal standards as a guide, the performance evaluation process will probably be easier to cope with. And believe it or not, your standards of performance, more often than not, are the same as your professors'. After all, most of us are over-achievers.

Similar to the previous discussion, make sure you don't exclusively base your standards of performance on those of your classmates. Following from the preceding paragraph, when you are preparing for an exam or completing an assignment, go with your own performance standards and turn in what you think is an accurate reflection of your work rather than what is a reflection of the status quo in your class. Professors will appreciate quality (as long as it is quality) in whatever form, even if it is conveyed through a different prospective or accomplished in a different page length than the norm. Furthermore, upon receiving an exam back in class, if you know you've put forth your best effort then it's a moot point what grades others in the class receive. You determine your path to success, and the goals that should be most important are your own, not others. Keeping all of this in mind may alleviate and help you deal with some of the stress and pressure that goes along with performance evaluation in graduate school.

Develop Friendships

Friends are important to have, especially outside of your program. If you need to vent to someone, an outsider is one of the best ways to go. Also, maintaining friendships with nongraduate students helps you remember that there is another world out there! Friends within the program are good to have as well—being completely isolated from your cohort class is also maladaptive.

Rest and Relaxation

There is no way to TIPtoe around the fact—graduate students are under an inordinate amount of stress. Classes, term papers, role conflict, overload, and ambiguity abound, leading to sleep deprivation and other not-so-healthy things. Thus, rest is an important and often neglected area. While it is unlikely that you will be sleeping "properly," take some time off and relax once in a while. Friday nights could be very productive, but if you never take any time off, chances are you'll burn out! Also, taking at least 1 day off during the weekend can help your body recuperate from the week's challenges.

Also, watch out for the television factor. Going completely without television might be very painful, but watching as much as you did in high school could be problematic. You may tell yourself that you can do homework in front of the television—and it may have worked as an undergrad. But as a grad student, you may have to make the ultimate sacrifice—giving up cable. Try it and you'll be surprised how productive you can be.

Scientists AND Practitioners

Scientists AND Practitioners (We found the title so catchy we borrowed it from Eyal's professor at Bowling Green, **Steven Rogelberg**) will inspect the perennially hot topic of similarities, differences, and integration of scientists, practitioners, and scientist/practitioners. Are academics very different from practitioners, or do we just accentuate tiny differences in a basically homogenous field? Various perspectives will be represented and presented. Although this topic will not be covered in detail in this issue, extensive coverage will be given in just a few months—stay tuned.

Wow, are we at the end already? Well, don't worry. We'll be back for the next issue with plenty more to say. We thank you for embarking on this new adventure with us, and promise **TIP-TOPics** will be worthy of every moment of your time over the next 2 years. Also, we'd love to hear any comments you have for us (we can always use another reason to procrastinate schoolwork). Thanks and we look forward to hearing from you! Marcus (mmbutts@arches.uga.edu), Nancy (nyanchus@yahoo.com) and Eyal (Eyal@bgnet.bgsu.edu).

McDonald's

Matt Barney
Motorola

In the October edition of *TIP,* I threw out some bait to test your interest in a recurring department on linkages between I-O and business strategy. I'm pleased that many of you responded, and even offered to write about the science and practice you're doing in the area. Our first example of I-O alignment with strategic business goals comes from McDonald's Corporation where people are a key organizational strategy. Special thanks to the McDonald's I-O team for offering this first look at I-O alignment work in practice. I welcome other academic and practice pieces that further address human capital and business strategy drivers of I-O work. Write to me at matt.barney@motorola.com.

I-O Psychologists' Roles in HR Systems

Dana Moore, Alyson Landa, and Sandra Nelson
McDonald's Corporation

The foundation of business has changed. Low unemployment rates, changing workforce demographics, and employees' desire for work–life balance (among many other people factors) have accelerated the HR evolution. This economic trend and shift in personal values has brought about an unprecedented emphasis on employees. Fortunately, I-O psychologists have seized this opportunity to show their worth to organizations by demonstrating how meeting these values and needs (e.g., offering development opportunities, alternative work arrangements), affects bottom line results. Thus, I-O psychologists have taken on a dual role in organizations: change agents—driving the change of organizational cultures to focus on people, and measurement specialists—connecting people practices to business results.

Tying people-related initiatives to business results will allow us to maintain the momentum around people even when the economy takes a downward turn. David Ulrich, the HR strategist, captures this sentiment perfectly. Ulrich (1997) writes, "The impact of HR practices on business results can and must be measured. HR professionals must learn how to translate their work into financial performance" (p. 18). The focus on measurement and people is promising news for I-O psychologists. Many companies, large and small are hiring I-O psychologists for the first time. The McDonald's Corporation is one of these companies.

Challenges of the Business

McDonald's is facing the same challenges that many industries face—how to obtain and retain a quality workforce in a time of low unemployment in order to achieve the system and customer growth desired. To achieve their business goals in upcoming years, McDonald's has identified "People" as one of the three global corporate strategies for success. By identifying their employees as a competitive advantage, McDonald's has committed to making this happen by aligning human resource programs and practices with a key business strategy called the "People Promise."

As in the past, much of McDonald's success is the result of delivering quality, quick service, cleanliness, and value. In the quick service restaurant industry, McDonald's has set the standard for operational excellence by identifying and measuring key indicators of product quality, and fast and accurate service. These indicators are familiar to most businesses as they fall in the area of financial performance, operational performance, and customer satisfaction. However, McDonald's continues to enhance its strategic position by further evaluating additional factors critical to the equation, such as an employee's perception of the organization and store environment on the customer experience. Within McDonald's, these issues and others are being addressed by establishing strong partnerships between its HR Design Center and other parts of the organization (i.e., operations, finance, business research).

HR Design Center

In 1997, McDonald's HR Function was restructured to increase customer focus, enhance quality service, improve cost effectiveness, eliminate redundancy within the function, and build strategic HR capabilities needed to improve overall business performance. To accomplish this HR was divided into three groups: the Service Center (focused on administrative, transactional activities, and consulting to franchisees), HR Business Partners (providing strategic HR consulting to line and staff organizations), and the HR Design Center. The HR Design Center is a center of excellence employing a group of HR subject matter experts that partner with other departments to develop, test, and implement leading-edge people systems and tools designed to improve overall business results. Through these partnerships, the Design Center has contributed by designing core HR processes for the company, leveraging best practices, and most importantly for I-O psychologists—measuring success.

The Design Center is divided into four practice areas—Measurement and Organizational Effectiveness, Leadership Assessment and Development, Competency-Based People Systems and Culture, and Recruitment and Retention. Projects within these practice areas are designed to impact all levels of the organization from the CEO to the front counter employees in the restaurants.

The Measurement and Organizational Effectiveness group has taken on such projects as the creation and implementation of an annual employee commitment survey, creating a functional Human Resources Scorecard and participating in a data standardization initiative, to name a few. In addition, in the past 2 years, partnerships with other departments have facilitated research projects aimed at identifying people practices and approaches that substantially impact outcomes such as turnover, productivity, customer satisfaction, sales, and profitability. This research has been critical to developing a competitive business model that places emphasis not only on financial and operational factors, but also on people factors that improve business results by driving employee commitment, retention, productivity, and customer loyalty.

Another practice area that I-O psychologists have played a critical role in is with Leadership Assessment and Development. This practice area houses the executive succession planning process, senior management 360° feedback and coaching, as well as other senior leadership development programs. I-O psychologists in this practice area are involved in assessing the development needs of our senior leadership and measuring the success and value of such programs. Elaine Sloan wrote an insightful article in *TIP* (January 2001) entitled, "Identifying and Developing High Potential Talent: A Succession Management Methodology" that describes much of the work in this area.

The Competency-Based People Systems and Culture practice area uses I-O psychologists for competency development associated with selection, performance development, assessment, and succession planning. By implementing competency-based people systems, McDonald's is building intellectual capital, providing the tools needed to help each person deliver business results, and making the investment required to support continuous learning and development as a business strategy. I-O psychologists contribute through identifying development needs, targeting development curricula, as well as by leading other more typical I-O projects such as developing staffing models, profiling job competency requirements, and designing performance appraisal instruments. The People Promise initiative also lies in this practice area. Partnering with all functions of the organization, I-O psychologists are facilitating this culture change initiative by identifying metrics that are meaningful to everyone in the organization and measuring the success of this key strategy.

Implications

There is a lot of exciting work for I-O psychologists taking place here at McDonald's, and this bodes well for the potential contribution of I-O psychologists to organizations everywhere. More than ever, I-O psychologists are being asked to serve a role that balances the "I" and "O" sides, in contrast to a historical role that emphasized the "I" side to a greater degree. We now have the opportunity to change how organizations approach people issues, using empirical data for support of these initiatives. In addition to our expertise in conducting job analyses and test validation studies, comes the ability to construct and assess methodologies appropriate for capturing critical factors that measure overall business success. I-O psychologists at McDonald's are, like never before, positioned to play a key role in defining the landscape, identifying key signposts, and measuring how far an organization has gone to reach its overall goals.

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INFORMED DECISIONS

Research-Based Practice Notes

Steven G. Rogelberg
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Welcome to this encore edition of **Informed Decisions**. This past April, I, along with **Allan Church, Janine Waclawski,** and **Jeff Stanton**, wrote an Informed Decisions column examining two survey practices that have become quite banal. The two practices examined involve data interpretation through normative comparisons and data reporting via percent favorables. The informal feedback on the article has varied from "I agree with what was said, we will implement changes in the next survey cycle" to "I agree in spirit with what was written, but it is not feasible in my organization." I also received a more formal letter of response from Larry Eldridge. In the spirit of discussion, Larry has agreed to allow his letter of response to be published here. After Larry's letter, I have inserted a short response to the response. If you have any comments or questions concerning this column please contact me at rogelbe@bgnet.bgsu.edu.

Response to Steven Rogelberg et al.'s article "Problems with and Potential Alternatives to Two Common Survey Practices: Data Reporting Via 'Percent Favorables' and Normative Comparisons"

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I was surprised when I read Steven Rogelberg et al.'s article in the April 2001 issue of *TIP*, for I have been doing employee surveys since the mid- to late 1970s, and with regard to normative comparisons, I have reached almost the opposite conclusion. I have concluded that norms are extremely desirable if not imperative for the effective interpretation and use of employee survey data. This is not to say that all norms are created equal, or that sound judgment in their use isn't warranted, but they provide a point of reference that is invaluable in deciding where an organization should put its limited resources for improvement.

Across hundreds of surveys, the pattern that people express high satisfaction with job content and tend to be least positive about pay, opportunities, and recognition is repeated over and over. At the same time, some organizations score relatively higher on these dimensions while others score relatively lower. I would argue that for the purposes of improving the overall work environment, the relative standing of the organization against norms is much more important than the absolute score. An example stands out in my mind to illustrate the case. An organization conducted a survey and, like many others, found that the employees were the least positive about recognition compared to the other dimensions that they had measured. Without referring to norms, they selected this as their primary area for improvement. Had they looked at the normative comparison, they would have known that they scored well above average in this area. To the extent that they investigated other companies' recognition systems and reinvented their own based on this work, they would have created a system that moved them more toward the norm—a decline from where they were before. This is not to say that their employees, like most employees, are satisfied with the level of recognition in their work situation—they are not. But it does show that recognition is a difficult area to tackle and that if the organization is to score still higher, they will need to take a creative approach that builds on the strengths of their existing program rather than turning to other organizations and seeking to find better practices to copy.

This case is made even stronger by the relatively narrow range of scores observed across organizations. Using the percent favorable as the metric, we have calculated the observed range of scores on the same item across many organizations that have at least 100 respondents and found that in general 80% of organizations will fall within 10 or 15 percentage points of the norm. That means that the upper 10% of organizations are usually only about 10–15 points above the mean and the bottom 10% of organizations are only 10–15 points below. While it is still possible for an organization to score anywhere along the theoretical limits of the metric (from 0% to 100% favorable), the vast majority of organizations will fall in a much more limited range. Consider two questions that deal with very different dimensions. From our National Work Opinion Survey, 83% agree or strongly agree with the statement "I like the kind of work I do." On the other hand, when asked "How satisfied are you with the recognition you receive for doing a good job?" 49% say they are satisfied or very satisfied. In an organization, assume that 75% said they liked their work and 55% said they were satisfied with the recognition they received. Where should the organization put its effort? Without referring to the norms, they would probably work on recognition, putting time and resources into improving an area where they were already strong. With the comparison to the norms, they would realize that there is more opportunity in enhancing the work itself.

Many of the cautions noted in the Rogelberg article are warranted, for the comparison to normative data is highly dependent on the quality of measurement both in the organization and in the normative database used for reference and often needs informed judgment. The authors make the point that

the questions should be worded the same. This is imperative, for small wording changes can change the result by 5–10 percentage points. As noted above, a shift of 5 points is a big shift. They also argue that organizational composition may be different from one organization to another. This is certainly true and for certain items this can play an important role in selecting the right norm for comparison or using the norm correctly. For example, it is clear that people in production types of jobs are commonly less positive about their work than people who are in supervisory or managerial positions. It does make sense to keep the appropriate norms in mind when analyzing an organization that is composed predominantly of one job type, perhaps even weighting the norm to match the make-up of the target organization. Of course, it raises important questions about the norms themselves. Unfortunately norms are often no more than the cumulative results of data collected from clients doing business with the firm providing the norms. It is possible for these norms to shift when a large client surveys with the firm, for the norms to go out of date by reaching too far back in history, or for the norms to reflect only a particular clientele that the particular firm works with.

Rogelberg et al. also raise some concerns that should be kept in mind, but they seem to deal with other issues besides the use of norms. The issue of item context and its influence on survey results is well documented, though the degree of shift is normally more in the 2–3 percentage point range than the example of a 37% shift cited (p. 101). Clearly, shifts in measurement that are due entirely to the measurement instrument itself are threats to the value of surveys. It is true that these context effects could influence your conclusion when making comparisons to norms, but they would influence your conclusions regardless of whether norms are used or not. As we move to electronic administration through Web-based approaches, we begin to have the opportunity to present questions randomly, thus eliminating item-context effects.

The suggested alternatives to norms are of interest, but fall short of what empirical norms can provide. The notion of *expectation norming* was presented, where a segment of the organization (e.g., management) is asked how they think the employees will respond. This type of comparison can reflect the extent to which management is in touch with the employees and may indeed be a valuable piece of information. But it is an entirely different question than the one you seek to answer by making comparisons to empirical norms. The idea of *goal norming*—asking a segment of the organization (e.g., management) to respond how they hope the employees will answer—looks very helpful as an exercise for management to wrestle with the relationship between the survey results and their vision of the organization. Realistically, management could rank the categories measured in terms of the importance of achieving their mission/vision, but once they have done that, there is no substitute for empirical norms to help them gauge what is a good score. Having management estimate what a good score is seems to be trying to provide pseudo-norms. But it is hard to argue that someone's estimate of what a good score is would be better than knowing what a good score is. In this arena, I think we also have very good tools, like structural equation modeling, to help management identify the key drivers of important organizational outcomes (like retention and performance).

Based on nearly 30 years experience working with employee surveys in organizations, I have concluded that having a normative comparison is extremely valuable, if not essential, in survey interpretation, but it is critical that the norms be of high quality and that the user be aware of the strengths and limitations of the norms base they use. It is perhaps unfortunate that the norms that are available are primarily seen as a source of competitive advantage for the firms that work in this field. A challenge that SIOP might undertake would be to sponsor the collection of high quality norms and make them available to I-O practitioners in our field. It could have a dramatic influence on our field and in the process provide some excellent data for other research projects as well.

Response to Larry Eldridge's response to Steven Rogelberg et al.'s article "Problems with and Potential Alternatives to Two Common Survey Practices: Data Reporting Via 'Percent Favorables' and Normative Comparisons"

Steven G. Rogelberg
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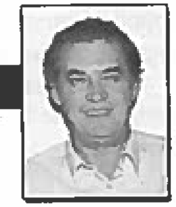
As we wrote in the April 2001 *TIP* **Informed Decisions** column, "rather than calling for the discontinuation of norming ... we point the reader instead to some factors to consider which can impact the validity and utility of such efforts." We then go on to point out various empirically studied methodological issues (data equivalence, item-wording effects, and item-context effects) that if ignored, can easily and substantially compromise the validity of normative database comparisons. In speaking with Larry, I am quite confident that he would agree that these are important methodological issues to consider when choosing a normative database.

In a nutshell, I believe that normative comparisons if done correctly and appropriately (which in my opinion is not the majority of the time) can facilitate data interpretation. They can indeed provide some contextual insight into the data; however, I would *also* argue that an organization should compare observed data not only to what others have obtained, but to what is theoretically desired and plausible. After all, dissatisfied employees are still dissatisfied, regardless of whether their dissatisfaction is consistent with external satisfaction norms. Similarly, just because an organization's poor ratings of senior leadership may be higher than the benchmark for senior

leaders in the same industry in general, this does not mean that leadership itself is not a significant issue for the organization conducting the survey. Furthermore, if an organization merely writes off a low-satisfaction area (e.g., recognition) as not being worthy of action because it is consistent with a normative database, they will have failed to address the employee's perceptual reality and as a result run the risk of alienating respondents ("my organization did not really listen to my opinion"). Taken together, the norms do not define reality for the employees who completed the surveys, therefore why should they solely define the reality of those that are evaluating observed data?

I further believe that external normative comparisons are sometimes used as an easy and convenient replacement for good hard thinking about survey data. Consequently, external norm comparisons should be viewed as one of many possible interpretative tools at a survey practitioner's disposal. In our April column we introduced some additional interpretative tools (e.g., expectation norming and goal norming). We positioned these tools not as replacements for database norming, but more options for the survey practitioner when trying to interpret and engender commitment and acceptance toward the data and its implications. Reliance on any one tool (especially if done incorrectly) leads to potential misinterpretation, denial, wasted employee effort, and perhaps the development of an inappropriate action plan. While these actions obviously have a negative impact upon the client organization, they also damage the reputation and credibility of our field.

ON THE LEGAL FRONT



Tightening the Reins of Justice?

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In the July, 2000 issue of *TIP*, this column focused on *Kimel v. Florida Board of Regents* (2000), in which the Supreme Court struck down coverage of state entities in the Age Discrimination Act in Employment (or ADEA). On February 1, 2001, in *Board of Trustees of the University of Alabama v. Garrett*, the Supreme Court, in a parallel ruling, struck down coverage of state entities in the Americans with Disabilities Act (or ADA). Subsequently, on March 21, 2001, in *Circuit City Stores v. Adams*, the Supreme Court supported Circuit City's claim that it could not be sued for alleged workplace violations since, as a condition of his original employment, Adams had agreed to submit any such claims to binding arbitration. These three rulings have one major commonality; Justices Kennedy, O'Connor, Rehnquist, Scalia, and Thomas in the majority and Justices Breyer, Ginsburg, Stevens, and Souter in the minority.

Looking out onto the horizon, in April the Supreme Court granted certiorari in four other employment discrimination cases. Two of these will likely further restrict ADA coverage (*Williams v. Toyota*, 2000 & *US Airways v. Barnett*, 2000). *Toyota* features *working* as a severely restricted major life activity and *US Airways* pits an employee's request for accommodation against the seniority rights of other employees. The third case (*EEOC v. Waffle House*, 1999) is a likely companion to *Circuit City*, and the fourth case (*Adarand v. Slater*, 2000) revisits the Supreme Court's 1995 ruling in *Adarand v. Pena* on application of strict scrutiny to federal government set asides.

The Kimel and Garrett Cases

Recall that in *Kimel*, the key issue was whether Congress had properly exercised its authority under Section 5 of the 14th Amendment to override 11th Amendment sovereign state immunity when, in 1974, it extended coverage of the ADEA to state entities. The case itself consolidated the claims of professors at an Alabama state university, professors and librarians at a Florida state university, and a prison guard at a Florida state prison. All three cases were thrown out. Applying the "congruence and proportionality" test, Justice O'Connor ruled there was no evidence of a pattern of discrimination against older persons in state government and, therefore, that application of the ADEA to state entities was "disproportionate to any unconstitutional conduct that conceivably could be targeted by the Act."

In *Garrett*, the plaintiffs were two Alabama state employees seeking relief under Title I of the ADA. One plaintiff (Patricia Garrett) was a registered nurse at a state hospital and the other (Milton Ash), a security officer for the Alabama Department of Youth Services. Echoing *Kimel*, Justice Rehnquist ruled that "the legislative record of the ADA...simply fails to show that Congress did in fact identify a pattern of irrational state discrimination in employment against the disabled."

In retrospect, these rulings were forecasted in *Massachusetts Board of Retirement v. Murgia (1976)* and *Cleburne v. Cleburne Living Center (1985)*. In these cases, the Supreme Court ruled that age (*Murgia*) and disability (*Cleburne*) are *not* suspect classifications under 14th Amendment rules, meaning that restrictive state laws and/or policies based on age and disability classifications need only pass the lower "rational basis" test. In comparison, restrictive state laws and/or policies based on suspect classifications must pass the more heightened "strict scrutiny" test.[1]

This distinction is crucial. To illustrate, in *Fitzpatrick v. Bitzer (1976)*, a unanimous Supreme Court ruled that the Title VII classifications *are* suspect and that Congress appropriately extended Title VII coverage to state entities in the EEO Act of 1972. As a result, Title VII classifications (race, color, religion, sex & national origin) enjoy *both* Title VII protection and heightened 14th Amendment strict scrutiny, and individual Title VII plaintiffs are eligible for monetary remedies from the state treasury. In comparison, ADEA and ADA claims can no longer proceed against state entities. Furthermore, 14th Amendment rational basis challenges based on age and disability are for injunctive purposes only.

There is one final crucial point to note. After *Kimel*, a local police official asked me about its implications for local law enforcement. I responded that it was unclear because local entities do not enjoy the same level of immunity as state entities (see for example *Monell v. New York City*, 1978). The one thing *Garrett* does clarify, however, is that the ADEA and the ADA *do* apply to local entities. More specifically, in *Garrett*, Justice Rehnquist stated the following:

> Respondents contend that the inquiry as to unconstitutional discrimination should extend not only to States themselves, but to units of local governments such as cities and counties. All of these, they say, are "state actors" for purposes of the Fourteenth Amendment.... This is quite true, but the Eleventh Amendment does not

[1] A more detailed discussion of levels of 14th Amendment scrutiny is given in this column in the July 2000 issue of *TIP*.

> extend its immunity to units of local government.... These entities are subject to private claims for damages under the ADA without Congress ever having to rely on Section 5 of the Fourteenth Amendment to render them so.

In short, although it is clear that the ADEA and ADA no longer apply to state entities such as state government agencies, universities, hospitals, and/or correctional institutions, it is equally clear that they do apply to local entities such as municipal governments, local police departments, and local fire departments.

The Toyota and US Airways Cases

I have refrained from forecasting outcomes in prior columns, but these two cases appear to be transparent. The marquee issue in *Toyota* is forecasted in *Sutton v. United Airlines (1999)*, in which Justice O'Connor, speaking for a 7–2 majority, stated the following with respect to *working* as a severely restricted major life activity:

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

In *Williams v. Toyota* (2000), the 6th Circuit ruled that Williams is disabled because her carpal tunnel syndrome severely restricts her from performing "manual tasks." In a prior case (*McKay v. Toyota*, 1997), the 6th Circuit had ruled that carpal tunnel syndrome does not qualify as a disability when the severely restricted major life activity is "working."[2] In short, the 6th Circuit distinguishes between severe restrictions for "manual tasks" versus "working," a distinction that the Supreme Court is likely to disagree with.

The marquee issue in *US Airways v. Barnett (2000)* is whether an injured freight handler is permanently entitled to a less demanding mailroom job he was assigned to temporarily. A union agreement dictated a pecking order for job transfers based on seniority, and two other employees with more seniority than Barnett had already made transfer requests. The 9th Circuit, among

[2] To be disabled under the ADA, a physical or mental impairment must severely restrict a major life activity. Plaintiffs claiming "work" as the major life activity have faced a major caveat, that the restriction must apply to a broad range of jobs. The author knows of no plaintiff who has overcome this hurdle.

other rulings,[3] stated that "[a] seniority system, while a factor in the undue hardship analysis, is not a per se bar to reassignment." Other circuit courts have eschewed the undue hardship analysis in such cases, ruling instead that requests for accommodation that oppose seniority rights are unreasonable as a matter of law.

For example, in, *Eckles v. Conrail (*1996), an epileptic employee requested transfer from a night shift to a day shift, a move that would have required bumping a more senior employee. The 7th Circuit ruled:

> After examining the text, background, and legislative history of the ADA duty of "reasonable accommodation," we conclude that the ADA does not require disabled individuals to be accommodated by sacrificing the collectively bargained, bona fide seniority rights of other employees.

Similar rulings were also rendered by the 3rd Circuit (*Kralik v. Durbin,* 1997), 5th Circuit (*Foreman v. Babcock,* 1997) and 11th Circuit (*Duckett v. Dunlop Tire Corp.,* 1977). Therefore, it seems unlikely that Barnett will succeed against US Airways.

The Circuit City and Waffle House Cases

These two cases will likely be remembered as the 2nd and 3rd acts of a three-act play. The first act was *Gilmer v. Interstate (*1991), in which the Supreme Court, interpreting the Federal Arbitration Act of 1925 (or FAA), blocked the ADEA claim of a 62-year old securities dealer who had agreed, as a condition of his original employment, to arbitrate for any "dispute, claim, or controversy" involving himself and his employer. As a result, Robert Gilmer lost his private right to sue in federal court. However, at the same time, the Supreme Court ruled that claimants still have a right to file with the EEOC, and that the EEOC still has the right to investigate, mediate and conciliate. The Supreme Court further noted that "arbitration agreements will not preclude the EEOC from bringing actions seeking classwide and equitable relief."

Gilmer motivated many employers to enact arbitration agreements as a condition of employment, a move that was strongly opposed by the EEOC. For example, in Policy Order 915.002 (1997), the EEOC stated the following:

> An increasing number of employers are requiring as a condition of employment that applicants and employees give up their right to pursue employment discrimination claims in court and agree to resolve disputes through *binding arbitration*. These agreements may be presented in the form of an employment contract or be included in an employee handbook or elsewhere. Some employers have even included such agreements in employment applications.... The Commission is not unmindful of the case law enforcing specific mandatory arbitration agreements, in particular, the Supreme Court's decision in [*Gilmer v. Interstate,* 1991].... Nonetheless, for the reasons stated herein, the Commission believes that such agreements are inconsistent with civil rights laws.

[3] Other key issues in this case include whether US Airways "flexibly interacted" with Barnett in the accommodation request process and whether Barnett was the victim of retaliation.

The Policy Order contains roughly 20 reasons why the EEOC will vigorously oppose mandatory arbitration agreements,[4] and as we will witness shortly, *Waffle House* will likely be the most important test case of the EEOC's resolve.

The dissenters in *Gilmer* argued that the FAA is not applicable to employment contracts, a notion agreed to by the dissenters in *Circuit City*.[5] Otherwise, *Circuit City* merely affirmed application of *Gilmer* to *state* employment claims. The ticking time bomb is in *Waffle House*. As forecasted in its Policy Order, the EEOC sued Waffle House for injunctive relief, as well as equitable relief for Eric Baker, the plaintiff in an ADA claim who had signed an arbitration agreement as a condition of employment. Previously, the 2nd Circuit ruled that such agreements preclude the EEOC from seeking monetary relief (*EEOC v. Kidder Peabody,* 1998), but the 6th Circuit ruled differently (*EEOC v. Frank's Nursery,* 1999). In *Waffle House*, the 4th Circuit agreed with the 2nd Circuit on this issue, giving the Supreme Court the opportunity to cast its vote.

Despite the 5–4 split in *Circuit City*, the outcome in *Waffle House* is hardly a slam dunk. The majorities in both *Gilmer* and *Circuit City* made it clear that the EEOC has independent powers, and that claimants in ADEA and ADA and other like claims can file with the EEOC, even in the face of mandatory arbitration agreements. The key question, therefore, is whether the Supreme Court's ruling in *Gilmer* (that the EEOC can "bring actions seeking classwide and equitable relief") limits the EEOC to injunctive relief, or whether the EEOC may obtain for a plaintiff like Eric Baker, that which he would ordinarily be eligible for as a victorious plaintiff in a private suit.

Adarand Revisited

*Adarand v. Slater (*2000*),* also known as "Adarand V," revisits an issue

[4] At the same time, it should be noted that the EEOC, in several press releases, strongly supports Alternative Dispute Resolution (or ADR) when it is agreed to by both parties *after* an alleged violation.

[5] Interestingly, Justice Souter was among the majority in *Gilmer*, but joined the minority of 4 in *Circuit City*.

addressed by the Supreme Court in *Adarand v. Pena (1995). Adarand v. Pena* had, at the time, culminated a series of Supreme Court rulings that included *Fullilove v. Klutznick (1980), City of Richmond v. Croson (1989)* and *Metro v. FCC (1990).* In *Fullilove*, the Court used the *moderate scrutiny* standard to support a federal minority business enterprise (or MBE) set-aside program, whereas in *Croson*, the Court used *strict scrutiny* to strike down a municipal MBE set-aside program. Then, in a surprising ruling, the Court again used moderate scrutiny to support a federal MBE set-aside program in *Metro*, but reversed itself (and both *Fullilove & Metro*) in *Adarand v. Pena*, thus establishing *strict scrutiny* as the standard for *all* set-aside programs, federal, state or local.

Critically, unlike *Croson*, in which a municipal set-aside program was struck down, the *Pena* Court altered the level of scrutiny for the federal government without ruling on whether the program in question (set asides for "disadvantaged business enterprises," or DBEs) was illegal. Subsequently, in support of federal set asides, the Justice Department issued a memorandum entitled "Post-Adarand Guidance on Affirmative Action in Federal Employment" (February 29, 1996), stating, in part, that:

> [T]he Supreme Court in *Adarand* did not establish a constitutional bar on the use of race-based affirmative action measures by the federal government, but rather held that such action requires strict scrutiny. Moreover, a majority of the Court rejected the proposition that "strict scrutiny" of affirmative action measures means "strict in theory, fatal in fact," and agreed that such measures may be permissible even under strict scrutiny. The Court in *Adarand* did not decide the constitutionality of the program at issue in the case, but rather remanded the case to the lower courts so they could determine, in the first instance, whether the program satisfied strict scrutiny. No program was held unconstitutional in *Adarand.*

Additionally, it should be noted that between *Croson* and *Pena*, there were examples of municipal set-aside programs that passed the strict scrutiny test at the circuit court level (e.g., *Cone v. Hillsborough County,* 1991 & *Coral v. King County,* 1991).

Interestingly, after *Pena*, the Department of Transportation, the author of the DBE program, did three things. First, it certified Adarand Construction, the plaintiff, as a DBE, which, temporarily, mooted the case. Second, it provided substantial evidence for why there is a *compelling interest* for the program (i.e., prong 1 in the strict scrutiny analysis). And third, it altered the program in significant ways to establish that it is *narrowly tailored* to the compelling interest (i.e., prong 2 in a strict scrutiny analysis). As a result, in *Adarand v. Slater* (i.e., Adarand V), the 10th Circuit, which had previously cast doubt on the legality of the pre-*Pena* DBE program, ruled that the currently existing post-*Pena* program passes the strict scrutiny test.

The Supreme Court will, of course, decide whether the 10th Circuit was correct in its assessment of the post-*Pena* DBE program. Despite the familiar split on the Court in *Pena* (Kennedy, O'Connor, Rehnquist, Scalia & Thomas versus Breyer, Ginsburg, Stevens & Souter), the ultimate ruling is not transparent. The deciding vote in Pena was O'Connor who, wrote extensively on why the strict scrutiny test is "strict in theory" but *not* "fatal in fact." Given the extensive analysis provided by the 10th Circuit in *Adarand V* on both the compelling interest and narrow tailoring, it is difficult to believe that any program would ever again pass strict scrutiny if the newly refurbished DBE program is found wanting. Therefore, it is not fully clear whether the motive for hearing this case is to prevent an "Adarand VI," or whether the slim majority on the Supreme Court wants to effectively eliminate any and all set-aside programs permanently.

Conclusions

It is tempting to conclude that a slim majority on the Supreme Court has mounted an effort to neutralize the impact of EEO laws. However, it should be noted that in 1998, this very same Court provided lopsided victories for alleged victims of sexual harassment (*Burlington v. Ellerth* and *Faragher v. Boca Raton*), and in 1999, it reached strong consensus in four major ADA rulings (*Cleveland v. Policy Management, Sutton v. United Airlines, Murphy v. United Parcel Service,* and *Albertsons v. Kirkingburg*). Also, beyond the cases on binding arbitration (i.e., *Circuit City* and *Waffle House*), the others discussed above have only surgical implications for the private sector. Furthermore, on the issue of binding arbitration, there are three potential reasons for employers to exert caution. First, the Supreme Court may in fact maintain the right to sue for monetary damages on behalf of plaintiffs. Second, Congress could at some future time take the sting out of any Supreme Court ruling in this domain by simply amending the FAA of 1925. Third, there are safeguards to prevent bias in arbitration, and there is nothing to prevent arbiters from providing the same remedies as federal district courts. It should be a long hot summer and a tantalizing fall.

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THE HIGH SOCIETY

Greek Family Reunion

Paul M. Muchinsky[1]
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I suppose I was about 10 years old at the time. My father was driving the family car and my mother was in the passenger seat. I was sitting in the back seat. My parents were talking about someone who they thought was very intelligent. My father said the person had graduated from Princeton University, and my mother added that he had graduated "Phi Beta Kappa." I remember my mother said those words with hushed reverence. I had never heard those words before. From the back seat I asked, "What does 'five bet a capper' mean?" My mother corrected me, repeating the three Greek letters, again with a sense of awe. I still didn't know what they meant, but I knew they meant something very important. That was my first exposure to the Greek alphabet. I also came to learn about other Greek letters. No matter what the context, they just seemed to represent something very important. While in high school during college visits, I saw elegant looking fraternity houses with Greek letters adorned to them. In my first statistics class in college I learned about Type I and Type II error, referenced by the Greek names of alpha and beta. Sample statistics were denoted with letters from our alphabet. But the really important stuff, the population parameters, was denoted with letters from the Greek alphabet. I have this lifelong thing about the letters in the Greek alphabet, like somehow they represent grandeur, truth, and majesty. For my own mental health I decided it was time to disabuse myself of this childhood-induced belief. I got a book from the library on the Greeks. I discovered that at the turn of each century, the immortal Greek letters always hold a centennial reunion. I politely asked if I could attend the 2000 reunion as a passive observer. While they usually don't allow outsiders to attend, they consented to permit my presence at the reunion. So readers, what follows is my report on the Greek family reunion, based on observations and discussions with the participants. As we say in the management coaching and development business, it was quite a growth experience for me.

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

Alpha, Beta, Gamma, and *Delta* are the aristocratic bluebloods of the Greek family. They claim to be descendents of the first Greeks who crossed the Mediterranean Sea and landed in the country. They are clearly the most financially secure of all the Greeks. Alpha invested heavily in waves, bets, and hydroxolene. Beta is into blockers, sites, and kerotene, but lost a bundle on max. Gamma has long-standing interests in rays and globulin. Delta moves funds often, and currently is into faucets, airlines, and burke. Some people think they are better than everyone else. These four actually believe it.

Epsilon is the family public servant. Over the millennia Epsilon has held many ambassadorships, has served as executive director of philanthropic foundations, and recently was appointed as head of the National Academy of Arts. Whatever good there is to be done, you can always count on Epsilon being in the middle of it. Epsilon is the civic pillar of the Greek family. Epsilon can fill a barn with the plaques received from leadership positions in philanthropic activities. Some petty family members whisper that such tangible recognition is the only reason Epsilon does it.

Zeta seems other-worldly. Zeta has always been involved in the occult and the mystical. Zeta once tried to market a line of tarot cards and crystal balls, but they went nowhere. Often wearing black and speaking with a misplaced Eastern-European accent, Zeta's latest gig is as a fortune teller on the psychic hotline. Zeta claims to have put a curse on anyone who uses Zeta as a middle name. Zeta often sits alone at the family reunion.

Eta is the family gossip and snoop. Eta professes to have the real dirt on everyone, but in reality Eta's news is often centuries or millennia old. Eta has thin taut lips which are constantly moving. During the Roman occupation it was rumored Eta's name was changed to Quidnunc—Latin for busybody. However, no one can prove it, and by now few even care. Eta can remember stuff, always negative, about family members that others have long since forgotten or never cared to know in the first place.

Theta is the family artist and thespian. Theta splits time between a brownstone in Greenwich Village and a condo on the Left Bank. Theta possesses extremely liberal views on almost all subjects. Theta is an active supporter of the ACLU. For Theta it's often about the latest opening, performance, or the newest avant garde rendition. Theta often threatens to miss each reunion because of a pressing engagement, but in truth hasn't missed a reunion yet.

Iota is the family organizer and planner. In fact, it is Iota who schedules and arranges for the Greek family reunion every century. No detail is too small for Iota's attention, and if pressed Iota can nitpick anything to death. Don't get into an argument with Iota. Iota is always correct, and few people will waste their time being drawn into a pointless discussion with Iota. They will invariably be wrong on whatever position they take.

Kappa is the family storyteller. Most of the time Kappa's stories are not true, but no one seems to care because they are rendered in such an entertaining fashion. At every reunion it's the same stories. Kappa will say in a loud but engaging voice, "Did I tell you about the time Herodotus and I...?" Within a few minutes everyone will be roaring with laughter. Kappa likes to be egged on. Some family member will invariably say, "Tell us the one about how you and Sophocles put a whoopie cushion on Plato's chair in the lyceum." Kappa is the life of the party.

Lambda is the family athlete. Lambda is tall, lanky, muscular, and always looks tanned. Like all athletes, Lambda professes some claim to fame. For Lambda it was running second to Pheidippides in the original Olympics marathon. Lambda claims Pheidippides could have been taken in the last mile if Lambda hadn't suffered a mild leg cramp. Few doubt Lambda's assessment. Recently Lambda has taken up volleyball, and no one wants to get in the way of one of Lambda's slams.

Mu and *Nu* are inseparable. They are the family imps, little troublemakers who are always up to harmless mischief. In fact, it is hard to tell them apart. Mu is a little taller, and Nu has slightly curlier hair. At the family reunion of 7600 BC they chased Epsilon's cat up a tree, then threw olives at it. Everyone thought it was funny except Epsilon. In the reunion of 1200, they spiked a few gyro sandwiches with hot peppers. Everyone wonders when Mu and Nu will grow up.

Xi is sultry, statuesque, and extraordinarily good looking. Xi is on the A list for every prominent social event where one goes to be seen. Xi always wears sunglasses, even during the reunion of 900 BC which was held in a driving rainstorm. Despite Xi's social popularity, Xi always makes time for each reunion. Invariably the last to arrive, and usually with some sort of fanfare, Xi adds an element of glamour to every reunion.

Omicron has always been a little "off" and a little "different." Omicron is basically harmless, but is hard to take in large doses. Omicron will laugh when no one else does, and often starts to laugh at a joke after everyone else has stopped laughing. It is said that Omicron looks at life sideways. Because Omicron doesn't blink as often as the others, Omicron's gaze is often misperceived to be an intrusive stare. The other family members seem to accept Omicron, but once a century is enough. Omicron gets along with Zeta better than most.

Pi is the most visible member of the family. Pi's motto is "it's better to be lucky than good." Pi has enjoyed more than 15 centuries of fame. Ever since Archimedes discovered there was a mathematical constant that could be used to solve geometry problems, and named that constant "pi," Pi became a household name for every family that has a child in junior high school. And Pi has cashed in on the fame. Pi often serves as a judge for the pie-eating contest at state fairs. Pi has "3.14" on a vanity license plate. Several members of the family are jealous of Pi.

Rho is the most dour and humorless member of the Greek family. Most family members regard Rho as a sourpuss, although Rho would prefer stoic. Rho seemingly derives no pleasure from the family reunions, and most wonder why Rho even attends. In the family reunion of 3600 BC Mu and Nu snuck up behind Rho and sang, "Rho, Rho, Rho your boat." Then they ran like the wind, giggling uncontrollably all the way. Some family members delight in reminding Rho of that incident, even though it occurred many years ago.

Sigma is the family underachiever. Sigma is always embarking on some new venture that never seems to pan out. Every reunion Sigma describes the latest "can't miss" idea. Not one has ever hit. Among Sigma's losing pursuits were dehydrated water, the folding waterbed, and the electric fork. On more than one occasion Sigma has tried to solicit venture capital from family members to launch some new creation. Gamma blatantly told Sigma to take a hike at the reunion of 200.

Simply put, *Tau* has a substance abuse problem. Long ago Tau developed a deep fascination with the fermented grapes from Mt. Olympus. When sober, Tau is as sociable and amiable as any other family member. But when drunk, Tau starts to slouch and drool. At every reunion it is always a contest to see if Xi will finally arrive before Tau gets smashed. The family photographer has been forced to take some group shots with Tau propped up between Kappa and Pi.

Upsilon is without question the black sheep of the family. No one will ever admit to inviting Upsilon to each reunion, but every century Upsilon knows when and where to show up. Upsilon deserves the family scorn. Upsilon sold arms during the Peloponnesian War, but to both sides. Upsilon was given free tickets to the original Olympics and then proceeded to scalp them to family members. It was Upsilon who introduced Socrates to a local hemlock dealer. For a while Upsilon deliberately slurred the name Upsilon to make it sound like Epsilon, but there was never any confusing the two. Upsilon eats alone at the dessert table, knocking down the baklava like there is no tomorrow.

Phi is the most good-natured of all family members. Phi always has a smile and kind words for everyone. Without fail every reunion someone walks up to Phi and says "fee-fee-fie-fie-fo-fo-fum." Without fail Phi laughs as if it were the first time Phi ever heard the greeting. Everyone likes to sit with Phi at meals. It was rumored that at the reunion of 1400 Phi once made Rho smile, but no one can verify it for sure.

Chi is the family prima donna. Chi always exhibits a haughty, self-important demeanor. For reasons no one can discern, Chi exudes a holier-than-thou attitude. No one seems to know why Chi started to act this way, but it seemingly began at the reunion of 5800 BC after Chi's trip to Delphi. Chi always appears over-dressed, even for the horseshoe tossing. Xi once referred to Chi as a "retinue of one," but Eta said it best—"Chi's filo smells like everyone else's."

Psi acts like someone who is slightly angry at the world. Chronically irritated about something, Psi has no patience for even the mildest social banter, and absolutely no desire to fit in. Kappa loves to get Psi's goat. Every reunion Kappa walks up to Psi and says, "Hi Psi, what's your PSI—you know, pounds per square inch?" Psi's face contorts with obvious annoyance, and Kappa knows Psi has been had once again. If Psi sits at the same table with Rho, everyone steers clear.

Omega is the family hypochondriac. Every reunion Omega has some new ache or pain. Omega is also up on every latest cure or remedy, but none seem to work. At the reunion of 1500 BC, Omega talked about crushed grape leaves for the treatment of lumbago, but to no avail. In 400 it was dried figs for chronic dermatitis, but they had no effect. On and on, down through the ages, same story. Most family members believe if Omega weren't immortal like the rest of the family, Omega would have died of something millennia ago. Perhaps terminal whining.

Well, there you have it. My exposure to the Greek family brought them down to earth for me. No longer do I place them on some marble pedestal, engaging in sophistry, and writing cryptic looking symbols on dried papyrus leaves. I am no longer intimidated by *Psychometrika*. So, the next time you are specifying alpha, calculating beta, or estimating lambda, remember, they are plain folk, just like you and me.


EARLY CAREERS

Putting it in Writing

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

Lori Foster Thompson
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"I celebrate myself, and what I assume you shall assume, for every atom belonging to me as good belongs to you. I loafe and invite my soul, I lean and loafe at my ease...observing a spear of summer grass." – Walt Whitman

Yes, summer is here, and according to old Walt, there's no better time to kick back, relax, and chill out (at least we think that's what he was trying to say). If, on the off chance, you grow weary of gazing at blades of grass after a minute or two, we offer a diversion—insights from a slightly more practical Walt. As usual, this column's first segment, entitled **The Industrial-Organizational Psychologist**, offers an inside look at the professional and personal life of a successful I-O psychologist who's been down the road you're now traveling. This edition focuses on **Walter C. Borman**, a man who virtually embodies the term "successful career."

The second segment, **Career Gear,** highlights a theme with career-related implications. Specifically, this issue's **Career Gear** topic addresses the importance of developing good writing skills. Note that this is not intended as a "how to" for getting a paper published in the *Journal of Applied Psychology (JAP).* There are plenty of resources available for that elsewhere.[1] Instead, we address the issue of I-O psychologists as writers, continuously adapting to the different contexts in which we find ourselves.

The Industrial-Organizational Psychologist

Dr. Walter C. Borman, The Professional

In attempting to formulate a brief synopsis of Dr. Borman's career, we soon concluded that summarizing American history in 100 words or less might have been easier! After shortening the abbreviated version of a condensed abridgment of Dr. Borman's vita (phew), we produced the following abstract, which simply doesn't do him justice at all. It does, however, provide a sense of what Dr. Borman has been up to over the years. Here goes....

[1] For starters see the **TIP-TOPics** Guide to Publishing and Scholarly Writing on the SIOP Web site at www.siop.org/TipTopicsGuide.htm.

Educational background

AB, Miami University, 1964 (followed by a stint in the Navy, 1964–1968)
PhD, University of California (Berkeley), 1972

Professional Work Experience

Walter Borman's early career began in Minnesota at Personnel Decisions, Inc. (PDI), where he worked as a consultant from 1972–1975. In 1975, Dr. Borman became the first paid employee of Personnel Decisions Research Institutes (PDRI), when **Marv Dunnette** asked **Leaetta Hough** and him to help begin this new research establishment. Since that time, Dr. Borman has been an integral part of PDRI, holding titles such as executive vice president (1975–1982), president (1982–1988), president/director of research (1988–1996), and chief executive officer (1996–present).

A resume sporting that record would be career enough for most, but remarkably, Dr. Borman's professional work chronicle doesn't end there. Amidst all of this PDRI activity, Dr. Borman has also found time for a successful career in academics. He spent two quarters as a visiting professor at The Ohio State University in 1985, and he is currently on the faculty at the University of South Florida, where he has served as both professor (1990–present) and director of the I-O program (1992–2000).

Memberships and Editorial Activities

Dr. Borman is a Fellow and past president of SIOP. Additionally, he wears many hats within the APA. He has served as a member of APA's Council of Representatives, and he belongs to both Divisions 8 (Personality and Social Psychology) and 19 (Military Psychology). He is also a member of the Society for Organizational Behavior, and he has served or is currently serving as consulting editor for numerous journals, including *Journal of Applied Psychology, Personnel Psychology, Group and Organization Management, International Journal of Selection and Assessment*, and *Human Performance*. He spent several years on the *Frontiers of Industrial-Organizational Psychology* editorial board, and he has worked as an ad hoc reviewer for more than a dozen journals.

Research, Publications, and Presentations

For the one or two readers who don't already know, Dr. Borman's research revolves around performance measurement, criterion development, personnel selection, job analysis, person perception, personality assessment, and assessment centers. His first publication occurred in 1973, and at the time of this writing he has eight in press. Dr. Borman's first *Journal of Applied Psychology* article emerged in 1974, the most recent appeared in the year 2001, and he has authored no fewer than fifteen *JAP* articles in between these two. Of course, this says nothing of the many other esteemed journals in which he has published (e.g., *Organizational Behavior and Human Decision Processes, Personnel Psychology, Human Performance*, etc.), and it also fails to account for the numerous books he has edited, the dozens of book chapters he has authored, and the 100 plus symposiums, posters, papers, and other presentations that he has delivered at conferences, institutes, and universities worldwide.

Wally Borman, The Person: Golfer, World Traveler, Really Nice Guy

If you attended SIOP 2001, you probably saw Wally's name attached to a wide variety of sessions. Nothing new about that, but between those busy sessions you may have seen something a bit atypical—Wally sitting in front of a tape recorder, patiently answering inquiry after inquiry while being interrogated for a *TIP* column. Yes, we hit him with our usual, sometimes quirky questions (provided in bold italics below) in order to get a feel for the person behind the name. Here's what we found out:

What do you do to relieve stress? "I may be fooling myself, but I actually don't mind stress. I don't mind stress at all. In fact, I more or less thrive on it," Wally promptly responded to our first interview question. He must have read that "Come again?" look on our faces, because he quickly elaborated. "I think it's important to put yourself in situations where you're challenged, where you're really stretched. But, it's gonna be a little stressful." In short, Wally doesn't necessarily try to rid himself of stress; in fact, there are times when he intentionally generates it! He adopted this outlook early in his career. "Early on, I really did not want to give talks. It wasn't SIOP at that point, it was APA. I thought it would be *much* more fun to just go and, you know, have a good time, listen to other people's talks, and so on. But, I made myself give talks, and at first it was kind of stressful. Well, in fact, it was a lot stressful! But, I made myself do it. Then, after about 3 years, I started to actually enjoy it. I think doing things like that is really important—not just presenting, but also writing articles targeted toward the best journals. Or volunteering to do stretch assignments as a corporate team member or consultant. This is stressful, but my approach is, *so what*? I don't mind stress."

What do you do during your time off? That being said, Wally admitted to some nonstressful pastimes. He loves to travel, and he's been to lots of distant places including the U.K., Italy, and France. Recently, he spent nearly a month in Australia and also took a trip to China. He usually travels with his wife and often one of his two grown sons. "I consider myself fortunate that my sons still seem to actually want to do stuff with me!" he confessed.

When he's not traveling, Wally enjoys playing golf. (In his earlier years, he even considered it as a career.)

Do you have a nickname? If so, how did you get it? If you ever watched *Saturday Night Live*, you might remember the guy who stood beside the copy machine, creating nicknames for every passerby. Wally went to college with that guy. Well, okay, it wasn't literally the guy from *Saturday Night Live*, but it was someone similar. Fortunately, (or unfortunately) none of the monikers stuck. Although Wally hasn't acquired any nicknames since college, you'd be hard pressed to find someone who actually calls him "Walter"—he goes by "Wally" nearly all the time.

What is your favorite beverage? He used to do a couple of "high octane" Cokes per day but has backed off to diet, caffeine-free. Wally also admitted to being something of a wine connoisseur, with a special fondness for oaky Chardonnay.

Do you have a routine that you like to follow? During the week, Wally usually arrives at the office between 8:30 and 9:00 a.m. He typically skips lunch and works until 6:00 p.m. or so. On the weekend, though he's no stranger to the golf course, he still manages to put in a half-day of work nearly every Saturday and/or Sunday. Beyond these few habits, he doesn't follow much of a routine. Moreover, he's perfectly happy with his "somewhat chaotic workday with lots of interruptions." He spends a fair amount of time writing yet feels no need for a dedicated block of writing time per day. "I can write in bits and spurts and do okay with that," he explained.

What factor(s) contributed significantly to your success? "I just had a lot of luck. I had a lot of lucky breaks." Wally declared. "First, getting a job. The job market in 1972 was just impossible and I got a job at PDI. There was an opening at Purdue and an opening at PDI, and those were the only two jobs that were any good at all, and I got one of them! I felt that was just unbelievably lucky."

Okay, but when Wally suggested that PDRI was one of his big lucky breaks, we just had to challenge the "Luck Theory." We futilely suggested he must have made a rather big impact in 3 short years to get invited to help establish PDRI, to which he insisted, "No, really, it was just luck! I mean, I guess I did okay from 1972 through 1975 to get on (Marv's) radar scope, but still, I consider it pretty darn lucky."

Wally also attributes much of his achievement to good colleagues. "I have teamed up with many people—people who have had a lot to do with my success," he said. Who initiated these fruitful alliances? "Real early [in my] career, Marv Dunnette pretty much sought me out. After that, colleagues and I have either sought each other out (we happened to be in the same place at the same time). Or, in other cases I singled certain people out."

After a bit of wrangling, Wally 'fessed up to an additional success-related factor—ambition. "I've tried to be ambitious but not obnoxious—not pushy-ambitious. But, I've definitely had ambitions in the area of research."

What factor(s) might be critical to the success of others, in general? In response to this question, Wally emphasized the importance of carefully and consciously diagnosing your own strengths and interests, and then trying to put yourself in a position where these will serve you well, both in the initial job and in positions that you might move up and into. Although he suggested his next point is primarily for academics, he acknowledged that the following approach served him well in other contexts, too. "Try to develop some really basic interest and passion around some specific area that is intuitively appealing, to you certainly, but also to others. For myself, since graduate school I've been interested (maybe obsessed?) with why observers of behavior disagree in what they see and how they evaluate what they see. I was interested in that topic at a very basic person-perception level, but of course it has obvious meaning for performance appraisal in I-O. It is a similar point to the usual advice academics get about developing programmatic research. But, what I'm talking about is even more thematic and basic (I think anyway)."

In case you dozed off toward the end of our last issue of **Early Careers** (all tuckered out from our anniversary edition exploits?), we interrupt this column to remind you of the brand new interview question that has been added to this segment. The newly featured question below is designed to assure us early career folks that at one time or another we all face seemingly insurmountable challenges and that these challenges can be overcome.

Describe a dark professional hour in your early career. What did you do to get through that time? "PDRI was doing poorly in 1980 and the first part of 1981," Wally explained in response to this question. "We had taken pay cuts, and I felt personally responsible for this. The executives were taking 35% pay cuts, down to the clerical folks, who were taking 10% pay cuts, and it was *terrible*." Fortunately, the Project A contract was awarded to the consortium with which PDRI was involved. "It totally bailed us out," Wally recalled. So, he did what any self-respecting scientist would do. "In my office, I had an Army t-shirt that said 'Go Army!' and when we found out (about Project A), I tore off my shirt, put on my Army t-shirt, and started racing around the office yelling and screaming, letting everybody know that we got Project A."

Wally offered another "dark hour," which occurred a little later in his career. "I kind of stopped publishing in 1984 and 1985, and I started to feel like 'well wait a second, is this all there is? Am I done?' Around the same time, I had this idea about personal work constructs and folk theories of performance that got rejected at *Journal of Applied*. And, I was kind of low. I really thought, 'well, maybe that's all I'm going to do,' and that's kind of sad because I'd only been around for about 13 years." But Wally persisted; he wound up getting that paper published in *Organizational Behavior and*

Human Decision Processes, and he really started to take off again in 1987. "I sort of pulled out of it and got more active in publishing." Other than those two incidents, Wally said he couldn't think of any other low points. "It's amazing," he exclaimed. "I've been unbelievably lucky. I mean, I just haven't had any big crises."

If you were to choose a topic for our column's Career Gear segment (any issue that you feel is important in the development of an I-O career), what would it be? Here, Wally suggested that we focus on the development of writing skills. "This is highly important whether you're an academic writing articles, books, and chapters, *or* writing from a corporate or consulting setting," Wally noted. "Indeed, I think a very important part of our identity as I-O psychologists is as 'writers.' I wanted to be a short story writer when I was in college and for awhile after, so maybe my view is a little extreme, but I have spent considerable effort trying to improve my writing skills over the years. I hope I'm still improving."

Career Gear

Wally noted that writing skills are important whether you're working in an academic or a corporate setting. Early career psychologists especially, are susceptible to trouble transitioning between the writing styles required in these different contexts. Some hit roadblocks when attempting to switch back and forth between academic and nonacademic roles, while others simply have trouble shifting their writing from "dissertation mode" to "practitioner mode" when tackling those first few corporate job assignments. In light of these dilemmas, this segment narrows the topic of authorship to a specific focus on the development of academic versus applied writing skills.

Of course, we tread rather cautiously as we compose this piece on writing skills (lest you become savvy regarding what constitutes *good* writing, and we lose our audience!). To take some of the pressure off of us, we turned to the experts, gathering input from a group of professionals with varied experiences and perspectives regarding the world of writing. Specifically, we consulted Wally Borman (you already have an idea of his credentials) as well as **Paul Spector**, who obviously knows his way around an audience (he was ranked one of the 50 highest-impact authors in psychology between 1986 and 1990). Both **Allan Church** and **Ann Howard** provided insights based on years of applied and editorial experience, and **Ren Nygren** summed up the corporate viewpoint. Finally, **Tammy Allen** offered the perspective of a successful early career author. We asked these folks to address three questions: (a) What are the similarities and differences between academic and applied writing styles? (b) What are the challenges faced by writers who are required to change contexts (e.g., moving from academic to applied)? and (c) How can writing challenges be overcome? An amalgamation of our six respondents' answers to these questions is provided next (i.e., these are their words, cut and pasted into a combined format).

Academic Versus Applied Writing Styles

Differences between academic and applied writing derive in part from the audience for which we write. I-O psychologists in academe write for audiences that include but are not limited to the I-O audience (e.g., journal articles); psychologists in general; social scientists/researchers (e.g., methods books); and both graduate and undergraduate students (e.g., textbooks and instructional materials) from psychology, business, and many other disciplines. The academic style has a formal structure that supports the scientific method. The definitive examples are journal articles, whose sections are standardized and give writers little leeway. APA's publication manual provides more than 350 pages to enforce objectivity and conformity. Because academic publications in our field are meant to build science, writers must show extreme caution by citing all sources, documenting in excruciating detail their methods and statistical findings, and drawing conservative conclusions. As a result, much academic writing is detailed, stilted, and stuffy.

Nonacademic audiences include consumers such as: the nonacademic I-O audience; non-I-O professionals (e.g., clinical psychologists, MDs, nurses, social workers, etc.); managers; reporters; and the general public. More importantly, each of these audiences requires a different style. Many new I-O psychologists are required to write for non-I-O business people, such as managers. This kind of applied writing supports the culture of business. The appropriate style reflects an emphasis on "give me what I need to know to make this process work." It must convey a message clearly and quickly, especially in the fast-moving electronic world. Conclusions often come first, followed by brief bulleted statements giving the rationale. (Indeed, this style sometimes requires you to oversimplify and give conclusions without a thorough explanation of where the conclusion comes from.) Qualifying or probabilistic language, popular in academia, creates annoyance; business audiences want to read that a method works or it doesn't. As a result, much applied writing is brief, direct, hard-hitting, and bold. This rule extends beyond documents composed for internal purposes. A typical practitioner piece in a trade publication (which might reach 50,000 HR managers) is usually 10 pages long and contains a story, a set of key process steps or learnings, some pull quotes, perhaps an interesting graphic, and probably no references.

As for the similarities between academic and applied writing, there are many basic principles of effective communication that apply across settings. The style may be a bit more technical for journals, books, and so forth, but the goal is still to write simply and clearly. Good writing is precise, smooth, and arranged in an orderly fashion. Correct grammar, economy of expression, and strong active verbs always help. As a writer, you should have two important objectives: make sure your audience understands, and keep their attention.

Challenges Within and Across Writing Contexts

Psychologists usually develop the academic style of writing during their formative years. Therefore, learning the academic approach is rarely an issue for early career I-O psychologists; however, moving from academic to applied writing styles can be an intransigent problem. Regardless of the setting, it's always a challenge to write within the rules of your governing environment without letting them sweep you away. The academic must ward against becoming pedantic, the applied writer against the tendency to overstate or oversimplify.

Some challenges are common to both academic and applied assignments. For instance, in both environments, writers easily fall into the trap of too much jargon and too many acronyms/institutionalized expressions, making it difficult for others, especially outsiders, to understand their messages. The academic's abbreviations of methods (assessors provided only PEDRs and not OARs) are matched by the applied writer's abbreviations of departments or positions (assessment for BDMs, AEs, and GAMs). New academic and applied writers also err by getting too caught up in detail. Sometimes, new authors make the details and fine nuances too important, when the reality is that often the audience is not sophisticated enough on the topic to appreciate the differences. Often, all the audience can understand right now is the bottom line. People learn in layers. First they get the general idea, then more details, layer by layer. Many writers don't want to lay down the first layer.

Other errors are specific to the professional who is attempting to transition from an academic to an applied style of writing. A common mistake of the applied writer is creating essays—long paragraphs, many paragraphs. You have to learn to write in bullets. This is good discipline; it forces you to distill the essence of what you're trying to say, avoid repetition, organize your ideas, and test your logic. A second mistake is documenting every sentence with a reference. Business readers usually don't care about references; they just want the conclusions in a nutshell without having to read further. Unless you're trying to impress someone with how much you've read (occasionally the case), you should either skip the references or put a few major ones at the end. If you use someone else's table or graph, put the reference in a footnote to the figure. Third, new I-O psychologists writing for applied audiences often have trouble translating theory and research findings into truly meaningful application discussions (and this does not mean a statement like "these findings have implications for the management of organizations"). A fourth and final common mistake is overwhelming readers with statistics and tables. Simpler is better. Draw graphs; use percentages. Perhaps the old adage about writing in business applies to this point. It doesn't pertain, of course, if the recipients of your communications are also I-O psychologists (note the hedge).

- For your peers, create a detailed report (academic writing).
- For your manager, condense it to one page (with bullets).
- For the vice-president, write one paragraph (shorter bullets).
- For the CEO, draw cartoons.

Overcoming the Challenges

Regardless of their environment, writers are challenged just to write well—clear, crisp, and lively. Early career psychologists can overcome the obstacles that prevent them from writing clearly and for multiple audiences by starting small, practicing, modeling others, identifying/developing useful writing habits, and seeking feedback.

Start Small and Practice

For starters, practice is key. Practice developing an "ear" for writing. That is, develop a sharp critical eye. Be able to recognize when an area of the document needs work. Additionally, you should begin early, write often, and start small. If you're used to writing in an academic style, try writing a 500-word piece for a regional association newsletter or a more informal piece for something like *TIP*. Show the piece to your friends that work in real organizational settings. Or, find a publishing practitioner and partner with him or her on some applied research. On the other hand, if you're used to writing short practitioner pieces and want to try a peer-reviewed publication for the first time in a decade, locate one of the less competitive (and aggressive) journals, and try your work out there first.

Model Others

In addition to practice, modeling techniques can prove very useful. It is often helpful to identify authors whose writing you really enjoy, and then model your own efforts after these examples. Isolate a few authors whose work you think is particularly well written, and begin reading more works written by those authors to gain a greater sense of their writing style and what it is that appeals to you. Use those authors as a way to help model and develop your own writing rhythm and style.

Identify Habits that Work Best for You

Surprisingly, it seems that there is no single "best way" to sit down and write. Successful authors differ in terms of the writing methods and procedures that they follow. Some are quite happy writing in bits and spurts. Others emphasize the importance of a writing schedule, recommending that you

figure out the time of the day in which you do your most creative thinking and try to establish a schedule that allows you to write during that time. You might even make an effort to save less-inspired time for the more mundane aspects of writing (e.g., creating tables, checking references). If blocks of time are necessary for your creative flow, then don't be afraid to schedule sacred meetings in your planner between just you and your computer.

Regardless of whether you like to write in blocks, bits, or spurts, there are lots of different ways to tackle that first draft, and it is important to identify the approach that works best for you. Some authors believe in setting goals and getting to a point where the first draft is in really good shape. According to these authors, the desired product emerges when you force yourself to sit down, think clearly, and make sense the first time around—a practice that may involve beginning with an outline. Other authors take a somewhat different approach to the initial writing process, suggesting that you get all of your materials together first and generally let the ideas flow as the manuscript unfolds without too much self-censoring. This is the initial rough cut. The document then emerges through a process of chiseling and molding until there is a polished finished product.

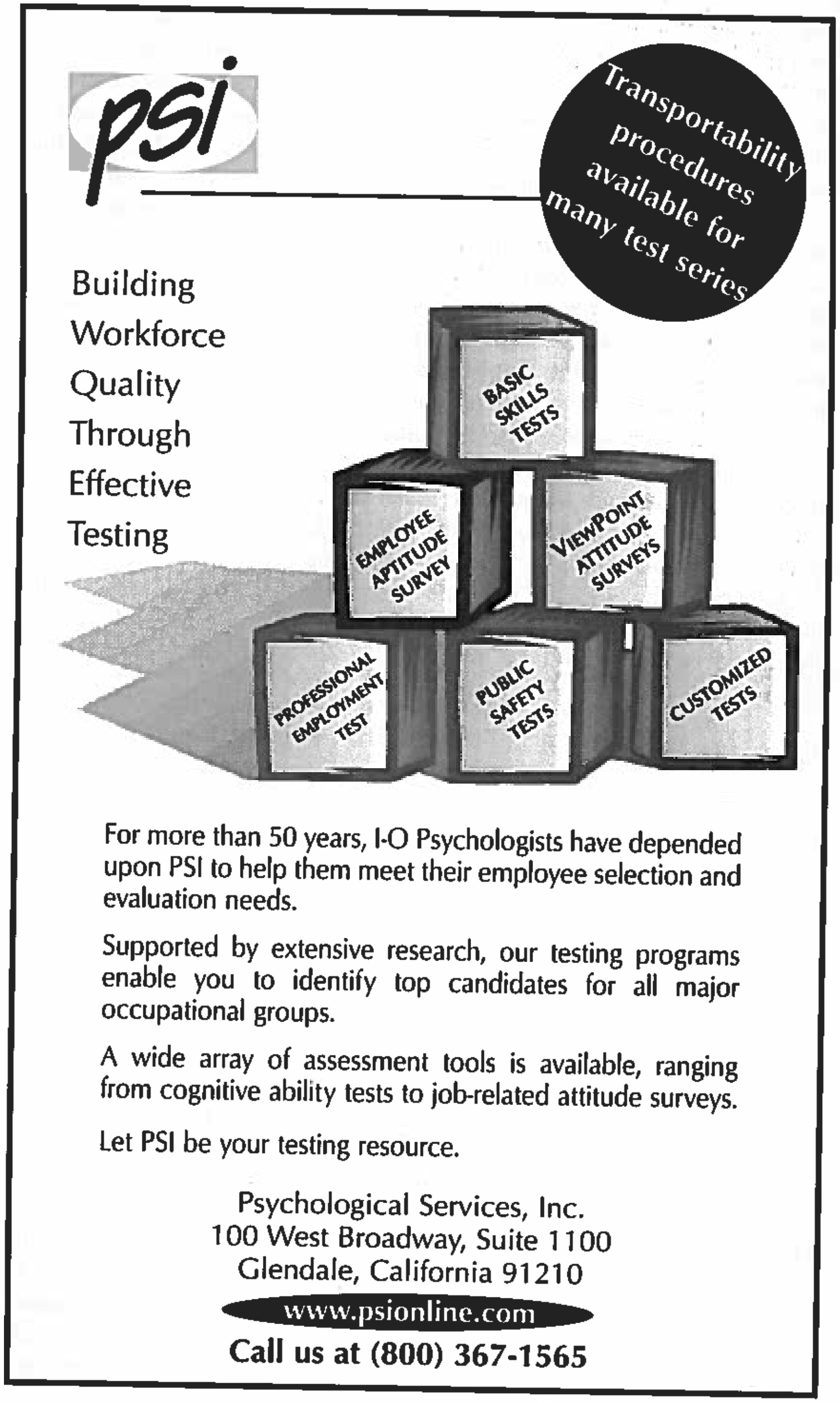
In short, although there is no single method that leads to a successful document, good writers analyze and recognize the habits that work best for them, and then stick to those procedures when approaching their writing assignments.

Seek Feedback

Finally, be prepared when entering a new writing environment to seek feedback. For a new practitioner, ask an experienced colleague, manager, or member of the target audience to give feedback. Alternatively, you could establish a feedback network. (After all, you don't want a lovable, but hypercritical manager or journal reviewer to get the first viewing of your article. The method meticulously described in your manuscript that seemed crystal clear to you may be mud to others!) Establish a network of colleagues that will read your work and give you critical feedback. Do the same for others.

Conclusion

In closing, we hope that this edition of **Early Careers** has met its objective and armed you with another piece of the professional puzzle. If you feel that your puzzle is still missing an edge or two, rest assured that you're not alone and stay tuned for our next issue, which features none other than Dr. **Deniz Ones** from the University of Minnesota. Until next time, feel free to contact the **Early Careers** editors with questions, kudos, and criticisms at Dawn L. Riddle (riddle@luna.cas.usf.edu) and Lori Foster Thompson (FosterL@mail.ecu.edu).



2001 American Psychological Association Convention: Division 14 (SIOP) Program Highlights

Janis Cannon-Bowers
Naval Air Warfare Center Training Systems Division

The 2001 APA Convention in San Francisco is just around the corner, running from August 24 through August 28. All Division 14 (SIOP) events are scheduled between **August 24 and 26, 2001**, within the "Focus on Science" programming. We are excited to have secured high-quality symposia as well as excellent papers, posters, and a conversation hour. Symposia include "Personality in Industrial-Organizational Psychology" chaired by **Richard Thompson**, "Models of Job Burnout: Evaluation and Future Directions" chaired by Esther Greenglass and **Michael Leiter**, "*g*: News on Its Correlates and Causality" chaired by **Frank Schmidt**, "Evolving Concepts of Retirement for the 21st Century" chaired by **Kenneth Shultz** and **Mary Anne Taylor**, and "Supplementing Traditional Instruction in a Master's I-O Psychology Program" chaired by **Mark Agars** and **Janelle Gilbert**. In addition to the symposia, **Mitchell Marks** will conduct a conversation hour entitled "Making Mergers and Acquisitions Work: Advanced Roles for I-O Psychologists." This year's Division 14 program also highlights eight paper sessions. The entire 2001 APA Convention Program can be found on the Web at www.apa.org.

My special thanks go to the members of the APA Program Committee for their efforts in putting together a high-quality program: **Peter Antinoro, Kenneth Bonanno II, Barbara Fritzsche, Lawrence Jesky, Tiffany Keller, Douglas Maynard, Lynn Ann McFarland, Kathleen Suckow**, and **Darlene Trimarco**. Without the Program Committee, my job as program chair would be impossible! I also would like to thank my graduate assistants **Danielle Merket** and Toral Patel for their efforts in helping to plan and organize the program. It has been wonderful serving as program chair for the past 2 years, and it is my pleasure in welcoming **Rosemary Hays-Thomas** as the next APA Division 14 program chair. We're looking forward to seeing you in San Francisco in August!

2001 APA Division 14 (SIOP) Program
San Francisco, August 24–28

Focus on Science Extended Poster Session
Psychology in the Workplace

(Only Division 14 Posters are Listed)

Kristin Parker, Wright State University, *Role Stressors as Mediators of the Supervisor Support–Strain Relationship*; coauthors: **Alicia Stevens**, Wright State University, **Jeannie Southworth**, Wright State University, **Jean Edwards**, Wright State University

Jenny Kuang, Old Dominion University, *Culture and Team Performance in Foreign Flight Crews*; co-author: Donald Davis, Old Dominion University

Morgan Morrison, George Mason University, *A Link in the Work–Family Culture–Organizational Commitment Relationship*; coauthors: **Dena Papazoglou**, George Mason University, **Louis Buffardi**, George Mason University

Robert Tett, University of Tulsa, *Specific Versus Aggregated Measures in Personality-Job Performance Relations*; coauthors: **Mitch Rothstein**, University of Western Ontario, **Dawn Burnett**, University of Tulsa, Michael Parkes, University of Western Ontario

Sidney Fisher, George Mason University, *Maternal Separation Anxiety and a Woman's Career Choice*; coauthors: **Alison O'Brien**, George Mason University, Louis Buffardi, George Mason University, Carol Erdwins, George Mason University

C. Ward Struthers, York University, *Judging Up the Ladder: Understanding the Social Motivation of Subordinates*; coauthors: Ania Czyznielewski, York University, **Judy Eaton**, York University, Rejeanne Dupuis, York University

Verlin Hinsz, North Dakota State University, *Competitiveness and Competition Influences in Goal Setting Situations*

Ross Solomon, Hofstra University, *The Effects of Caffeine on Female Office Workers*; coauthor: Mitchell Schare, Hofstra University

Patricia Raskin, Columbia University, *Turnover Intentions of Women with Families in a Service Organization*; coauthors: Jennifer O'Reilly, Columbia University, **Judith Frankel**, Columbia University, Kim Sanabria, Columbia University

Hal Gregersen, Brigham Young University, *Korean Expatriates' Personal Characteristics and Their Relationship to Work Outcomes*; coauthor: J. Stewart Black, University of Michigan

Mitchell Nesler, Regents College, *Employee Reactions to the Implication of a Permanence Management System*

Douglas Lee Welsh, University of Alabama, *Nursing Home Aide Job Performance Prediction Using the HCQ*

Gary Christensen, *Preemployment MMPI-2 Screening Among Correctional Officers: An Effective Instrument?* coauthor: Stephen Lifrak, Walden University

Holly Osburn, University of Oklahoma, *Beliefs and Values Characterizing Entrepreneurs*; coauthors: **Mary Connelly**, University of Oklahoma, **Brian Decker**, University of Oklahoma

Judy VanDoorn, University of Oklahoma, *Beliefs and Values Characterizing Leaders*; coauthors: Rosemary Schultz, University of Oklahoma, **Michael Mumford**, University of Oklahoma

Juan Benavidez, University of Oklahoma, *Affect as a Predictor of Interpersonal and Cognitive Leadership Behavior*; coauthors: **Whitney Helton**, University of Oklahoma, Brian Decker, University of Oklahoma

Rosemary Schultz, University of Oklahoma, *Using a Process-Based Measure of Cognitive Leadership Behavior*; coauthors: Michael Mumford, University of Oklahoma, Juan Benavidez, University of Oklahoma, Natalie Garland, University of Oklahoma

Whitney Helton, University of Oklahoma, *Affect as a Predictor of Interpersonal and Organizational Integrity*; coauthors: Mary Connelly, University of Oklahoma, Brian Decker, University of Oklahoma

Frank Schmidt, University of Iowa, *Interrater Correlations Estimate Reliability of Job Performance Ratings*; coauthors: **Chockalingam Viswesvaran**, Florida International University, **Deniz Ones**, University of Minnesota

Deniz Ones, University of Minnesota, *The Role of Impression Management on Predicting Managerial Job Performance*; coauthors: Chockalingam Viswesvaran, Florida International University, **Leaetta Hough**, The Dunnette Group

Jessica Sterling, University at Albany, *Affect and Dynamic Self-Regulation*; coauthor Colin L. King, University at Albany

Michael Cullen, University of Minnesota, *The 16PF and the Prediction of Police Officer Corruption*; coauthor: Deniz Ones, University of Minnesota

Roberta Bernhard, San Francisco State University, *Relationship of Emotional Competencies to Motivational Style and Climate*

Deniz Ones, University of Minnesota, *Job Applicant Response Distortion on Personality Scale Scores: Labor Market Influence*; coauthor: Chockalingam Viswesvaran, Florida International University

Paper Session: Friday, 9:00-9:50
Stress, Work, and Family

John Lewis, NOVA Southeastern University, *Florida Stockbrokers Feeling the Heat: Assessing Clinical and Organizational Factors*; coauthor: Gwendy Millward, Center for Psychological Studies

Karen Garris, Brandeis University, *Schedule Fit and Stress-Related Outcomes Among Women Doctors with Families*; coauthor: Rosalind Chait Barnett, Brandeis University

Karen Garris, Brandeis University, *Parent Quality, Job Demands, and Psychological Distress Among Women Doctors*; coauthor: Rosalind Chait Barnett, Brandeis University

Symposium: Friday, 10:00-11:50
Models of Job Burnout: Evaluation and Future Directions

Cochairs: Esther Greenglass, York University, Michael Leiter, Acadia University

Esther Greenglass, York University, *Proactive Coping and Burnout at Work*

Michael Leiter, Acadia University, *Building Engagement With Work: Addressing a Hospital Merger*

Christina Maslach, University of California–Berkeley, *Burnout and Engagement in Work Teams*

Raymond Lee, University of Manitoba, *Aggression in the Workplace and Burnout*

Barry Farber, Columbia University, *Subtypes of Burnout: Theory, Research, and Practice*

Symposium: Friday, 1:00–1:50
Personality and I-O Psychology

Chair: Richard Thompson, Consulting Psychologists Press, Inc.

Robert Hogan, Hogan Assessment Systems, *Personality and Organizational Behavior*

David Donnay, Consulting Psychologists Press, *Personality and Managerial Performance by Industry, Function, and Executive Level*

Michael Cullen, Department of Psychology, University of Minnesota, *CPI and the Prediction of Police Officer Corruption*; coauthor: Deniz Ones, University of Minnesota

Michael Heil, American Institutes for Research, *Personnel Selection Tests: Construct Validity of a Measure of Normal Personality*; coauthors: **Brandy Agnew**, Federal Aviation Administration, Cristy Detwiler, Federal Aviation Administration, Richard Thompson, Consulting Psychologists Press, Inc.

Symposium: Friday, 2:00–3:50
g: News on Its Correlates and Causality

Chair: Frank Schmidt, University of Iowa

Judith Collins, Michigan State University, *IQ and Crime: A Comprehensive Psychometric Meta-Analysis*; coauthor: **John Hunter**, Michigan State University

Linda Gottfredson, University of Delaware, *Health Literacy: More Evidence for the Practical Value of g*

Stephen Petrill, Wesleyan University, *Genes, Environments, and the Covariance Among Cognitive Aptitudes*

Richard Haier, University of California–Irvine, *Brain Imaging Studies and Higher Cognitive Functioning: What is the Neurobiological Basis of Intelligence?*

Paper Session: Friday, 4:00–4:50
Organizational Issues

Mitch Rothstein, The University of Western Ontario, *Need for Closure and Information Use in International Management Situations*; coauthors: Gillian King, Thames Valley Children's Center, **Ilana Barak**, University of Western Ontario

Orenia Yannai, *Solving the Continuity–Entrepreneurship Dilemma in the Family Business*; coauthor: Tamar Milo

Philip Harnden, Lockheed Martin, *Middle Manager Perspectives on Government Organizational Change: Visual SEM Analysis*; coauthors: **Bruce Brown**, Brigham Young University, Tamra Brown, Brigham Young University, Jon Meier, Brigham Young University

Symposium: Saturday, 9:00–10:50
Evolving Concepts of Retirement for the 21st Century

Cochairs: Kenneth Shultz, California State University–San Bernardino, Mary Anne Taylor, Clemson University

Mary Anne Taylor, Clemson University, *Retirement Adjustment: Social, Personal, Psychological, and Organizational Influence*; coauthor: Kenneth Shultz, California State University–San Bernardino

Peter Spiegel, California State University–San Bernardino, *Military Retirement Adjustment: Do Planning and Transferable Skills Help?* coauthor: Kenneth Shultz, California State University–San Bernardino

Harvey Sterns, University of Akron, *Self-Management of Retirement*; coauthor: Anthony Sterns, University of Akron

Dennis Doverspike, University of Akron, *Recruiting, Retiring, and Retaining Older Baby Boomers*; coauthors: Mary Anne Taylor, Clemson University, Kenneth Shultz, California State University–San Bernardino

Paper Session: Saturday, 1:00-1:50
Employee Relations

John Aiello, Rutgers University, *Feedback Sign and Pattern: Impact on Performance, Motivation, and Affect*; coauthors: Joshua Feinberg, Rutgers University, Rebecca Caldwell, Rutgers University, Dami Chung, Rutgers University, Scott Roth, Rutgers University, Jessica Smedley, Rutgers University

Haven Battles, National Cancer Institute, *Pediatric HIV Nurses: What Predicts Burnout and Intentions to Leave?* coauthor: Lori Wiener, National Cancer Institute

Michelle Donovan, Terranova Consulting Group, *Linking HR Employees' Job Attitudes, Turnover, and Customer Satisfaction*; coauthors: **Karen May**, Terranova Consulting Group, Tiffany Boykin, Terranova Consulting Group, Laura Bilskey, Terranova Consulting Group

Paper Session: Saturday, 2:00–2:50
Personality at Work

Mitch Rothstein, University of Western Ontario, *Personality and Group Work: Evaluating Broad and Narrow Predictors*; coauthor: **Chantell Nicholls**, University of Western Ontario

Chung Luk, City University of Hong Kong, *Perception of Interpersonal Conflicts in Organizations*; coauthor: Michelle Yik, The University of Hong Kong

Cynthia Hedricks, Caliper, Inc., *Personality Profile of a Corporate Leader*; coauthor: Harold Weinstein, Caliper, Inc.

Conversation Hour: Saturday, 3:00–3:50
Making Mergers and Acquisitions Work: Advanced Roles for I-O Psychologists

Mitchell Marks, *Making Mergers and Acquisitions Work: Advanced Roles for I-O Psychologists*

Paper Session: Saturday, 4:00–4:50
Selection/Assessment

Elizabeth Weiss, Georgia Institute of Technology, *Age Discrimination in Personnel Decisions: A Reexamination and Extension*; coauthor: **Todd Maurer**, Georgia Institute of Technology

Deborah Abrams, Caliper, Inc., *Validation of the Caliper Computer Aptitude Profile*; coauthors: Cynthia Hedricks, Caliper, Inc., Harold Weinstein, Caliper, Inc.

Bruce Brown, Brigham Young University, *Development of a Multidimensional Qualitative Profiling Instrument*; coauthors: John Pickering, Commonwealth Center for High-Performance Organizations, Inc., Gerald Brokaw, Commonwealth Center for High-Performance Organizations, Inc., Philip Harnden, Lockheed Martin, Marissa Beyers, Brigham Young University

Paper Session: Sunday, 9:00–9:50
Outcomes of Emotional Intelligence, Employee Assistance Counseling, and Sexual Harassment Training Programs

Fabio Sala, Hay/McBer, *Do Programs Designed to Increase Emotional Intelligence Work at Work?*

Mark Attridge, Optum, *Personal and Work Performance Outcomes of Employee Assistance Counseling*

Corey E. Miller, Wright State University, *Effectiveness of a Case-Law-Based Sexual Harassment Training Program*

Symposium: Sunday, 10:00–10:50
Supplementing Traditional Instruction in a Master's I-O Psychology Program

Cochairs: Mark Agars, California State University–San Bernardino, Janelle Gilbert, California State University–San Bernardino

Kenneth Shultz, California State University–San Bernardino, *Role of Internships in Master's Level I-O Training*; coauthors: **Janet Kottke**, California State University–San Bernardino, Mark Agars, California State University–San Bernardino

Janelle Gilbert, California State University–San Bernardino, *Role of Mentoring in Master's Level I-O Training*; coauthor: Mark Agars, California State University–San Bernardino

Mark Agars, California State University–San Bernardino, *Role of Student Groups in Master's Level I-O Program*; coauthor: Janelle Gilbert, California State University–San Bernardino

Janet Kottke, California State University–San Bernardino, *Role of Outcomes Assessment in Master's Level I-O Training*; coauthors: Kenneth Shultz, California State University–San Bernardino

Paper Session: Sunday, 11:00–11:50
Health, Society, and I-O Psychology

Anthony Grasha, University of Cincinnati, *Role of Psychosocial Factors in Pharmacy Dispensing Errors*

Bret Simmons, University of Alaska, *Health for the Hopeful: Attachment Behavior in Home Health Care Nurses*; coauthor: **Debra Nelson**, Oklahoma State University

Elizabeth Smailes, Columbia University, *Quality of Work Life of Young Adults with Personality Disorders*; coauthors: Stephanie Kasen, New York State Psychiatric Institute, Hemian Chen, New York State Psychiatric Institute, Becky Duf, New York State Psychiatric Institute, Patricia Cohen, Columbia University

Paper Session: Sunday, 12:00–12:50
What Works at Work

Kraig Schell, San Angelo, TX, *Characteristics of Spontaneous Response Patterns in a Self-Paced Sequential Task*; coauthor: Anthony Grasha, University of Cincinnati

Fabio Sala, Hay/McBer, *Executive Use of Humor, Managerial Competence, and Emotional Intelligence*

Quantitative Sessions of Potential Interest at the APA Convention in San Francisco

Deniz S. Ones
University of Minnesota

This year the American Psychological Association's annual conference will take place between **August 24 and 28** in San Francisco. During 2000–2001, I served as the program chair for Division 5 (Evaluation, Measurement, Statistics) of APA. (**Wayne Camara** of the College Board was division president.) Many SIOP members helped review programs, and I would like to thank them for their efforts. There are several presentations that have been scheduled as part of the Division 5 program that could be of interest to SIOP (Division 14) members. (Of course, these are in addition to the many excellent sessions that the Division 14 [SIOP] program offers).

Below I have listed some relevant highlights for Division 14. If you are planning to attend the APA conference, we hope that you will have the opportunity to check some of these sessions out.

Selected Highlights from Division 5's Program at the 2001 APA Convention
(Schedule Tentative)

Friday, August 24, 2001

Symposium: 9:00–9:50 a.m.
Methodological Issues in Internet Research: Lessons Learned and Future Directions

Chair: Christina Rodriguez

Christina Rodriguez, *Maximizing External Validity and Using Monetary Incentives in Internet Research*

Samuel Gosling, Jeff Potter, *Half a Million Cases Wiser: Lessons Learned Collecting Internet Data*

Michael Birnbaum, *Making Internet Research Accessible to Scientists and Students*

James Hamilton, Jeanette Waxmonski, *Chat Room Technology in Social Science Research*

Kenneth McGraw, *Interactive Experimental at PsychExperiments: The Technology and the Results*

John Krantz, *Validity Issues in Web-Based Experimental Psychology Research*

Panel Discussion: 10:00–11:50 a.m.
Data Sharing: Who Needs It?

Cosponsored: Division 7
Chair: Wade Pickren
Cochair: Merry Bullock
Cochair: David Johnson
Participants: Harris Cooper, Brian MacWhinney, John McArdle, Jacquelyn James, Russell Church, George Wolford, Sarah Friedman
Discussants: **Alice Eagly**, Kurt Pawlik

Invited Address: 12:00–12:50 p.m.

Chair: Keith Widaman
Niels Waller, *Assessing Causal Models in the Social Sciences: A New Approach to Verisimilitude and Popperian Risk*

Invited Address: 2:00–2:50 p.m.

Chair: A.T. Panter
Lyle Jones, *Multiplicity Personified: A Tribute to John W. Tukey*

Invited Symposium: 3:00 – 4:50 p.m.
Methodological Training for PhD Psychologists: Current Status, Needs, Potential Mechanisms

Chair: Leona Aiken
Leona Aiken, Stephen West, Roger Millsap, *Statistics, Measurement, and Methods Training: Survey of 210 PhD Programs*
Philip Kendall, *Issues in Methodological Training in Clinical Psychology*
Ross Parke, *Issues in Methodological Training in Developmental Psychology*
Harry Reis, *Issues in Methodological Training in Social Psychology*
Stephen West, Leona Aiken, *Training Psychologists for the Next Century of Research Methodology*
Discussant: Mark Appelbaum

Invited Address: 5:00–5:50 p.m.

Chair: Stephen West
Rand Wilcox, *Robust ANOVA and Regression: Basics and Recent Advances*

Saturday, August 25, 2001

Invited Address: 9:00–9:50 a.m.

Chair: Stephen West
Charles Reichardt, *Improving Causal Inference in Research: Design Rules*

Award Address: 10:00–10:50 a.m.
Lifetime Contributions Award

Chair: Gwyneth Boodoo
Presenter: Susan Embretson, *Tests Without Items? Cognitive and Psychometric Basis for Adaptive Online Item Generation*

Invited Address: 2:00–2:50 p.m.

Chair: **Deniz Ones**
Frank Schmidt, *Fixed Versus Random Meta-Analysis Models: The Choice Does Make a Difference*

Invited Address: 3:00–3:50 p.m.

Chair: Oliver John
Gerard Saucier, *Going Beyond the Big Five*

Presidential Address: 4:00–4:50 p.m.

Chair: Mark Appelbaum
Wayne Camara, *Do Accommodations Improve or Hinder Psychometric Qualities of Assessment for Individuals and Groups?*

Social Hour: 6:00–8:50 p.m.
Divisions 5 and 14

Sunday, August 26, 2001

Invited Debate: 11:00–12:50 p.m.
Debating the Structure of Interests and Related Issues

Cosponsored: Division 17
Chair: Deniz Ones
Cochair: Chris Brown
Cochair: Nancy Murdock
Participants: Frederick Borgen, **Gary Gottfredson**, **Jo-Ida Hansen**, Lenore Harmon, Dale Prediger, James Rounds, **Howard Tinsley**, Terence Tracey

Symposium: 3:00–3:50 p.m.
Measurement Error and Reliability

Chair: Frank Schmidt
Frank Schmidt, **Remus Ilies**, *The Multifaceted Characteristic of Measurement Error: An Empirical Examination*
Huy Le, Frank Schmidt, **Kristy Lauver**, *How Reliable are Measures of Job Satisfaction?*
Nathan Kuncel, **Frederick Oswald**, *The Effects of Rounding on the Reliability and Validity of Selection Measures*

Important Mobility Deadlines: Ever Want to be Licensed in Another State?

Barbara A. Van Horne
ASPPB Board of Directors

Receiving a psychology license in another state or province is getting easier. Meeting the qualifications for licensing in another jurisdiction has often been a hassle, particularly for psychologists who've been practicing for some time. Not only have licensing requirements changed over time but supervisors may no longer be available to verify supervised experience. Psychology licensing boards have been aware of this problem and along with the Association of State and Provincial Psychology Boards (ASPPB) have created a way to address potential problems. The Certificate of Professional Qualification (CPQ) provides qualified psychologists with a credential that is already recognized by 12 jurisdictions and 14 more have voted to accept it and are taking the necessary step to implement their decision. An increasing number of psychology boards are also considering the CPQ as a means of easing the licensure process.

In addition to the standard requirements for qualifying for the CPQ, an easier route is currently available to members of both the National Register and the Canadian Register but only until **12/31/2001.** All applicants for the CPQ must have been licensed and practicing independently for a minimum of 5 years on the basis of a doctoral degree in psychology. There also cannot be a history of disciplinary action (more serious than a reprimand) by a licensing board.

Psychologists who don't take advantage of the time-limited National Register/Canadian Register option must either be able to document 2 years of supervised experience, successful completion of both the national exam (EPPP) and an oral examination, or have been awarded an ABPP. (Some requirements are remediable.)

The CPQ was designed to promote mobility for doctoral-level licensed psychologists. ASPPB also offers a *credentials bank* that is available to any doctoral-level psychologist or graduate student, regardless of whether he or she is eligible for the CPQ. With the credentials bank, important data can be archived (e.g. education, documentation of supervision, exam scores) for easy reporting to a licensing board or other entity.

For more information on the CPQ or the credentials bank, access the ASPPB Web site at www.asppb.org and look for the Certificate of Professional Qualification in Psychology (CPQ), or call (334) 832-4580 or send an e-mail inquiry to cpq@asppb.org.

Introducing the Member-to-Member (M2M) Program

Beth G. Chung
San Diego State University

The Membership Committee is kicking off a program designed to help new members acclimate to the profession and SIOP.

Overview of Member-to-Member (M2M) Program

Objectives and rationale. The M2M program is a member-to-member resource program where information will be exchanged between senior and junior members. The goals of the M2M program are to integrate new members into the profession and the Society quickly. Ultimately, it is hoped that this program will help establish a cadre of new members who are active in the profession and the Society.

Who are junior members? Junior members are new members who have joined SIOP in the last 2 years. This program does not include students.

Who are senior members? Senior members are individuals who have been a member of SIOP for 5 or more years.

Matching criteria. Junior and senior members will be matched on geographic location, employment setting (academic, practitioner, etc.), interests, and other preferences.

Committee in charge of program. The Membership Committee is in charge of this program. Based on your location, employment setting, areas of interest, and degree level/type, or ethnicity preferences, the committee will match senior and junior members and inform each as to the means of making contact.

Overall Guidelines for Relationship

The senior member will initiate the first contact with the junior member. First contact should occur within 2 weeks of the senior member receiving contact information. The junior member will initiate subsequent contact (e.g., every couple of months or as needed). The expectation is that the relationship will last for approximately a year. Senior and junior pairs should try to meet in person at SIOP if possible. Suggestions for discussion items during first contact (whether it be in person, e-mail or phone) might be: (a) background information (e.g., where grew up, where obtained degree, current job, etc.), (b) research interests or areas of work expertise, (c) expectations for relationship (e.g., frequency of contact, areas of discussion for future contact, etc.), and/or (d) exchange information on SIOP if junior member has questions. We have purposely structured this program loosely so that individual pairs can determine the course of their relationship.

Expectations and Responsibilities of Senior Members

A senior member *is* a resource person especially in areas regarding SIOP, sharing perceptions about SIOP and its opportunities (e.g., annual SIOP Conference, perceptions regarding what SIOP does, relationship to APA and APS, *TIP*, etc.); explaining how to get more involved in SIOP (e.g., joining committees, submitting proposals for the SIOP conference, participating in social events—5k run, tours, etc.); providing SIOP background/history or directing new member to the appropriate person to get this kind of information; a possible resource person for networking with others in SIOP (e.g., introduce to others at Conference socials, provides suggestions for references if junior member needs a discussant for a symposium proposal, etc.); and someone who may be able to provide early career advice such as what to look for in a job, time management, organizational politics, and so forth.

A senior member *is not* a recruiter used to find the junior member a job, expected to be a life-long mentor (unless the relationship takes this course on its own), expected to commit a lot of time and resources, or expected to chaperone junior member at the SIOP Conference.

Benefits for Participating in the M2M Program

Benefits for senior members:

- Opportunity to give back to one's professional community
- Opportunity to meet a fellow SIOP member—networking
- Help a new member to feel more accepted within SIOP
- Possibility of finding someone with common professional interests that may lead to future friendship/working relationship, and so forth

Benefits for junior members:

- Opportunity to meet another SIOP member—networking
- Obtain information about SIOP
- Become integrated into SIOP quickly
- Acquire other useful information (e.g., early career advice) for integration into the profession
- Possibility of finding someone with common professional interests that may lead to future friendship/working relationship, and so forth

If you are interested in serving as a senior member (someone who has been a member of SIOP for 5 or more years) or signing up as a junior member (someone who has been a member of SIOP for 2 years or less), please fill out the information below and fax, mail, or e-mail this information to M2M Program, SIOP Administrative Office, 520 Ordway Avenue, P. O. Box 87, Bowling Green, OH 43402, Fax: (419) 352-2645, e-mail: lhakel@siop.bgsu.edu. If you have any questions regarding this program, please contact **Joan Glaman** at joan.m.glaman@boeing.com or call (425) 393-6408.

SENIOR MEMBERS PLEASE FILL OUT THIS SECTION

Name: ______________________________

Organization: ______________________________

Mailing address: ______________________________

City/State: ____________________ Zip code: __________

Phone: ____________________ Email: ____________________

Type of employment (e.g., academic, consulting, industry, etc.) __________

Topical interests/Areas of specialty (e.g., selection, diversity, coaching, etc.):

____

Degree type: (e.g., MA, MS, PhD, DBA, PsyD, etc.) __________

Degree area: (e.g., I-O, OB, HR, Social, Clinical , etc.) __________

Are you an ethnic minority?* Yes ☐ No ☐ If yes, specify ethnicity: __________

**NOTE: Ethnicity will only be used for matching purposes in case a junior member prefers to be matched with someone from a similar ethnic background.*

JUNIOR MEMBERS PLEASE FILL OUT THIS SECTION

Name: ______________________________

Organization: ______________________________

Mailing address: ______________________________

City/State: ____________________ Zip code: __________

Phone: ____________________ Email: ____________________

Type of employment (e.g., academic, consulting, industry, etc.) __________

Topical interests/Areas of specialty (e.g., selection, diversity, coaching, etc.):

____

Please indicate if you have specific preferences for a senior member (e.g., degree level — MA, Ph.D., etc.; degree area—I-O, HR, OB, clinical, etc.; ethnic minority—specify ethnicity):

____

____

The SIOP Consultant Locator System

Dale Smalley
Philip Morris, USA

Wanda Campbell
Edison Electric Institute

The Consultant Locator System was introduced at the recent Conference in San Diego, and it was clear the system caught many by surprise. This article provides some background on where it came from and why it is here. Contrary to a popular song, it started with the recognition that "people who need people..." can sometimes be the most frustrated people in the world, and this is a bad thing.

In this age of rapid information expansion it seems clear consumers expect, demand, and perhaps, take for granted, that anything they want to know, and increasingly, anything they want to do (virtually), can be found online. For example, advances in information technologies are now permitting diners to not only consider a restaurant's menu and customer ratings but to also sample its ambiance by scanning a 360-degree digital image of its interior. In the foreseeable future, diners will be able to see images of restaurant feature dishes with accompanying scents produced by peripheral aroma-producing devices. The bar on information consumer expectations is being raised rapidly.

Against this context, it should not be surprising to find many consumers expecting the search for information about helping professionals to follow suit. And yet, prominent Web sites designed to provide information to allow visitors to find doctors, dentists, optometrists, and the like usually do little more than provide a means for users to sort a large list of providers by specialty, location, and name. Not bad, compared with what we all had to do to find a specialist a few short years ago, but consumers must still do more investigating to find the rest, and sometimes the real information of interest. Trouble is, people have little time for investigations these days and their expectations predispose them to demand more.

Initial System Development

As consumer expectations were becoming acute, businesses and scientists were struggling, as always, with "people problems" and questions, while SIOP possessed a Web site and several thousand professional members with KSAs to solve people problems. Some SIOP members saw the gap and wanted to do something. The predictable response to these kinds of situations is to convene a committee, and indeed, that's exactly what the SIOP leadership did in 1998. **Jeff Schippmann**, the current chair of the Professional Practice Committee, co-opted an existing task force and convened another and challenged them both to find better ways to match people with problem solvers. The pre-existing task force, comprised of **Rodger Ballentine**, **Gary Carter**, and headed by **Wanda Campbell** was charged with developing an online equivalent to a networking system—a communications device to permit psychologists to identify peers with significant experience and know-how capital in specific areas of interest. Certainly, teachers, researchers, and practitioners occasionally need or want to confer with someone about a topic or issue, and it was believed a directory hosted on the SIOP Web site would aid knowledge sharing within SIOP. **Dale Smalley** (chair), **Allan Church**, and **Earl Nason** were asked to work on a second task force because it was recognized that many of the hits to the SIOP Web site and an increasing number of calls to the SIOP Administrative Office were coming from outside of the Society, particularly from nonprofessionals seeking advice and assistance from I-O psychologists. We needed an online system to enable visitors to find help.

Each task force conducted a series of telephone conferences over preliminary plans and designs, and eventually they collectively came to the realization that one fundamental process for matching clients to service providers could be designed to fit the missions of both groups. The task forces were combined at that point, and then other issues came into view, such as the question of how to represent individual consultants, sole proprietorships, small consulting firms, and large consulting firms collectively in a single system, and the issue of how to characterize individuals with predominant research interests along with those who focus more on consulting.

Still another issue that evolved was the question of whether the initial focus should be on providing a service to the public or whether the group should initially concentrate on the networking needs of the members. In the end it was decided to do both, but it was clear that the needs of the public could not be ignored or delayed. First of all, addressing public needs provided a rationale to charge fees to consultants hoping to be contacted by system users. As noted above, the SIOP Administrative Office has been and is still receiving calls on a regular basis from individuals and organizations inquiring about I-O psychology products and services, and therefore, there was good reason to suspect the system would be a boon to providers. Plus, those fees enabled SIOP to underwrite the development and administration costs of the system. Second, it was believed the system would advance the visibility of the profession by expanding the points of contact with our membership.

A Taxonomy of Expertise

The combined task force sought to address these opportunities by developing a taxonomy of possible areas of expertise within I-O psychology as a whole. The intent was to provide a coherent representation of the research and practice foci of one division of psychology, and as a result, to provide a

means by which possible clients could declare their needs and a corresponding means by which service providers could declare their special capabilities. This shared structure provided the basis for matching consultants to users in a more precise manner.

After several iterations, the members of the task force agreed on a taxonomy, and then they worked on language to communicate it to others. This proved to be a challenging problem because the resulting process needed to be useful to both I-O psychologists and individuals who are not familiar with psychological terminology. The task force opted to create two different descriptions of their classification structure. It was envisioned that the Web site should enable a user to indicate whether professional/technical terms or business language would be preferred and the system would then present the corresponding matching vernacular for the ensuing matching process. Perhaps the cleverest aspect of this evolving scheme was that the system would actually enable both types of users essentially to self-diagnose their presenting needs. The process for both groups is to move from general to more specific questions and probes to arrive at a specific topic of interest as presented by the underlying taxonomy.

Addressing the Needs of Multiple Users

The task force expanded the system still further by enabling both types of users to go beyond a classification of their needs to identify their preferences, even though these requirements might have little to do with their actual presenting problems. Nevertheless, the system was adapted to enable users to express these desires, and as a result, it permits everyone to get a fix on both their needs and wants at the same time. For example, it should be possible for a business person to enter the system with general concerns about the performance of some managers in a remote division office of her company to obtain a list of providers with offices in China that have consultants with experience in say, administering and supporting multirater assessments of middle managers in chemical companies. The resulting list generated by the system contains all the contact information a user might desire, including office and e-mail addresses and links to Web sites.

Developing a complicated process is always challenging, and this system was no exception. One challenge was the question of how to enlist members of SIOP. To make the system work optimally, it needed to be capable of identifying a range of research and practice consultants to ensure their combined areas of expertise would cover the entire underlying taxonomy of the system and the profession. At the same time, it needed to embrace the possible preference areas that clients might choose. It would simply not do to have a user diagnose his or her needs and declare preferences and then discover no professionals available to help. The system needed to include a large and diverse sample of Members of the Society to work properly, and it needed to capture a lot of details about the capabilities of each enrollee. **Milt Hakel**, who had begun to work with the task force earlier, was now compelled to devote far more time and effort to the project. **Jim Miller** and his staff at Questar also provided support. The combined team, with Milt's capable guidance, worked out an enrollment questionnaire based on the original taxonomy and then solved the myriad of problems associated with distributing it by e-mail to all members of the Society and collecting the ensuing responses and fees.

The information from the enrollment questionnaire provided the truly key ingredient to make the system work because it collected information about each member's areas of expertise and other characteristics that might match user needs and preferences. Once the code was written to enable the user-query process to access the member enrollment data, the Consultant Locator System was born.

Choosing a Name

The choice of the name for the system is indicative of other questions and issues the task force faced. In earlier stages of development, the Consultant Locator System was usually described or known as a "Referral System." However, some individuals on the Executive Committee believed it was inappropriate, and perhaps illegitimate, for the Society to "recommend providers" to others, or to host such a system on an APA division Web site. Some thought we might face liability challenges and charges from clients who felt wronged after engaging a consultant identified with the system. Still other concerns were raised about the possibility that the system would inevitably put too much emphasis on practice versus research and unavoidably favor one category of consultants over another (i.e., the larger consulting organizations with offices in more than one city over small firms and sole practitioners).

There are at least two arguments for using the Consultant Locator System: First, our profession, like any true profession, has a covenant— a duty of care —with society. Our education and training has provided us with gifts we are obliged to share with others in the form of service. The Consultant Locator System simply enables and facilitates the connections that *should* occur between those who need our products and services and those who have the specific types of expertise to provide exactly what is needed. The Consultant Locator System gives us a contemporarily relevant means to honor the covenant, and it gives ordinary people an effective way to get the service from us they deserve. Plus, if it is indeed true that consumers have higher expectations about the quality and amount of information available on the Web, we may be obliged to provide this kind of system.

Second, the system by its very nature mirrors the natural types of transactions clients seek to conduct with members of our profession. For

instance, if system users choose more frequently over time to engage large consulting organizations rather than smaller firms, it will not be because the system is biased. It will be because the users are biased and we should, therefore, expect them to show the same tendencies in the marketplace. It is our hope, however, that the Consultant Locator System will enable users to be more effective consumers by enabling them to more precisely and clearly identify what they like, want, and need.

Future Developments

What happens next? Where do we go from here? Most of us are probably using a 5.0 or later version of a word processing program on our computers, and so it follows we should expect multiple versions of the Consultant Locator System over time. Certainly the CLS must be made more relevant to, and prominent with, our more research-oriented members. Individuals in a group that purports to be a "Society" should have effective ways of connecting and sharing with one another. A group of individuals representing the interests of SIOP will likely be charged with discovering ways to enhance the functionality and features of the System to make it more effective in the eyes of both users and professionals enrolled in it. A number of suggestions made by Members are already under consideration. The Consultant Locator System is a good thing, and we can expect its benefits to increase in number and become more significant over time. At the same time, we should also recognize the bar will continue to rise and we likely will be struggling, as always, to find ways to clear it. Any Member or Fellow of the Society can help simply by enrolling in the system.

Tips for Talking With the Media

Anne Marie Carlisi
Carlisi & Associates

As we learned from the survey reported by Gasser, Butler, Anderson, Whitsett, and Tan in the April 2001 edition of *TIP*, most of the business leaders surveyed had never heard of the field of I-O psychology. According to the authors, this lack of recognition of I-O psychology results in our profession being underutilized and underappreciated by business when there are many human resource problems that I-O psychologists really should address. A primary objective of the SIOP Visibility Committee is to promote I-O psychology to business and other areas of psychology. One of the ways we are doing this is to create more opportunities for SIOP members to be acknowledged as experts in the media on issues that are important to business leaders.

The good news is that reporters and writers are seeking out more SIOP members. These are great opportunities to share our expertise with the general public and provide greater visibility for SIOP and its members. If you are contacted by the media please take advantage of the opportunity to raise the profile of our profession and SIOP. Mention that you are a member of SIOP and take the opportunity to educate the media about what I-O psychology is and what SIOP is. Below are some useful talking points.

- I-O psychologists specialize in improving the performance of business and government organizations by improving the performance and well-being of individuals, teams, and groups.
- SIOP is an international group of approximately 6,000 I-O psychologists working as researchers, consultants, faculty members, and corporate managers. SIOP is a diverse group with one overarching interest, improving the effectiveness of people and organizations.
- Thousands of companies and organizations have recognized the value that I-O psychologists bring to bear on making workplace improvements such as selecting highly qualified people, measuring employee performance, enhancing the quality of the work environment, developing training and development programs, and improving employee retention.
- SIOP's Website at www.siop.org has a special section for media. Click on "Media" for more information about SIOP and to gain access to a database of 450 SIOP members who have expertise in different aspects of improving organizational and employee performance.

Remember, please respond promptly when contacted by a member of the press. They usually have very short deadlines and may not be able to wait days or even hours before their story has to go to press. And if you are quoted in the media, please send a copy of the story to the SIOP Administrative Office, PO Box 87, Bowling Green, OH 43402. SIOP is interested in collecting and sharing stories about our **Members in the News**.

Seventh Circuit Rules Favorably Regarding Use of Banding

David W. Arnold,
Reid London House

On May 3, 2001 the 7th U.S. Circuit Court of Appeals held that treating employment examination scores within a certain range as identical does not violate Section 106 of the Civil Rights Act of 1991. See *Chicago Firefighters Local 2, et al. v. City of Chicago, et al.* Nos. 00-1272, 00-1312, 00-1313, 00-1314 and 00-1330.

According to the Civil Rights Act of 1991 (CRA), it is an unlawful employment practice to adjust the scores of, use different cutoff scores for, or otherwise alter the results of employment-related tests on the basis of race, color, religion, sex, or national origin. In the above-referenced case, a White firefighter alleged that the City of Chicago's use of banding constituted a violation of this provision of the CRA.

While the 7th Circuit panel acknowledged that the use of banding has been upheld as an acceptable professional practice in a variety of cases (e.g., *Boston Police Superior Officers Federation v. City of Boston*, 147 F.3d 13, 24 (1st Cir. 1998), *Officers for Justice v. Civil Service Commission*, 979 F.2d 721 (9th Cir. 1992), the court emphasized that whether banding constitutes unlawful race norming is one of first impression.

The opinion's initial comment regarding the issue indicated that the court had "…no doubt that if banding were adopted in order to make lower Black scores seem higher, it would indeed be a form of race norming, and therefore be forbidden." However, the court stated that banding is not race norming per se. In its opinion, the court recognized that banding is a universal and normally unquestioned means of simplifying scores by eliminating meaningless gradations. "Any school that switches from number grades to letter grades is engaged in banding." In fact, the court opined that even number grading systems are commonly banded. For instance, if an examination contained 200 items, an individual answering 199 items correctly might commonly receive a score of 99%—the individual has been place in a band. In essence, the court recognized that making distinctions in examination scores can sometimes "…be misleading rather than illuminating."

While the 7th Circuit held that in this particular case the City of Chicago's use of test score banding did not constitute unlawful race norming, it is important to note that banding is not lawful per se. Arguably, the practice is best legitimized from the perspective that it aids in the interpretation of test data and is appropriate from a scientific (e.g., measurement error) and/or common sense perspective.

Update: Ad Hoc Committee on the Revision of the SIOP Principles

Dick Jeanneret, Chair

In spring of 2000, an Ad Hoc Committee was appointed to determine whether a revision to the *Principles for the Validation and Use of Personnel Selection Procedures* dated 1987 was necessary in light of the latest *Standards for Educational and Psychological Testing* (AERA, APA and NCME, 1999), as well as other developments that have taken place in the science and practice of I-O. The Committee had its first meeting in July 2000, and at that time defined its purpose, evaluated its composition, determined a need for an advisory panel consistent with the process used for previous revisions to the *Principles*, developed a strategy, outlined a plan of action, and prepared a schedule and budget for submission to the Executive Committee. At the fall 2000 Executive Committee meeting, the proposal was accepted and funding was approved to support the continued efforts of the Ad Hoc Committee.

Since the initial meeting, we have met on three other occasions and we have a lengthy meeting planned for July 2001. We anticipate submitting our first complete draft of the revisions to the Executive Committee and advisory panel by the fall of 2001. (Our initial projection was to have this draft by June 2001, but we clearly underestimated the amount of revision that we have deemed to be necessary.)

The hard working members of the Committee are **Marcy Andberg, Steve Brown, Wayne Camara, Wanda Campbell, Donna Denning, Jerry Kehoe, Jim Outtz, Paul Sackett, Mary Tenopyr, Nancy Tippins**, and **Shelly Zedeck**. Our team is working very well together, and we are confident that the membership will find the upcoming revision to our *Principles* to be a very worthwhile undertaking.

FUTURE SIOP CONFERENCES

2002
April 12–14 - Sheraton Centre Toronto

2003
April 11–13 - Orlando Hilton

2004
April 2–4 - Sheraton Chicago

Secretary's Report

Janet Barnes-Farrell

The spring meeting of SIOP's Executive Committee and committee chairs was held on April 29 and 30, 2001 in San Diego, California. Highlights of decisions and topics of discussion at the meeting follow.

Bill Macey announced that the four proposed bylaws amendments presented to the membership were all approved during the recent elections.

Wanda Campbell and **Dale Smalley** reported that the new Consultant Locator System is now operational. The system has received a very positive response. There was some discussion of who the participating consultants are intended to be and who the intended users of the system are. The appropriateness and implications of including consultant licensure status as a search field in the locator system was debated. After extended discussion, it was agreed that the issue should be addressed by the Licensure Task Force before a final decision is made about including this search field in future versions of the Consultant Locator System.

Adrienne Colella described impending changes in the program submission and review process for the SIOP Program. Additional funds to implement these changes were approved with an Executive Committee Emergency Action. For 2001, some features of the old structure will be in place (e.g., paper submission, paper program), but eventually all advertising, submission, review, and program production/publication will be Web based.

Several surveys relating to Society operations that are currently underway or in the development stage were discussed. The minority survey and the new member survey are both scheduled to be presented on SurveySage during May. The general member survey will be prepared during the summer. It was also noted that a data collection mechanism for collecting immediate feedback and suggestions on the SIOP Conference is needed. The SIOP Conference committee will consider how this might be handled for the next Conference.

A proposal to implement a SIOP-sponsored student electronic mailing service was approved. The proposal for an unmoderated student electronic mailing service list, to be hosted by APA, was developed by the Electronic Communications Committee in response to student requests for additional opportunities to network with one another.

Ed Salas announced that Jossey-Bass (publisher of SIOP's Frontiers, Practice and the new HRSolutions series) is going to launch a service that will allow people to download chapters from our book series.

On behalf of the SIOP Foundation, **Paul Thayer** expressed thanks to Ed Salas and his colleagues who won the Owens Award, for returning their $1,000 award check to the Foundation. The Foundation has now put funding in place for the Small Grant Proposals program and the Educating the

Public initiative. The first round of small grant proposals is being solicited this year.

Diane Maranto announced that Raynard Kington, new director of the Office of Behavioral and Social Science Research at NIH, is very interested in large research initiatives on the general topic of work and health. He is looking for guidance from I-O psychologists who can inform him about the feasibility of large-scale research on this topic.

Financial Officer **Ray Johnson** reported that the Society is in good shape financially at this point in the fiscal year. He noted that two new initiatives implemented by the Professional Practices committee, JobNet and the Consultant Locator Service, are both operating at a profit.

Gary Carter explained that SIOP has been subscribing to a service known as ProfNet, which assists the Society in making connections with the media. This has been helpful in meeting the Society's goal of raising the visibility of our profession and the work of our members. After some discussion of alternatives, a proposal was approved to provide the Administrative Office with additional funds to hire part-time help to carry out tasks in support of ProfNet.

Sunset review recommendations for the Awards Committee, the Long Range Planning Committee, and the State Affairs Committee were presented. Several modifications to the operations of each committee were recommended by LRP. Continuance of all three committees, incorporating these changes, was approved.

Mort McPhail and **Mickey Quiñones** described the ongoing work of the SIOP Task Force on Licensure, which is charged with defining the meaning of a licensable I-O psychologist. They also summarized recent proposals by the APA Committee on Licensure and Accreditation that prompted formation of the task force. There was extended discussion of the importance of this issue for our field and the ways that we can most effectively respond to this situation, both with respect to APA and with respect to state legislation and regulations.

Katherine Klein presented a new mission statement for the Society that was developed at the winter meeting of the Long Range Planning Committee and revised in response to input from Executive Committee members and committee chairs. After discussion, the new mission statement was approved with minor revisions.

Laura Koppes noted that there was considerable interest expressed during the Conference in developing a forum for directors of I-O graduate programs to exchange information among themselves.

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

Report on the Sixteenth Annual Doctoral Consortium

Martha Hennen
The Pittman McLenagan Group, L.C.

Donna Chrobot-Mason
University of Colorado at Denver

The 16th annual I-O Doctoral Consortium was held on Thursday, April 26, 2001, preceding the SIOP annual Conference in San Diego. It was our pleasure to host 39 advanced students representing 37 different doctoral programs. The students met their peers from other programs and participated in several sessions providing helpful advice from speakers who represented several professional avenues available within I-O psychology.

Our day began at 8:30 a.m. and ended at 4:30 p.m. After a welcome and introductory icebreaker and mixer session, **Nancy Tippins** discussed her experiences as an I-O psychologist working in industry, encouraging students to investigate their individual goals and identify opportunities for achieving those goals. Next, students attended one of two concurrent morning sessions. **Steven Rogelberg** conducted a dynamic interactive session investigating means of successfully combining good research and teaching activities in academia. Concurrently, **Kathleen Lundquist** discussed the influence of litigation on the pursuit of I-O psychology in applied practice. After lunch, **John Hollenbeck** discussed the publication process at *Personnel Psychology*, encouraging students to become active participants in publishing and reviewing work in the field. In the early afternoon, students and presenters had an opportunity to interact closely in informal roundtable sessions where each of the speakers hosted a small group discussion on a career-related topic. Students appreciated the opportunity for more informal interaction with the various presenters. The afternoon concurrent sessions featured **Mike Campion** providing practical tips on starting your own consulting business in I-O, while **Stan Gully** and **Jean Phillips** presented their slightly different perspectives on early careers in an academic setting. The day ended with a question-and-answer session designed to address students' interests and concerns about careers in I-O psychology.

Overall, the students were very positive in their reactions to and evaluations of the Consortium. Not only were the attendees able to gain insight about careers and opportunities for working in I-O from prominent figures in the field, but they were also able to make new professional contacts and develop new friendships (we ate very well, too).

We would like to thank all of the presenters who graciously volunteered their time, insights, and energy. We are lucky to have such talented and dedicated professionals in our field willing to share their knowledge and experience, and the field is better for it. We also want to thank Lee Hakel and the SIOP Administrative Office, **Ron Johnson,** and **Mickey Quiñones** for their help throughout the planning process.

2001 SIOP Award Winners

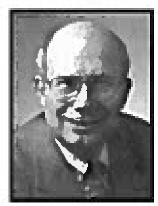
Timothy A. Judge
University of Iowa

The SIOP Awards Committee has completed its major work for the year—selecting the 2001 award winners! I would like to thank the committee members (identified at the end of this column.). I especially wish to thank the four subcommittee chairs—**Rich Klimoski** (McCormick Award), **Joe Martocchio** (Wallace Award), **Allan Church** (Myers Award), and **Dan Turban** (Owens Award). I should note that since one of my articles was nominated for the Owens Award, Dan and his committee dealt directly with **Nancy Tippins** and the SIOP Executive Committee. A special thank you to Lee Hakel and her staff at the SIOP Administrative Office, who made my job much easier. Thank you one and all!

On behalf of the SIOP Awards and Executive Committees, I am delighted and honored to present the 2001 SIOP Award Winners. These individuals and teams were recognized for their outstanding contributions to I-O psychology at the 2001 Annual Conference held in San Diego. Congratulations to all the following award winners!

Daniel R. Ilgen

Distinguished Scientific Contributions Award



Daniel R. Ilgen (Michigan State University) is recognized for his significant theoretical and empirical contributions to the fields of performance appraisal, feedback processes, and individual and group decision making. In addition, his 24-year commitment to and involvement with the journal, *Organizational Behavior and Human Decision Processes*, as editorial board member, associate editor and editor, has helped to shape our discipline. He continues to contribute in a variety of ways to our understanding of psychological processes and their impact on important organizational actions and activities.

David P. Campbell

Distinguished Professional Contributions Award

David P. Campbell (Center for Creative Leadership) is recognized for his many professional contributions to industrial-organizational psychology, including his work on the Strong-Campbell Vocational Interest Blank (SVIB), which continues to be one of the most widely used devices in the world for occupational counseling. Dr. Campbell also is recognized for his leadership of the Center for Creative Leadership (CCL) and, most recently, his development of a series of assessment devices for career interests and skills, among other assessments.

James Farr

Distinguished Service Contributions Award

James Farr (Pennsylvania State University) is recognized for his outstanding service contributions. Among his many contributions to SIOP, Dr. Farr served as Division 14 representative to the American Psychological Association, served on the SIOP Executive Committee, was editor of *The Industrial-Organizational Psychologist (TIP)*, and was SIOP president in 1996–1997. During his presidency, Dr. Farr's two most significant accomplishments were to increase the visibility of SIOP internationally and to emphasize the importance of pro bono work by SIOP members.

Dan Cable

Ernest J. McCormick Award for Early Career Contributions

Dan Cable (University of North Carolina) is recognized for his early career contributions to I-O psychology. Dr. Cable (PhD, Cornell University, 1995) is recognized for his pioneering research on person-organization fit and careers.

Jose Cortina

Ernest J. McCormick Award for Early Career Contributions

Jose Cortina (George Mason University) is recognized for his early career contributions to I-O psychology. Dr. Cortina (PhD., Michigan State University, 1994) is recognized for his research that has advanced understanding of data analyses and research methods in applied psychology.

Timothy A. Judge, Chad A. Higgins, Carl J. Thoresen, and Murray R. Barrick

William A. Owens Scholarly Achievement Award




Timothy A. Judge (University of Iowa), Chad A. Higgins (University of Washington), Carl J. Thoresen (Tulane University), and Murray R. Barrick (Michigan State University) are recognized for the best article published in I-O psychology in 1999. (Judge, T. A., Higgins, C. A., Thoresen, C. J., & Barrick, M. R. [1999]. The Big Five personality traits, general mental ability, and career success across the life span. *Personnel Psychology, 52,* 621–652.)

Eduardo Salas, Janice A. Cannon-Bowers, Joan H. Johnston, Kimberly A. Smith-Jentsch, Carol Paris

M. Scott Myers Award for Applied Research in the Workplace





Eduardo Salas (University of Central Florida), Janis A. Cannon-Bowers, Joan Hall Johnston, Kimberly A. Smith-Jentsch, Carol R. Paris (Naval Air Warfare Center, Training Systems Division), are recognized for their program of research, Tactical Decision Making Under Stress (TADMUS), that contributes to our understanding of and improvement of decision making under stress.

Robert E. Ployhart

S. Rains Wallace Dissertation Research Award

Robert E. Ployhart (University of Maryland) is recognized for his dissertation, "A Construct-Oriented Approach for Developing Situational Judgment Tests in a Service Context." Dr. Ployhart received his PhD from Michigan State University, where Ann Marie Ryan served as chair of his dissertation committee.

Lisa M. Donahue, Donald Truxillo, and Lisa M. Finkelstein

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

Lisa M. Donahue (George Mason University), student first author, and Donald Truxillo (Portland State University) and Lisa M. Finkelstein (Northern Illinois State University), co-authors, are recognized for their poster, "Comparison of Three Approaches for Dealing with Aberrant Angoff Judges."

Jennifer Palmer

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

Jennifer Palmer (University of Tennessee) is recognized for her paper, "Organizational Dynamics and Creativity."

Photo Highlights from SIOP 2001 Awards Ceremony

2001 SIOP Awards Committee Members

Wally Borman
Dan Cable
Mike Campion
Allan Church
Jan Cleveland
Adrienne Colella
Jason Colquitt
John Cordery
Angelo DeNisi
Bob Dipboye
Fritz Drasgow
Steve Gilliland
Maynard Goff
Irv Goldstein
Milt Hakel
Paul Hanges
Michael Harris
Scott Highhouse
John Hollenbeck
Chuck Hulin
Rich Klimoski
Amy Kristof-Brown
Gary Latham
Jeff LePine
Fred Mael
Jennifer Martineau
Joe Martocchio
Fred Morgeson
Elizabeth Morrison
Ray Noe
Deniz Ones
Cheri Ostroff
Jean Phillips
Ed Salas
Neal Schmitt
Steve Scullen
Lynn Shore
Jim Smither
Cindy Stevens
Lynn Summers
Mary Tenopyr
Paul Thayer
Dan Turban
Vish Viswesvaran
Susan Walker
Connie Wanberg
Sandy Wayne
Bob Wood
Shelly Zedeck
Jing Zhou

New SIOP Fellows for 2001

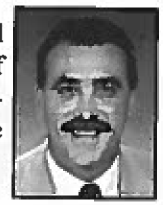
Jeanette N. Cleveland
The Pennsylvania State University

The Fellowship Committee is pleased to announce that based on its recommendations, the SIOP Executive Committee has elected the 11 persons listed below as Society Fellows in 2001. These 11 new Fellows are pictured below, with a brief description of their contribution to the field and the profession. We congratulate the new Fellows!

Neil R. Anderson

Dr. Anderson (Professor, Goldsmiths College, UK) is awarded Fellowship for his outstanding international contributions to personnel recruitment and selection and individual assessment procedures as they relate to selection decision making. He has also been a major figure in work psychology within the UK and Europe.

Bruce J. Avolio



Dr. Avolio (Professor, Binghamton University) is awarded Fellowship for his outstanding contributions in the areas of leadership, team development, and age and work performance. His work has had a significant, international influence on both the research and practice of leadership.

Fred E. Dansereau

Dr. Dansereau (Professor, State University of New York, Buffalo) is awarded Fellowship for his significant and programmatic research on leadership theory, specifically, vertical dyadic linkage theory, and his theoretical and methodological contributions concerning multiple levels of analysis.

Harrison G. Gough

Dr. Gough (Retired, University of California–Berkeley) is awarded Fellowship for his outstanding contributions in applied psychology, specifically, normal personality measurement. One instrument, the California Psychological Inventory, has been translated into more than 40 languages and is one of the best constructed and most thoroughly validated measures of normal personality.

Marilyn Koch Gowing

Dr. Gowing (Vice President of Public Sector Consulting and Services, Assessment Solutions, Inc.) is awarded Fellowship for her excellence in applying the scientist-practitioner model to the transformation of a bureaucratic research organization to a state-of-the-art, reengineered center. Further, she has written in areas of downsizing, restructuring, and revitalization.

A. Catherine Higgs

Dr. Higgs (Executive Research Director, Allstate Insurance Company) is awarded Fellowship for service to SIOP and the profession of I-O psychology in terms of continued excellence in service to SIOP committees and leadership in the development and implementation of leading HR practices, especially in the use of surveys in strategic decisions.

Ellen Ernst Kossek

Dr. Kossek (Professor, Michigan State University) is awarded Fellowship for her outstanding contributions in work–life research. She is a leader in understanding how work–family policies affect employees, specifically, the relationship between organizational policies and caregiving decisions.

Rodney L. Lowman

Dr. Lowman (Professor, Alliant University) is awarded Fellowship for his leadership in enhancing awareness of ethical issues in research and practice, his successful integration of clinical and industrial and organizational psychology practice, and his service to SIOP and APA.

Deniz S. Ones

Dr. Ones (Associate Professor, University of Minnesota) is awarded Fellowship for her outstanding contributions in two substantive areas: personality measurement and integrity testing for personnel selection and job performance measurement. She has published often using meta-analyses to address research questions and applying meta-analysis to assess the validity and generalizability of GREs.

Robert P. Vecchio

Dr. Vecchio (Professor, University of Notre Dame) is awarded Fellowship for his outstanding contribution in several areas including leadership and supervision, employee motivation, individual and relational differences, and negative emotion in the workplace.

Chockalingam Viswesvaran

Dr. Viswesvaran (Associate Professor, Florida International University) is awarded Fellowship for his outstanding contribution in two substantive areas: personality measurement and integrity testing for personnel selection and job performance measurement. He often uses meta-analyses to address research questions and has conducted research on the application of psychology to improving the quality of work life and promoting the safety, health, and well-being of workers.













SIOP Fellowship Committee, 2001

Jeanette N. Cleveland
The Pennsylvania State University

Description of the Fellowship Process

Periodically, it is useful to describe and clarify the nomination process of the SIOP Fellowship Committee, the importance of the roles of the nominator and the endorsers and what the Fellowship committee does with the nomination packet. This year's nomination deadline is **November 1, 2001.**

Nomination Process

The process begins when a SIOP member or Fellow contacts a potential candidate who he or she believes is deserving of Fellow status. The following are key initial considerations:

The Prospective Candidate/Nominee

- Is a Society member for no less than 2 years at the time of election.
- Preferably completed PhD more than 10 years before.

Self-nominations are not permitted within SIOP. Once an individual agrees to be nominated, he or she sends a vita or resume to the nominator. In addition, the candidate should include a summary identifying unique and outstanding contributions to the field with supporting evidence of impact.

Nominator Role

At this point, the nominator role becomes critical. The nominator has an extremely important role and coordinates the full nomination process until the completed nomination packet is submitted to the Fellowship Committee chair.

The nominator is the person who contacts the Fellowship Committee chair to request application materials, contacts endorsers (individuals who write additional letters of support), insures that the application meets SIOP and/or APA/APS requirements, and submits the materials to the SIOP Fellowship Committee chair by the due date.

All conversations and materials regarding the nominee should take place between the nominator and the endorsers. There is little reason to expect that endorsers would be contacted by or converse directly with the candidate/nominee.

- The nominator must be either a Member or Fellow of SIOP.
- The nominator is responsible for insuring that 3 endorsers (minimum) are APA members in good standing and are Fellows of the Division (14). If the candidates would like APS Fellow status, one of the endorsers must be an APS member in good standing.
- The nominator is responsible for contacting all endorsers directly. Nominees at no time directly contact individuals who will write letters of support (endorsers).

- The nominator completes (typed preferably) the APA Fellowship Application Form, provides a nominating letter, and completes the APA worksheet and evaluation form.

Endorser Role

The endorsers write letters supporting the nomination of an individual for Fellow. They are responsible for sending their letters (and APA worksheet) to the nominator at the required time. Letters of recommendation are not sent directly to the SIOP Fellowship Committee chair or a committee member; rather they are collected by the nominator to be copied and mailed along with other application materials.

What Makes a Strong Fellowship Nomination?

(Adapted from the APA Fellowship Status Manual, 1994.) *Author's note: in the following paragraphs the term sponsor encompasses both nominator and endorser.*

- At least one letter should be from an individual with whom the nominee has *never* had a continuing personal association, for example, as a former student, former professor, co-faculty or agency member, or collaborator. Fellows in the division sponsoring the nomination often are effective sponsors.
- Several letters that independently address several of the same points about the nominee's impact are generally more convincing than letters which refer to different contributions.
- A set of sponsors, all of whom are from the nominee's immediate department or agency, or who are colleagues with whom the nominee has worked closely, is NOT convincing and suggests limited impact. Indeed, a majority of letters from persons who work closely with the nominee should be discouraged. A more diverse set of sponsors is likely to be more impressive.
- An example of an endorsement which would require additional elaboration is "Dr. X is obviously qualified; should have been a Fellow years ago." Such "endorsements" are sometime signed by eminent Fellows, but they do not help the nominee or the committee.
- Some endorsers state that the nominee has had impact without presenting meaningful evidence for the statement. This assertion is an ineffective statement without evidence.

Criteria (Adapted from the SIOP Administrative Manual)

Detailed evidence from sponsors as to the exact nature of the candidate's contributions is critical. It is not enough to know that the candidate was instrumental in establishing the "X" Center for Excellence in an Area in "Y" city. To assess accurately the unusual and outstanding aspects of such a contribution, one should also know how (the nominee) was instrumental and what was significant to the field of psychology.

The nature of one's contribution(s) is examined in terms of scholarship and influence on the field of psychology/advancement of psychology. The nature of one's contribution(s) has impact that can be characterized as (a) unusual, positive, having long-term effects; (b) influential on person, organization or society at large and (c) broad if not deep (i.e., some impact on a large number or extensive impact on one).

An I-O psychologist cannot influence the field of psychology if he or she does not publish or communicate about it. Further, the evidence must be in the public domain. This would, of course, include symposia, workshops, invited addresses and so forth.

- Beyond knowledge of a candidate's contribution that is found in the public domain, Fellowship Committee members ultimately must rely on the source otherwise most readily available, and presumably the most knowledgeable: testimonials of those who support the candidate's nomination.
- By evaluating a testimonial in terms of its informative value and credibility, it is very likely one of the best sources of evidence the Fellowship committee will have to consider and use for decision-making. (When publications and other sources of information are limited, there should be a larger, more diverse set of testimonials to document the outstanding contribution of the candidate—however, testimonials cannot fully substitute for works in the public domain).
- Additional benchmarks for or indices that are used to evaluate the qualification of a candidate for Fellow status in the Society can be found in the July, 2000 *TIP* and are provided in the nomination packet sent to nominators.

SIOP Fellowship Committee Process: Inside the Black Box

The ten Fellowship committee members are required to be Fellows themselves. The composition of the committee reflects academia, consulting and practice within organizations. Committee members receive one copy of each nomination packet and a set of forms on which to record their comments and assessments of contribution. The Fellowship Committee chair compiles this information and forwards it onto the SIOP Executive Committee which meets in January of each year. The Executive Committee also reviews the information provided by the Fellowship Committee and votes on whether or not to support recommendations.

After the January Executive Committee meeting, the Fellowship chair contacts individuals supported for Fellowship status. At this time, the individual is asked whether they want their materials submitted for consideration for APA and/or APS Fellow. APA materials must be submitted by mid-February and APS materials by early April.

Committee Volunteer Form

Society for Industrial and Organizational Psychology, Inc.

Committees are generally made up in the spring and summer, but you may submit this form at any time. Please submit a completed form to the address given at the bottom of this page.

Mailing Address

Name: ______________________ (Last) (First) (MI)

Address: ______________________

____

City: __________ State: _____ Zip: _____-_____

Telecommunications

Office: (____)________

Fax: (____)________

E-mail: ________

Home: (____)________

Job Title: __________ **Organization:** __________

Highest Degree: _______ **Year Granted:** _______ **Institution:** __________

Society Status: Associate ☐ Member ☐ Fellow ☐ Foreign Affiliate ☐ Student Affiliate (may serve on committees with *) ☐

Committee Preference: If you have preferences concerning placement on committees, please indicate them by writing the number 1, 2, and 3, respectively, by the names of your first, second, and third most preferred committee assignments. Note, however, that you need not provide these rankings if you are indifferent about committee placement.

____ Awards
____ Education & Training*
____ History
____ Membership
____ Professional Practice
____ Program Review (APA Convention)
____ Program Review (SIOP Conference)
____ Scientific Affairs
____ State Affairs
____ Visibility

____ Please check here if you are an APA member, and are willing to serve on an APA committee.
____ Please check here if you are an APS member, and are willing to serve on an APS committee.
____ Please check here if you would be willing to serve as a mentor for a new SIOP member.

Prior Society Service: If you have previously served on SIOP committees, please list their names and the years you served.

____

____

Prior APA/APS Service: If you have previously served on APA or APS boards or committees, please list their names and the years you served.

____

____

References: Please provide the names and addresses of two Members or Fellows of the Society who the Committee on Committees may contact to obtain additional information about you.

Name	Address	City	State	Zip

Your Signature: ______________________ **Date:** ________

Please mail or fax the completed form to: SIOP Administrative Office, PO Box 87, Bowling Green, OH, 43402-0087. Fax (419) 352-2645. If you need further assistance call (419) 353-0032.

SIOP Program 2002: Going Electronic

Adrienne Colella
Texas A&M University

As I write this, it is one day after the 2001 Conference has ended. Even so, we have been working on the 2002 program for a few months now. This is a heads up to let you know that things are going to be done differently this year in terms of how submissions are made and how reviews are conducted. *We're going electronic!* Selection criteria won't change, but this year submissions and reviews will be done electronically. Full details will be provided on how to do this in the official call for proposals which you should receive this summer. You will also be receiving an e-mail request to act as a reviewer (if you are a SIOP member and have listed your e-mail address with the AO). If your e-mail address has changed recently, notify the SIOP Administrative Office.

This is an exciting time for the program. Scheduling, submitting, and reviewing will be more convenient and efficient for everyone involved. This will be a transition year, so there also may be some unforeseen glitches. Please pay careful attention to the official directions when submitting. Finally, if you would like to be a reviewer for the 2002 Conference Program, drop me an e-mail (Acolella@cgsb.tamu.edu), and I'll make sure you receive a reviewer sign-up form.

SIOP MEMBERS IN THE NEWS

Clif Boutelle
SIOP Media Consultant

Most business leaders have never heard of the field of I-O psychology, as we learned from the survey reported by Gasser, Butler, Anderson, Whitsett, and Tan in the April 2001 issue of *TIP*. This lack of recognition results in our profession being underutilized and underappreciated by business when there are many human resource problems that I-O psychologists really should address.

One of the primary objectives of the SIOP Visibility Committee is to make people more aware of I-O psychology and the variety of work that SIOP members perform. The good news is that reporters and writers are becoming familiar with I-O psychology and are using SIOP members as resources for their stories. These are great opportunities to share our expertise with the general public and provide greater visibility for SIOP and its members.

Here is a sampling of news articles where SIOP members' expertise is cited:

- The January issue of *Ebony* magazine included **Tonya A. Miller** among its "30 Leaders of the Future," a selection of African-American men and women age 30 or under, who are on the fast track to success. Miller is a performance development specialist with GE Capital Card Services' organizational effectiveness team. She was the first African-American to earn a doctorate in industrial-organizational psychology at Old Dominion University.
- **Talya Bauer**, an associate professor in the School of Business at Portland State University, was interviewed on Oregon Public Radio's weekly news magazine *Oregon Considered* about workplace mobbing, which is the persistent rudeness and humiliation of a coworker in an attempt to get the victim fired or to quit. The program aired on February 13 and was picked up by National Public Radio.
- The March issue of *Working Woman* magazine quoted a study about the effectiveness of female and male managers as disciplinarians co-conducted by **Leanne Atwater**, a professor in the School of Management at Arizona State University West. The study showed that females were considered less effective and less fair than males when it came to disciplining employees.
- **Linn VanDyne**, an associate professor of management at Michigan State University, and **Jeffrey LePine**, an assistant professor of management at the University of Florida, had their research on low-performing team members featured in the April 23 issue of the *Lansing State Journal*. VanDyne and LePine have developed a model to predict team behavior and presented the results of their 3-year research project at the April SIOP Conference in San Diego.
- **Edward E. Lawler**, director of the University of Southern California's Center for Effective Organizations, and **David A. Nadler**, chairman of Mercer Delta Consulting in New York City, were featured prominently in Carol Hymowitz's May 8th *Wall Street Journal* "In The Lead" column

about how managers need to have a respect for the past while moving forward. Both offered comments regarding what happens to a company when it offers early buyout packages to long-term employees, who represent a huge chunk of the company's history and knowledge.

- A meta-analysis of the widely used SAT, conducted by a University of Minnesota research team, including **Sarah Hezlett**, a doctoral candidate and manager of the research team; **Nathan Kuncel**, a psychology research fellow and the project's scientific and technical adviser; **Deniz Ones,** an associate professor of psychology; and **John Campbell**, a professor of I-O psychology, was the subject of widespread media attention at the San Diego Conference. The results of the comprehensive study showed that the SAT is indeed a valid predictor of success in college. Print coverage included a front-page story in the *San Diego Union–Tribune*, and stories in the *Minneapolis Star Tribune*, *Chronicle of Higher Education*, *Los Angeles Times*, *Chicago Tribune*, *Arizona Republic*, *Chattanooga Times*, *Hackensack* (NJ) *Record* and *Education Week*. The story was also picked up by the Associated Press Bureau in San Diego. In addition, team members were interviewed by San Diego television stations KFMB-TV (CBS) and XETV (Fox). They also appeared on Minnesota Public Radio and WCCO radio in Minneapolis.
- **Barbara Gutek**, a professor of management and policy at the University of Arizona, was the source for a story on zero tolerance policies in the workplace that appeared in the April 16 issue of the Sacramento Bee. Such policies are both misleading and nebulous and are not effective in dealing with sexual harassment, she said. Rather, she added, they are a superficial attempt to deal with an important issue

Perhaps the media highlight of the Conference was the appearance of several SIOP members on *Psychology Today Live!*, an Internet radio Webcast, hosted by Dr. Robert Epstein, editor-in-chief of *Psychology Today* magazine. The 2-hour show featured **Anne Marie Ryan** of Michigan State University and SIOP's president-elect, who discussed the field of I-O psychology and SIOP; **Peggy Stockdale** of Southern Illinois University; and Maureen O'Connor of the John Jay College of Criminal Justice were interviewed about their panel presentation and research on zero-tolerance policies in the workplace; Jeff LePine of the University of Florida and Linn VanDyne of Michigan State University discussed their work on measuring peer responses to low-performing work team members; and Nathan Kuncel and Sarah Hezlett of the University of Minnesota talked about the SAT study their research team conducted.

There are more occasions when SIOP members have appeared in media reports that we do not know about. Let us know when you or a SIOP colleague are quoted in or are the subject of a news story. We will include those mentions in future **SIOP Members in the News** columns.

You can 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, or let us know about them by e-mail to Lhakel@siop.bgsu.edu or fax to (419) 352-2645.

Proposed Bylaws Amendment

Janet L. Barnes-Farrell
Secretary

The Executive Committee has recommended that an amendment to the Bylaws be enacted to reflect changes in the governance and operations of the Society. The amendment recommended for consideration revises the membership of the Long Range Planning Committee to be consistent with current practice.

SIOP Bylaws call for an announcement of proposed changes at least 2 months prior to the actual voting (See Article IX, "Amendments"). Voting on the proposed changes will take place in the fall of 2001. Ballots will be mailed to all Society Members. A majority vote of those voting by mail is required to adopt any amendments.

Proposed changes are detailed below. For convenience, both old and new language is indicated. Language to be deleted is indicated by strikethrough characters and new language is underlined.

Proposed Amendment: ARTICLE III: OFFICERS

3. It shall be the duty of the president to preside at all meetings of the Society, to act as chair of the Executive Committee <u>and as a member of the Long Range Planning Committee</u>, to exercise general supervision over the affairs of the Society, and to be an ex-officio member of all committees.

5. It shall be the duty of the secretary to issue calls and notices of meetings, of nominations, and of other necessary business, to prepare minutes of Executive Committee and Society business meetings, to maintain archival records of documents that pertain to Society business, to maintain liaison with relevant professional societies (e.g., APA, APS), and to be contact person for Society Members, Associates, and Affiliates and those who want information about the Society. He or she shall serve as a member of the Executive Committee <u>and the Long Range Planning Committee</u>.

6. It shall be the duty of the financial officer to have custody of all Society funds, collect dues, authorize disbursements, maintain financial records, prepare financial statements, and do financial planning in conjunction with the Long Range Planning Committee. He or she shall serve as a member of the Executive Committee <u>and the Long Range Planning Committee.</u>

ARTICLE VII: COMMITTEES

12. The Committee on Long Range Planning shall review the affairs of the Society and make recommendations to the Executive Committee and the

Society Members concerning ways and means by which the Society's purpose given in Article I can be met. The president-elect, the past-president, the president, the secretary, the financial officer, and the Society Members-at-Large of the Executive Committee shall be its members.

Rationale: Based on a Sunset Review of the Long Range Planning Committee, it was recommended that the membership of the Long Range Planning Committee be expanded to include the president, secretary, and financial officer. Because the input and advice of these officers is often important to the deliberations of the Long Range Planning Committee, they are regularly expected to participate in the meetings and activities of this committee. The proposed amendment to the ByLaws includes language that revises the membership of the Long Range Planning Committee to be consistent with current practice.

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 May 15, 2001.

Erika Anuskiewicz
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elhutchins@earthlink.net

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Report from APA Council Meeting February 2001

Mary L. Tenopyr
Representative to APA Council

The Council agenda was full, but many issues discussed did not focus on SIOP's main interests. The 2001 budget of approximately $86 million with a deficit of $311,000 passed. The budget included funding for two meetings of a task force on Internet testing. The accounting method, it should be noted, includes income from APA's real estate as revenue. We were informed that this is an acceptable accounting practice. Despite the fact that there is an increase in foreign members and student members, there was a loss of dues-paying members in 2000. There will be another small dues increase in 2002. The treasurer's term of office will be reduced from 5 years to 3 years, if a bylaws change passes.

There was considerable emphasis on APA priorities. There was a priority-setting exercise that resulted in diversity issues being named the first priority. Each executive director has been instructed to be certain that all activities are being prioritized twice a year.

The Commission on Education and Training for Licensure delivered its report. The recommendations provide the usual problems for SIOP. The medical model requiring supervised experience and internship was adopted. Our member on the commission voted against the final document. Through the effforts of **Bill Howell** and other representatives of the science divisions, the document was modified to indicate that the provisions might not be uniformly applicable. The document was referred out for comment with another revision to make it clear that the provisions of the report were not APA policy.

Comments are being sought on a draft revision of the APA ethics code. **Neal Schmitt** has proposed language that would eliminate the requirements for anonymity of research subjects and modifies the requirements for informed consent in organizational research. As the proposed revision stands, it would be impossible to do validation research.

Other Council action included approving a division of clinical child psychology and a division of pediatric psychology. The Council passed a resolution to do research on racial profiling and to support police community relations programs. The word "health" will be added to APA's mission statement if a bylaws change passes. Guam will receive representation on Council. Regarding APA internal management—there will be no ombudsman; there will be no major contract for a consulting firm to review operations; and travel expenses were increased for the president and board of directors.

An item regarding APA's refusal to allow the military to advertise in APA publications was withdrawn. After a long and heated debate, Council passed a statement on assisted suicide and the need for psychologists' involvement in the decision making. Assisted suicide is legal only in Oregon, and there appears to be no record of any medical organization making a similar resolution.

IOTAS

Debra A. Major
Old Dominion University

People on the Move

Gilad Chen is Georgia's Tech newest assistant professor. This fall he will be joining SIOP Fellows **Ruth Kanfer** and **Jack Feldman** and SIOP Member **Todd Maurer** in the School of Psychology.

Pete Hudson has left SHL and joined PDI as a senior consultant in their Houston office. He can now be reached at pete.hudson@pdi-corp.com.

Dave Jones is no longer head of Aon Consulting's Human Resources Consulting Group. He has taken the chairman and CEO position with Crazy Eddie, the Internet-based home electronics retailer: www.crazyeddie.com. The company is a revival of the 1970–80s business that served as a model for low-price, crazy advertising, and customer-first selling. Dave also is part of Momentum Equity Group, a Dallas-based private equity group involved in mergers, acquisitions, and capital formation for mid-stage start-ups: www.momentumequitygroup.com.

Vicki Magley, currently at DePaul University, will head east this fall to join SIOP members **Janet Barnes-Farrell, Jim Holzworth,** and **Steven Mellor** in the I-O program at the University of Connecticut.

Andy Miner is joining the joining the faculty at the University of Minnesota, Minneapolis, in the Industrial Relations Center this fall. Other SIOP members on faculty in the IRC include **Rich Arvey** (Fellow), **Theresa Glomb**, and **Connie Wanberg**

Books and Things

SIOP Member **Steven Flannes** (flannes4@aol.com) has just published a book that helps technical leaders and managers address the often-messy and complex "people issues" in the world of work. The book, *People Issues for Project Managers*, coauthored with project management professional Ginger Levin, DPA., describes tangible skills and resources in subject areas such as interpersonal communication, building successful teams, resolving conflicts, motivating, and stress and career management. The book is available through www.managementconcepts.com and is an ideal resource for the technical leader who needs or desires assistance in developing more skills in the soft areas of leadership.

Howard Klein launched a Web site called The Human Resources Instructional eXchange (HRIX). HRIX provides a forum and clearinghouse for the exchange of ideas, resources, and materials used in teaching human resource management and related topics. While designed primarily for instructors, the HRIX is also of value to practitioners looking to refresh or expand their knowledge base. This forum for cataloging, sharing, and recognizing people for their teaching innovations is made possible through the sponsorship of The Society for Human Resource Management and Ohio State's Fisher College of Business. The site can be found at: http://fisher.osu.edu/mhr/hrix. Howard can be reached directly at klein_12@cob.osu.edu.

Other Items of Interest

Milt Hakel has recently been elected chairman of the US National Committee for the International Union for Psychological Science. This committee encourages research collaboration and organizes the involvement of United States psychologists in international congresses. A congress is planned in 2002 in Singapore, 2004 in Bejing, and 2006 in Athens.

CONFERENCES & MEETINGS

David Pollack
U.S. Immigration & Naturalization Service

Please submit additional entries to David Pollack at David.M.Pollack@usdoj.gov.

2001

July 16–21	21st O.D. World Congress. Vienna, Austria. Contact: Organization Development Institute, (440) 729-7419 or http://members.aol.com/odinst.
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 International Congress on the Assessment Center Method. Frankfurt, Germany. Contact: DDI, (412) 257-3952.
Oct 8–12	Annual Conference of the Human Factors and Ergonomics Society. Minneapolis, MN. Contact: The Human Factors and Ergonomics Society, (310) 394-1811.
Oct 25–26	OPQ Users Conference. Stellenbosch, Cape Town, South Africa. Contact: Sanet Bruwer at sanet.shl.co.za.

Dec 5–6 4th Biennial Defense Equal Opportunity Management Institute EO/EEO Research Symposium. Cocoa Beach, FL. Contact: DEOMI, (321) 494-2676 or www.patrick.af.mil/deomi/deomi.htm.

2002

March 1–3 23rd Annual IO/OB Graduate Student Conference. Tampa, FL. Contacts: Tom King (Tking@cs.com) or Kim Hoffman (khoffma2@luna.cas.usf.edu).

March 21–24 Annual Conference of the Southeastern Psychological Association. Orlando, FL. Contact: SEPA, (850) 474-2070 or www.am.org/sepa/.

March 23–26 Annual Conference of the American Society for Public Administration. Phoenix, AZ. Contact: ASPA, (202) 393-7878 or www.aspanet.org.

April 1–5 Annual Convention, American Educational Research Association. New Orleans, LA Contact: AERA, (202) 223-9485 or www.aera.net.

April 1–5 Annual Convention, National Council on Measurement in Education. New Orleans, LA. Contact: NCME, (202) 223-9318 or www.ncme.org.

April 12–14 17th Annual Conference of the Society for Industrial and Organizational Psychology. Sheraton Centre Toronto, Toronto, Ontario, Canada. Contact: SIOP, (419) 353-0032 or www.siop.org.

June 2–6 Annual Conference of the American Society for Training and Development. New Orleans, LA. Contact: ASTD, (703) 683-8100 or www.astd.org.

June 6–9 Annual Convention of the American Psychological Society. New Orleans, LA. Contact: APS, (202) 783-2077 or www.psychologicalscience.org.

June 12–15 International Test Commission's International Conference on Computer-based Testing and the Internet. London, England. Contact ITC, +44 020 8335 7226 or www.intestcom.org/conference_2002.htm.

June 23–26 Annual Conference of the Society for Human Resource Management. Philadelphia, PA. Contact: SHRM, (703) 548-3440 or www.shrm.org.

CALLS & ANNOUNCEMENTS

Call for SIOP Fellowship Nominations

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

Nomination Deadline: November 1, 2001 (firm)

Criteria:

- Society member for no less than 2 years at the time of election.
- Preferably 10 years since PhD
- Nomination by either a Member or Fellow of the Society (SIOP)
- Submission of a letter of nomination and a completed APA Uniform Fellow Application Form with supporting documents
- Three or more letters of recommendation, at least two of which must be from SIOP Fellows
- Should the nominee be elected to SIOP Fellowship, he or she is then typically submitted for consideration as a Fellow in APA and/or APS
- If the SIOP nominee is also to be nominated for APA Fellowship, three of the original letters of endorsement must come from Fellows of APA
- If the SIOP nominee is to be nominated for APS Fellowship, at least one of the original letters must come from a Fellow of APS

To request nomination materials and direct questions, contact **Jeanette N. Cleveland, Department of Psychology, 441 Bruce V. Moore Bldg., Pennsylvania State University, University Park, PA 16802, phone 814-863-1712, fax 814-863-7002, e-mail janc@psu.edu.**

Fulbright Awards

The Fulbright Scholar Program is offering 47 lecturing/research awards in psychology for the 2002–2003 academic year. Awards for both faculty and professionals range from 2 months to an academic year or longer. While foreign language skills are needed in some countries, most Fulbright lecturing assignments are in English.

The application deadline for 2002–2003 Fulbright traditional lecturing and research grants worldwide is **August 1, 2001**.

For information, visit our Web site at www.cies.org or contact the Council for International Exchange of Scholars, 3007 Tilden St., NW, Suite 5-L, Washington, DC 20008, phone (202) 686-7877, e-mail apprequest@cies.iie.org.

Call for Papers
Third International Conference on Emotions and Organizational Life

Researchers interested in studying emotions in organizational settings are invited to submit papers for the Third International Conference on Emotions and Organizational Life, to be held at Bond University, Gold Coast, Queensland, Australia, July 14–16, 2002. The conference follows three international conferences in the region: 6th IFSAM, Surfers Paradise, July 10–13; XXV Congress of the International Association of Applied Psychology (ICAP), Singapore, July 8–12; XV International Sociological Association Conference, Brisbane, July 7–13. The conference is organized by the Emonet e-mail discussion group, an international network of scholars working in this field, established in January 1997.

The primary aim of the conference is to bring together scholars who study emotions in organizational life, and to provide a forum for presentation of some of the significant advances that have been made in our understanding of this important area. It is intended that the conference papers will be considered for inclusion in a third edited book of papers that will help to define further this emerging field.

Papers are invited on any topic of relevance to the study of emotions at work, including the determinants of emotion; the nature and description of emotion; processes and effects of emotion at the organizational, team, and individual levels. Both theoretical and empirical papers are welcome. Papers that take a multidisciplinary perspective will be especially welcome.

The deadline for receipt of papers is March 31, 2002. Papers should be sent to the addresses indicated below, and will be subject to blind review. The format is to follow the submission guidelines for the Academy of Management. We encourage innovative submissions, but all must satisfy the requirements of rigorous scholarly discourse. A brief statement of your preference for presentation format should also accompany submission of papers. It is anticipated that a wide variety of delivery styles will be used, including panel discussion, workshops, and traditional presentations.

Authors who will be unable to attend the conference are also invited to submit their papers to be considered for inclusion in the book, whose lead editor will be Charmine Härtel. These papers will be available for workshopping at the conference and will be subject to the same review process as the conference papers. Authors submitting their papers for consideration should indicate whether they wish to have their work reviewed for presentation at the conference, the book, or both. At least one of the authors of a paper accepted for the conference must be present at the conference.

Papers for the third conference are to be submitted electronically using any recognized word processing software (e.g. Word, WordPerfect). **Papers from the US and Canada should be sent to Wilfred J. Zerbe, e-mail Zerbe@mgmt.ucalgary.ca. Papers from elsewhere should be sent to Neal M. Ashkanasy, The University of Queensland, e-mail N.Ashkanasy@gsm.uq.edu.au. For further information about the conference, please contact Neal Ashkanasy (+617) 3365-7499, fax (+617) 3365-6988, or Wilf Zerbe (403) 220-3005, fax (403) 282-0095.**

Call for Submissions: ASTD Dissertation Award

The ASTD Dissertation Award is given each year to foster and disseminate research in the practice of workplace learning and performance. This year's award will be presented to the person who has submitted the best dissertation for which a degree was granted between July 1, 1999, and June 30, 2001. The topic must focus on some issue of relevance to the practice of workplace learning and performance. Illustrative areas of concentration include: training and development, performance analysis, career development, organization and development/learning, work design, and human resource planning.

All research methodologies will be considered on an equal basis including, for example, field, laboratory, quantitative, and qualitative investigations. The candidate must be recommended and sponsored by his or her committee chair and all materials submitted must be in English. Finalists will be asked to submit a manuscript that is based on the dissertation and that follows the general guidelines of the *Human Resource Development Quarterly*.

Submission Deadline: September 14, 2001

The application must include the following, without exception in Word format, via e-mail:

1. Letter of application from candidate.
2. E-mail recommendation (under separate cover) from committee chair (from the e-mail address of the academic institution) with the dissertation completion date.
3. Abstract of the dissertation, 5–15 pages in length, double-spaced (1-inch margins; 12-point font), including (a) Introduction, (b) Methodology, (c) Results, and (d) Discussion
4. To insure a blind review, do not include your name or affiliation on any portion of the actual abstract.

Send the e-mail package to Dr. Christie Knittel Mabry, Assistant Professor, Peace College, (919) 847-3049, csmabry@bellsouth.net.

The award winner will receive a $500 cash prize, a commemorative plaque presented at the awards ceremony during the 2002 ASTD International Conference and Exposition in New Orleans, LA, June 2–6, and a designated place on the conference program to present the research (with conference registration fee paid).

CyberPsychology Call for Papers

The journal, *CyberPsychology and Behavior*, will be publishing a special issue on Internet Usage in the Workplace. Richard A. Davis will be guest editor for this issue. The journal seeks articles that address behavioral aspects of Internet usage in the workplace, and a particular emphasis will be made on industrial-organizational and applied psychology issues. The journal is multidisciplinary and encourages participation across disciplines.

Theoretical articles will be accepted, however, reports of empirical investigations will have priority. If you are interested, please submit a title and brief abstract (200–300 words) to **Richard Davis at davisr@yorku.ca.** Include a brief description of your credentials, and contact information (including e-mail). **Abstracts must be received by August 1, 2001** to be considered. **Final papers will be due November 1, 2001.**

CyberPsychology and Behavior, published by Mary Ann Liebert, Inc., is a multidisciplinary, peer-reviewed journal that focuses on the effects of the Internet, virtual reality, and other advanced technologies on society, behavior, and mental health. Further information can be found at their Web site www.liebertpub.com/cpb/.

TIME PASSES BEFORE YOU KNOW IT

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SBC COMMUNICATIONS INC. (www.sbc.com), an international leader in the telecommunications industry, is accepting applications for predoctoral **INTERNSHIPS in HR RESEARCH.** The internship positions are 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.**

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Experience and Education Requirements:
- A PhD in I-O, counseling psychology, organizational behavior, or related field
- Licensed or licensable in California
- Experience as an assessor and coach
- Considerable energy and passion for the profession
- 7–10 years of business related experience
- A strong interest and ability to develop business and manage client relationships
- Successful experience interacting with executive-level audiences

Competencies: We would like someone who is comfortable in a generalist role, but can practice with expertise in one of the following areas: individual assessment (including test interpretation and management/executive coaching) or training. Some travel is expected.

Compensation and benefits: PDI is an equal opportunity employer committed to employing a team of diverse professionals. We offer a competitive compensation package, a great Century City location, and the opportunity to grow with a talented team of professionals.

Contact information: For your effort, teamwork and dedication, you will receive many rewards: A highly competitive compensation package in a continuously expanding market and excellent benefits. Be part of our team and work with a talented team of professionals! If you are ready for a major career step forward, please fax, mail, or e-mail a resume, cover letter and compensation expectations to **Personnel Decisions International, HR Recruiter, JS/TIP/LA, 730 2nd Ave. South, Suite 700, Minneapolis, MN 55402 USA, Fax (612) 573-7800, e-mail resumes@pdi-corp.com.** EOE.

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Experience and Education Requirements:
- A PhD in psychology, organizational behavior, or a related field
- Experience in assessment, coaching, testing, training, or organizational effectiveness
- Considerable energy and passion for the profession

- At least 5 years of business-related experience, including managing large clients and projects
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Experience and Education Requirements:
- A PhD in I-O, counseling psychology, organizational behavior, or related field, but would consider a master's degree with strong organizational experience
- Experience as an assessor and coach
- Considerable energy and passion for the profession
- At least five years of business related experience
- A strong interest and ability to develop business and manage client relationships
- Successful experience interacting with executive-level audiences

Competencies: We would like someone who is comfortable in a generalist role, but can practice with expertise in one of the following areas: individual assessment (including test interpretation and management coaching), executive coaching, working with leadership teams, or training. Some travel is expected.

Compensation and benefits: PDI is an equal opportunity employer committed to employing a team of diverse professionals. We offer a competitive compensation package, a great New York City location, and the opportunity to grow with a talented team of professionals.

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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.

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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

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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 sara.handley@isrsurveys.com.** Web site: isrsurveys.com.

CONSULTING OPPORTUNITIES. DEVELOPMENT DIMENSIONS INTERNATIONAL (DDI) now in its 31st year, is a globally recognized leader in staffing and assessment as well as behavior based training and development. We are looking for your innovative contributions to be a part of our continued success in a variety of consulting and leadership opportunities.

For a complete listing of current career opportunities, and the associated qualifications, please visit us at http://www.ddiworld.com.

For consideration, please forward a resume to **Development Dimensions Intl., Code EATIP, 1225 Washington Pike, Bridgeville, PA 15017. fax (412) 220-2958, e-mail resumes@ddiworld.com.**

DDI values diversity and is an equal opportunity employer.

ASSESSMENT PRACTICE LEADER. METRUS GROUP, a rapidly growing strategic management firm headquartered in Somerville, New Jersey, is seeking a candidate to lead the growth and product development of its assessment and survey product lines. The right individual will aggressively expand and sell a full line of strategic assessment products to *Fortune* 1,000 companies. A major challenge will be to develop new product offerings to profitably appeal to startup and middle market organizations equally in need of these products. The position will have primary responsibility for client engagements in areas such as employee, customer and supplier surveys; internal customer measurement; and employee retention studies. Successful candidates will be able to provide business development, product development, and product implementation leadership. This is a one of a kind opportunity for the right person who is ready to take on the reins of a hot product line in a rapidly growing business.

Metrus offers outstanding career growth opportunities, a stable, growing business environment and attractive and competitive compensation and benefits package. Candidates must have a minimum of 5 years of research experience in a corporate or consulting environment and have a demonstrated ability to design and manage research in areas such as survey design, proposal development, measurement tools design, statistical analysis, survey follow-up and client management. Relationship management skills will be important to effectively manage senior executives in a variety of industries.

Good process skills and attention to detail are a must. Moderate travel is required, not exceeding 30–40% typically. The firm currently conducts a sizable amount of business in the greater New York area, but also has numerous clients across the United States and internationally.

Visit our Web site at www.metrus.com. E-mail resume to **HRDirector-APL@metrus.com.** Metrus Group, Inc., 953 Route 202 North, Somerville, NJ 08876. An Equal Opportunity Employer.

THE FORD GROUP, a retained executive search firm, is currently assisting a leading, global corporation, located in a Philadelphia suburb, in its initiative to hire a **VICE-PRESIDENT OF ORGANIZATION DEVELOPMENT/CHANGE MANAGEMENT**. The successful candidate will be responsible for developing an internal organization development function for this hi-tech company.

Experience: Qualified candidates will have 12–16 years related functional experience, including a minimum of 5 years in external or internal consulting. Competency expertise and skills required include organization diagnosis, leadership development, organization design and implementation of large-scale organization change/change management. Consulting experience across/within or to large organizations and/or business units is necessary. PhD is strongly preferred.

Interested individuals should e-mail resume in confidence to **info@thefordgroup.com or fax resume to The Ford Group at 610-975-9008.**

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

The Industrial-Organizational Psychologist (TIP) is the official publication of the Society for Industrial and Organizational Psychology, Inc., Division 14 of the American Psychological Association, and an organizational affiliate of the American Psychological Society. TIP is distributed 4 times a year to more than 6,200 Society members. The Society's Annual Convention Program is distributed in the spring to the same group. Members receiving both publications include academicians and professional practitioners in the field. TIP is also sent to individual and institutional subscribers. Current circulation is 6,000 copies per issue.

TIP is published four times a year: July, October, January, April. Respective closing dates for advertising are May 1, August 1, November 1, and February 1. *TIP* is a 5-1/2" x 8-1/2" booklet. Advertising may be purchased in TIP in units as large as two pages and as small as one-half page. Position available ads can be published in TIP for a charge of $86.00 for less than 200 words or $102.00 for 200–300 words. Please submit position available ads to be published in TIP by e-mail. Positions available and resumes may also be posted on the SIOP Web site in JobNet. For JobNet pricing see the SIOP Web site. For information regarding advertising contact the **SIOP Administrative Office, 520 Ordway Avenue, PO Box 87, Bowling Green, OH 43402, Lhakel@ siop.bgsu.edu, (419) 353-0032.**

Advertising Rates per Insertion

Size of ad	*One time*	*Four or more*	*Plate sizes: Vertical*		*Horizontal*
Two-page spread	$510	$370			
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Inside back cover	$480	$330	7-1/4"	x	4-1/4"
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Annual Conference Program

Advertising is available in the Annual Conference Program. Submission of display ads is due into the SIOP Administrative Office by January 15. The Program is published in March, with a closing date of January 15. The Conference Program is an 8-1/2" x 11" booklet.

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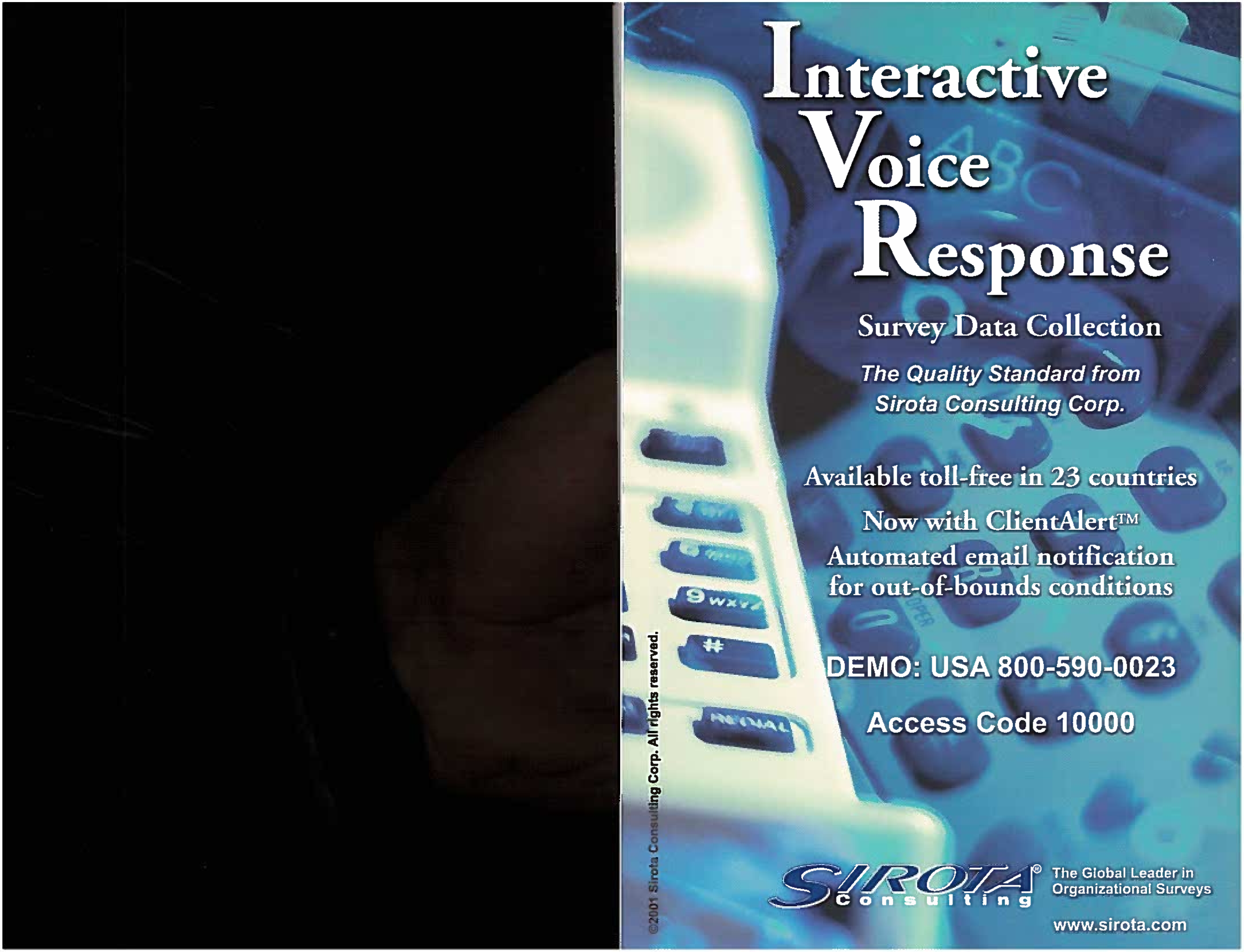
Quarter page	$150	4-1/4"	x	6-1/2"

Advertisement Submission Format

Offset film negatives 150 line screen ruling (right reading, emulsion side down) are recommended. Advertising for SIOP's printed publications can also be submitted in electronic format. Acceptable formats are: Windows EPS, TIF, PDF, Illustrator with fonts outlined, Photoshop, or QuarkXpress files with fonts and graphics provided. You must also provide a laser copy of the file (mailed or faxed) in addition to the electronic file. Call the Administrative Office for more information.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