TIP The Industrial-Organizational Psychologist

Vol. 39/No. 3   January, 2002

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A MESSAGE FROM YOUR PRESIDENT

Bill Macey

As you read this, close to 4 months will have elapsed since the tragedy of September 11th. However, for many, memories of that day will remain vivid for a long time to come. For all, but particularly for those of you who have experienced personal loss, please accept my deepest sympathy.

Immediately following that day, many of us wondered "what should SIOP do?" After all, many other organizations seemingly took immediate action, dedicating their resources to address problems within their boundaries of expertise and experience. Our contributions may be regarded as more individual, and therefore perhaps less visible. Moreover, our work has always focused on making organizations more effective and a better place to work. Borrowing from an e-mail I sent to Kurt Salzinger (APA Science Directorate) on a similar topic, here are some rather concrete ways in which I-O psychologists are contributing to the issues facing our nation:

- Competency modeling and the development of selection and/or training procedures for critical skills occupations (including firefighting, emergency response, protective services, etc.)
- Improving workplace health and safety through both group and individual-level interventions
- Evaluating the impact of the September 11 events and the subsequent economic downturn on employee satisfaction and motivation
- Evaluating the direct and indirect impact of employee head-count reduction on individuals
- Addressing ethnic harassment issues in the workplace
- Assessing company involvement and corporate response to disasters

You will undoubtedly identify many other ways by which you and others have contributed and can contribute in the future. Please forward your thoughts, comments, and examples so that we can articulate the significant contributions of our profession as we move forward.

Membership Survey

One of the ways that SIOP members can directly influence Society governance is by giving feedback to the Executive Committee. The Executive Committee makes a good-faith effort to gather opinions by a variety of means, but one of our most important efforts is through the membership survey. By the time you read this, you should have received an invitation to respond to our newly revised survey. I owe special thanks to **Janine Waclawski** and **Wanda Campbell** for spearheading this effort and the many

other committee chairs who so thoughtfully contributed both ideas and constructive feedback. I should also point out that an independent survey has been prepared by **Jeff McHenry** and the Conference Planning Committee. You should see that shortly as well. Please take the time to provide your feedback; it makes a difference!

Principles Revision

The Task Force on the Revision of the *Principles for the Validation and Use of Personnel Selection Procedures* has completed its first draft. As you may recall, the task force was chartered to prepare the revision in a manner consistent with the 1999 *Standards for Educational and Psychological Testing* as well as with best practices in our profession. The first draft has been circulated to the Advisory Committee and the Executive Committee for review. The task force will then revise as appropriate and prepare a second draft that will be available to all members by request. (Look for the availability notice on the SIOP Web site). There will also be a review and discussion at the upcoming annual Conference in Toronto.

Task Force on Licensure

As I reported in my previous column, the Task Force on Licensure was charged in the spring with responding to a draft report and recommendations of APA's Commission on Education and Training Leading to Licensure in Psychology. SIOP's response is provided in this issue of *TIP* preceded by an explanation of why we responded the way we did. You may find it helpful to read that explanation before reading the actual letter that was forwarded to APA.

Solutions Series

Last year, the Executive Committee authorized a new monograph book series on professional practice issues. **Elaine Pulakos**, SIOP past president and editor of the appropriately named Solutions Series, has prepared a call for proposals in this issue. This is a significant addition to SIOP's publication efforts and is specifically intended to contribute to the visibility initiative that originated out of the strategic planning meetings chaired by **Kevin Murphy** during his presidential tenure.

Membership Statistics

Lee Hakel, director of the Administrative Office, informed me as I was writing this column that our membership has increased by over 300 from this time last year. That would represent a percentage increase of approximately 5%. Special thanks are due to **Irene Sasaki** and **Beth Chung**, Membership Committee cochairs. It's particularly important that I mention the role of the SIOP Administrative Office as well in this regard. So much of what happens on a day-to-day basis that makes SIOP such a terrific organi-

zation is due to Lee, Esther Benitez, Jen Domanski, Gail and Larry Nader, and Lori Peake. It's fair to say that they are SIOP to many.

Conference Planning

It's time for most of us to get ready for the annual Conference in April. This year life should be much simpler with the opportunity to register online which will be available to you as you read this. This is our most recent effort to Web-enable various administrative processes, and it's terrifically easy. I've tried it and was able to complete the process easily. So that you know up front, you will have to provide your SIOP ID number. You can find it on your annual dues statement. But, if you're like me, you haven't kept a copy. So, the best thing to do is to e-mail the SIOP office (Lhakel@siop.bgsu.edu) or call the office at (419) 353-0032, and they will be happy to provide your ID number. In the end, you'll find this simple and a great time-saver.

Speaking of Web-enabled, the online submission process was a great success. The vast majority of submissions were sent online, and the review process was handled that way as well. Submissions for the program were up again (about 100 more than last year), and the fact that more than 99% were reviewed on schedule is testimony to the efficiencies we've gained. Congratulations to **Adrienne Colella**, **Milt Hakel**, and Larry Nader for such a resounding success. Given the higher number of submissions, the increased number of workshops (17 up from 16), and the fact that the hotel sold out quite early, there is every reason to believe that the Conference attendance will be record setting.

You can read about the Conference details in this issue of *TIP*. I suspect that since the registration process is electronic, many will just rush to register online. Workshop registration is "first come, first served," so you may want to make your choices earlier rather than later. One real advantage of the online registration process is that you can actually get immediate confirmation of your workshop choices. Details as to how to proceed are also posted on the Web site (www.siop.org/registration).

Time for More Feedback!

I've been gratified by the thoughtfulness of those who have commented on my previous columns (including the constructive feedback). The numbers are too small to be considered significantly different from zero, but that just gives me the opportunity to appreciate them all the more.

The Licensing of I-O Psychologists

Bill Macey

Last February, the APA Council of Representatives received a report from its Commission on Education and Training Leading to Licensure in Psychology (Commission). Subsequently, APA Council asked SIOP and other divisions for comment on the draft. SIOP's commentary and "official response" is provided on the pages that follow. This response was crafted by a task force led by **Mort McPhail** and **Laura Koppes** and subsequently discussed and approved by the SIOP Executive Committee. Because of the serious implications of licensing issues for many SIOP members, we felt that it is essential for you to understand the "why" behind SIOP's response.

Some Background

Historically (prior to 1996), SIOP took the position that I-O psychologists should not have to be licensed. However, because of concern over state "practice" laws—which technically restricted the practice of I-O psychology to licensed psychologists—a special task force was convened by SIOP in 1993 to reexamine SIOP's policy on licensure. The task force report and recommendation was subsequently approved at a meeting of the membership at the annual Conference in 1996. This policy states,

> SIOP recognizes that some states require that certain areas of I-O practice be licensed. SIOP members should be allowed to be licensed in these states if they desire, and SIOP should provide guidance to state licensing boards on how to evaluate the education and training of an I-O psychologist.

More Recently: The Commission Report

The environment has changed. Specifically, the APA Commission Report included two key recommendations that—if adopted by individual states—would have significant impact on the eligibility of I-O psychologists for licensure. These recommendations, expressed here in abbreviated form, stipulate requirements for licensure including (a) a doctoral degree from an APA- or CPA-accredited program in psychology; or ASPPB designation; and (b) the equivalent of 2 years of supervised professional experience, one of which would be in an APA- or CPA-accredited predoctoral internship. Clearly, such requirements would effectively ban those trained in I-O programs from licensure, and therefore, from practice. *More directly to the point, I-O psychologists who practice in areas covered by laws and are not licensed do so in violation of those laws and of the APA ethical standards. Additionally, we would no longer be able to call ourselves psychologists.* Importantly, some

states have already included provisions in either their legislation or regulations that effectively prohibit I-O psychologists from being licensed. One state has even initiated regulations that would restrict the use of various tests to licensed psychologists while at the same time legislating licensure in a way that would exclude I-O psychologists.

It is important to see these recommendations in the context in which clinical and counseling psychologists work. In particular, given the impact of managed care and the movement to obtain hospital admission and prescription privileges, there is a need felt within APA to tighten licensure requirements to be on a par with other health care providers. APA's response to this need makes perfect sense given that the purpose of licensure from a legal perspective is to protect the health and safety of the public.

Of course, I-O psychologists don't provide health care services. That may not matter as licensing boards face the practical burden of applying enforceable standards. By following APA standards, the state licensing boards have a clear and unambiguous standard by which to develop and propose their own regulations. In other words, the APA standards provide a practical solution to a difficult problem. Importantly, while this may take a very long time to unfold (say, decades), the long-term impact on our profession is not one that we can safely ignore.

The SIOP Response to APA

The 2001 SIOP Task Force and Executive Committee considered multiple alternatives as to how to respond. After considerable deliberation, the option adopted by SIOP is that the commission's recommendations be amended so that (a) APA divisions representing a substantive area of psychology (e.g., I-O) be recognized as a source of designation; and (b) in areas of psychology for which accredited internships are neither required nor available, 2 years of appropriate supervised experience will be regarded as an acceptable substitute. Of course, licensure granted on such terms would never qualify a psychologist to provide therapeutic services or engage in other mental health care practice. Importantly, the choice to not respond was considered and rejected as a viable alternative since it would effectively define I-O as outside the boundaries of professional psychology. Other options were considered excessively onerous, resulting in a lack of control, or requiring resources beyond SIOP's capability to provide.

We are well aware of the concerns that some SIOP members may have. For example, on the surface, our recommendations may appear to suggest that SIOP serve as an accrediting body, defining very specific graduate program requirements. Although all the details have not been worked out, SIOP is not advocating anything like the current APA accreditation process and is not in any way dictating how individual graduate programs should meet programmatic standards. Rather, the emphasis here is clearly on designation.

Such a process might incorporate elements similar to those used in the ASPPB designation process. In such a model, a program would have to meet a specific set of criteria, such as curriculum components and/or other specifically identifiable elements. However, from this perspective, programs would be permitted maximum flexibility in meeting competency-based requirements. This is not to say that the process would not have its demands. Clearly, the licensure process must be a rigorous one in order to be acceptable to APA. However, this position is the least onerous of those available.

Changing state laws will be a long-term process. APA has described the process of modifying licensure laws in the 50 states (and Canadian provinces, U.S. territories, etc.) as a 20-year lobbying effort. SIOP does not envision developing structures for designating or recognizing I-O programs without a long and careful examination of all of the stakeholders' interests and concerns. Our task at the present time is to make certain that the door is left open for I-O psychologists to participate in deciding who can sit for licensure as an I-O psychologist.

Finally, it is important to note that this is only SIOP's response; there is no assurance whatsoever that APA will accept it. That said, this is not the only way that SIOP can respond. However, we believe that it is better for us to be heard now as part of the APA process than to remain silent and protest later.

Thanks

The task of putting together SIOP's response was a challenging one and accomplished with extraordinary professionalism under highly demanding time constraints. Special thanks go to Mort McPhail and Laura Koppes who cochaired the task force. Able support and advice was provided by **Greg Gourmanous**, **Rich Klimoski**, **Kevin Murphy**, **Mickey Quinones**, and **Ann Marie Ryan**. The eventual outcome may not be determined for years, but I have no doubt that in the end we will all owe them much more than a simple thanks for this truly significant contribution to our profession.

SIOP's Response to the Commission on Education and Training Leading to Licensure

September 10, 2001

Mr. Robert Walsh
Education Directorate
American Psychological Association
750 First St. NE
Washington, D.C. 20002-4242

Re: Division 14 Response to the Report and Recommendations of the Commission on Education and Training Leading to Licensure

Dear Mr. Walsh:

The Society for Industrial and Organizational Psychology, Division 14 of APA, has reviewed the Commission's report and recommendations for changing APA's policy regarding minimum requirements for licensure. Our Society is gravely concerned about the direction that the Commission has taken in this matter. If the recommendations are adopted and implemented as proposed, members of Division 14 would be effectively denied opportunity to be licensed as psychologists.

- Despite language in the Model Licensing Act and in the legislation and regulations of many jurisdictions, which defines the practice of psychology in ways that clearly and unambiguously include many of the activities performed by industrial and organizational psychologists;
- Despite attempts by some licensing boards to restrict to licensed psychologists certain activities (such as the use of psychological tests) that are undoubtedly within the purview of I-O psychologists;
- Despite the fact that there is precedent in a number of jurisdictions for the effective common licensure of clinical/counseling and I-O practitioners with appropriate rules and procedures to encompass the full range of our profession;
- Despite the fact that I-O psychologists have an excellent history of ethical, competent practice without the imposition of APA accreditation of either graduate programs or supervised experience;

the Commission's proposal would preclude us from being identified as psychologists or practicing in our areas of competence. This outcome is clearly unacceptable.

It is our judgment that the Commission's proposals as drafted are unnecessarily restrictive, exclusive, and burdensome and that they fail to recognize the diversity of models for training and practice in psychology, while providing little in terms of benefit to the profession of psychology as a

whole. APA's accreditation criteria for programs and internships, while adequately serving the needs of clinical and counseling psychology, are inadequate and inappropriate for the evaluation of graduate education and training in I-O psychology.

Accordingly, we will present to the APA Council formal amendments to the Commission's proposals that incorporate language to allow additional avenues for licensure beyond those provided by APA accreditation or ASPPB designation. Specifically, we will offer the following amended proposals for the Council's consideration (amendments noted in italics):

1. A doctoral degree from an APA- or CPA-accredited program in psychology. In areas of psychology for which accreditation in the program's substantive area is not available, the program will be required to be designated as a doctoral program in psychology by the Association of State and Provincial Psychology Boards, the National Register of Health Providers in Psychology, *or the division of APA representing that substantive area.*

2. The equivalent of 2 years of organized, sequential, supervised professional experience, one year of which is an APA- or CPA-accredited predoctoral internship, or one that meets APPIC membership criteria, or, for school psychologists, a predoctoral internship based in a school setting which meets CDSPP Doctoral Level Internship Guidelines. The other year of experience also may be completed prior to receiving the doctoral degree. *In areas of psychology for which accredited internships are neither required nor available (e.g., Industrial-Organizational psychology, psychometrics and test development, human factors, consumer psychology, educational psychology, sports psychology, and social psychology), 2 years of appropriate supervised professional experience will meet this requirement. Consistent with APA's Ethical Standards, licensure granted on the basis of supervised experience outside of formal internships does not qualify a psychologist to perform therapeutic or other mental health care practice.*

In summary, we believe the Commission's proposal is unacceptable in its present form and offer amendments as presented above to address our concerns. If you would like to discuss these amendments, please feel free to contact Dr. Richard Klimoski, who served as a member of the Commission representing Division 14, or contact me directly.

Sincerely,

William H. Macey, PhD
President
Society for Industrial and Organizational Psychology (APA Division 14)

FROM THE EDITOR

Reflections on a Changing World

Debra A. Major
Old Dominion University

It may have seemed odd to some for the October issue of *TIP* to have arrived with no mention of the events of September 11th. There's a simple explanation. *TIP* is finalized and goes into production 2 months in advance. Thus, it is November 12 as I write this column, and it's difficult to know what to say. I was actually planning to start writing on November 10. On that day here in Norfolk, Virginia there was a real spirit of celebration. I wanted to share with you the joy and pride of witnessing the safe return of the USS Enterprise. But I've learned, as have we all, what a big difference a day or two can make. Today, American Airlines Flight 587 went down in Queens, New York. Was it a tragic accident? Was it another act of terrorism? We probably won't know for some time. Maybe we'll know by the time you read this column. My fear is that there's more to come; that whatever I say here will be dated by tomorrow, let alone come January. Now, more than ever, our world seems subject to change.

Over the past 2 months, I've heard a great many public condolences directed toward those "who were personally affected" by the tragedies on September 11. It's certainly heartening to see the outpouring of support for the families of those who lost their lives. At the same time, it seems to me that we were all personally and permanently affected. I'm sure each of us is still sorting out what these events, the ongoing war effort, and an uncertain future mean for us personally. Professionally, I'm simply proud to be part of a discipline that has so much to offer as we cope with change and the challenges ahead.

In this issue of *TIP*, you'll find many thoughtful reflections on the events of September 11th. Look to **Bill Macey's A Message from Your President** for a discussion of the contributions I-O psychology can make to the issues facing our nation. In **On the Legal Front**, **Art Gutman** explores the ramifications of recent events for workplace discrimination and provides a historical legal context that demonstrates how far we've come since World War II. In **A Matter of Difference**, **Bernardo Ferdman** and **Martin Davidson** provide a contemplative treatment of diversity and what it means to be "us" and "them" in the aftermath of September 11th.

In these times of uncertainty, I take comfort in the fact that this issue also contains a great deal of evidence that SIOP is continuing to engage in professional "business as usual." This issue is chock full of conference information, as we prepare for our 17th annual meeting in Toronto. Hopefully, as is the goal in every issue, this issue also contains something for everyone.

What's in This Issue of TIP for Me?

A Footnote to the 2000 Salary Survey

Herb Meyer
University of South Florida

In reading the report of the 2000 Salary Survey (Katkowski & Medsker, 2001), I was surprised, but pleased, to find that while significant gender differences were found in the raw data, those differences disappeared when other data were taken into account in a correlation and regression analysis. However, the flavor of the discussion of gender differences in two paragraphs on page 25 of the July 2001 issue of *TIP* seems to largely ignore this finding, with such statements as "Thus, the overall 'wage gap' does not appear to have decreased" (referring to earlier salary surveys), and "even at the same degree level, males had higher mean and median incomes than females."

The report does acknowledge in the following paragraph, "Some of the discrepancy in primary income may be explained by gender differences in other areas." I interpreted the regression analysis as indicating that all of the gender differences disappeared. The statement is made in that discussion on page 35, "Although gender had been significantly correlated with 2000 income, it was not significantly related in the regression results."

The percentage of women entering the profession has increased dramatically in recent years. (Thirty-five years ago, only about 3% of the APA Division 14 membership was female.) Gender statistics for graduate students show that this trend will accelerate, at least in the near future. New SIOP members are predominately relatively new PhDs, so we would expect that the average female member of SIOP would have been working in the profession for fewer years than the average male member. As is logical and expected, "Years since doctoral degree" was a strong correlate with income.

I think that we should take pride in the fact that gender differences in pay do not exist in our profession when factors logically expected to affect income, such as level of degree and length of service, are taken into account.

Reference

Katkowski, D. A, & Medsker, G. A (2001). SIOP income and employment: Income and employment of SIOP members in 2000. *The Industrial-Organizational Psychologist, 39*(3), 21–36.

Call for Authors for SIOP's New Solutions Series

Elaine D. Pulakos
Personnel Decisions Research Institutes

We want to let you know about the new SIOP Solutions Series, a book series that was initiated by the Practice Series Editorial Board and launched earlier this year. The goal of the series is to produce focused, prescriptive volumes that translate the data- and practice-based knowledge of I-O psychology into practical, "how-to" advice for dealing with cutting-edge organizational issues and problems. We are currently seeking authors for volumes who have extensive experience conducting applied work in organizations and who are interested in sharing their knowledge and expertise for addressing key issues and problems. We'd like to encourage practitioners, who may or may not have published their work previously, to consider writing for this series. Co-authorship arrangements between industry-based practitioners and academic-based practitioners are welcome.

The Solutions Series volumes will be short (75–100 printed pages) and written in a "consumer-friendly" format with wide audience appeal. They will contain tools, examples, case studies, and lessons learned to make I-O psychology principles and practices come alive for the reader. The volumes will be marketed broadly and placed in venues that will be highly accessible to organizational decision makers and managers.

In addition to providing useful information for dealing with cutting-edge problems and issues, the series is intended to increase the visibility of I-O psychology and what it has to offer individuals and organizations. An epilogue will be included in each volume describing the nature and practice of I-O psychology.

The Solutions Series Editorial Board consists of the following members: **Elaine Pulakos**, editor (Personnel Decisions Research Institutes), **Ben Dowell** (Bristol-Myers Squibb), **Jerry Kehoe** (AT&T), **Lise Saari**, (IBM), **Jeff Schippmann** (PepsiCo), and **Mark Teachout** (USAA). The board has identified the following topics for upcoming Solutions Series volumes:

- *Keeping Your Best People*—identifying and using the employee value proposition, including discussions of job design, retention, work/life issues, the meaning of work, and compensation and pay.
- *Developing Successful Leaders*—identifying and developing HPs; succession management.
- *Aligning People with Business Strategy*—aligning individual behavior with organizational goals and linking measures to outcomes.
- *Recruiting Top Talent*—why do individuals choose one organization over another, employment/organizational branding, effective recruitment strategies and sources, and integrating people into organizations.

- *Diagnosing and Solving Organizational Problems*—performance consulting, cause of problems (behavioral, skill, environmental, personal, etc.), and what to do (feedback, coaching, etc., change expectations, change environment); how to accomplish with virtual employees.

Because Solutions Series volumes will be released in groups of three or four and marketed together, we are looking for consistency in tone, style, language, and format across the books. Authors will thus be asked to follow these guidelines in preparing their volumes:

- The volumes should be practical, application oriented, and focus on how to solve important, real-world problems faced in organizations. At the same time, the content of the volumes must be grounded in the data- and practice-based knowledge of I-O psychology. The objectivity, integrity, and scientific basis of our work will be used to differentiate our volumes from others in marketing these books.
- It should be clear that the author is writing not only from the point of view of his/her own experience and expertise but also from the point of view of a professional knowledge base. Quotes can help accomplish this. Also, an occasional reference like, "...what industrial-organizational psychology knows about this is..." will help establish that there is a body of knowledge that underlies the content.
- The books should be action oriented rather than knowledge oriented. They should be about what can/should be done, rather than what is known. Although the advice given should be prescriptive, authors should also provide a discussion of the pitfalls or downsides one might encounter implementing the suggested actions.
- Business/managers' language should be used rather than "research language" in writing the volumes. The writing should also address the audience in the second person (e.g., "When you are planning to interview a candidate you should...").
- An outcome focus should be retained throughout the volume—that is, the advice given or approaches recommended should be tied to the organizational outcomes that are the focus of each volume (i.e., getting the best people, keeping the best people, developing the next leader, etc.).
- Authors should get to the point quickly and provide good ideas throughout the volume, even on the first page.
- The volumes should include the following, as appropriate for the topic:
- What are the key relevant questions that need to be asked to address the issue?
  - What are the steps (include a decision tree or graphic if possible) of the process?
  - What decisions do you need to make along the way?
  - What options do you have for addressing different parts of the problem or issue?
  - What are the pros and cons of different solutions/options—which are better in which situations?

- Authors should not sell a company or consultant's specific product or approach.
- Case studies and lessons learned should be included throughout as appropriate. Real companies and examples should be used wherever possible. To the extent feasible, examples should transcend different types of organizations (private, public, nonprofits, etc.).
- The following should be included as appropriate for the topic—boxes with key points, checklists or bulleted lists, lists of do's and don'ts, samples of protocols, prototypes, materials, tools, and job aids. To the degree possible, the books should include tools that can be applied, as these are typically more valuable than, for example, a sequence of action steps.
- Quotes should be used to reinforce points where helpful.
- The volumes can include "role-play" or question and answer sections to convey what the reader might say to others about the application/issue.
- The volumes should include regulatory requirements (e.g., Title VII) relevant to the topic. Regulatory requirements could be included in the form of questions the reader should ask to see if she/he has covered all the bases for implementation.
- If applicable, questions should be included so that the reader can evaluate a vendor or a vendor's products in the domain.
- Citations will not be included in the text; rather, endnotes and additional resources will be included at the end of each volume—suggested readings, Web sites, industry associations, and so forth.
- The length of each volume will be approximately 80–100 printed pages (120–150 ms. pages).

Individuals interested in producing volumes on one of the above topics or who wish to discuss potential volumes on other topics are encouraged to contact Elaine Pulakos at (703) 522-7885 or Elaine.Pulakos@personneldecisions.com.

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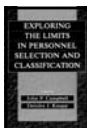
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Caveat Emptor: The Gourman Report

Arthur G. Bedeian
Louisiana State University

Several years ago two colleagues and I began searching for a ranking of U.S. management departments for a career study we had been discussing. Among the various rankings available, *The Gourman Report* seemed to be especially appropriate, having been used in articles that appeared in many distinguished journals, including *American Economic Review*, *Journal of Human Resources*, and *Social Forces*. As noted by a set of respected colleagues, *The Gourman Report* offers "the only guide to higher education quality that assigns numerical scores measuring university quality, and has consequently been used by a number of researchers" (Judge, Cable, Boudreau, & Bretz, 1995, p. 498). Upon retrieving *The Gourman Report* from the LSU library, I was informed by the reference librarian on duty that this volume was provided to patrons upon request, but only with a standard warning reflected in the concluding statement of a review of the *Report* that appeared in the *Wilson Library Bulletin*, "Only an irresponsible reference librarian would add [the Gourman Report] to a collection" (Rettig, 1993, p. 124).

Principal among the concerns related to *The Gourman Report* is its author's (i.e., Jack Gourman) refusal to reveal his methodology. As noted in *The Chronicle of Higher Education*, most of the scores in the most recent *Gourman Report* (1997), covering 105 disciplines and 1,273 undergraduate institutions, "differ by only 1/100th of a point, with no wider gaps and no ties—an outcome that researchers call a near-impossibility, statistically" (Selingo, 1997, p. A45). The *Chronicle* goes on to note, "What's more, college officials have no idea how the rankings were determined, because no one ever contacted the institutions for the information" (Selingo, 1997, p. A45). In Gourman's defense, the *Chronicle* acknowledges that Gourman says he derives his rankings by averaging scores for 10 factors related to program quality (Selingo, 1997, p. A46). At the same time, however, the *Chronicle* states that Gourman "refuses to elaborate on his criteria and on how those factors can be quantified for a numerical scale" (Selingo, 1997, p. A46). It would appear that the factors are weighted in some unspecified fashion. For example, according to *Chronicle* calculations, Princeton University has an overall score of 4.95, but the mean of its 43 ranked programs is 4.72. In Gourman's further defense, the *Chronicle* reports that rather than collect information from an institution's officials, Gourman says he relies on letters received from faculty members and others who write him about their programs, as well as 50 trained people working around the country. Gourman adds that the letters he receives are destroyed to protect the identity of his sources. Just how these sources would have access to essential informa-

tion necessary to make the judgments Gourman offers is thus unclear. He has further stated that explaining his research methods more fully would be confusing, and because his methodology would run hundreds of pages, it would be too expensive to print with his reports (Webster, 1984, p. 16; see also Webster, 1986). In response, one must nonetheless wonder how Gourman's methodology would have allowed him, for example, to rank nonexistent departments at, for instance, the University of Chicago and Claremont McKenna College. When Evan Schnittman, *The Gourman Report's* editor, was asked by *Chronicle* reporter Jeffrey Selingo (1997) to elaborate on Mr. Gourman's criteria for ranking programs, Selingo was told that no explanation was needed and that only reporters and not consumers are concerned with methodology.

The purpose of this note is quite simple: to advise caution in taking program rankings at face value. Offering such a caveat to SIOP members, with their methodological sophistication, may seem odd. After all, without information about a study's sources and methodology, its claims would never be accepted by the SIOP membership. Yet, an Internet search reveals that, with recent articles appearing in *Personnel Psychology*, the *Academy of Management Journal*, and *Organization Science*, some of our colleagues may have unwittingly relied upon *The Gourman Report* for source data. Moreover, the same search further reveals that many of our institutions unhesitatingly publicize their rankings in *The Gourman Report* on their World Wide Web sites.

Program rankings are available from a variety of sources. Such sources range from what some regard as the arbitrary opinions of individuals to teams of scholars working on behalf of private, nonprofit organizations chartered to advise the federal government. As my colleagues and I learned in our search for program rankings, knowledge of how such rankings are constructed is essential to ensure that they are used appropriately.

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Implications of 9/11 for
the Workplace

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In early September I was thinking about my January column, unsure whether to write about sexual harassment or affirmative action or both. That debate ended abruptly with the attacks on the World Trade Center and the Pentagon on 9/11/01. Immediately, my thoughts wandered well beyond the **Legal Front** to the much larger arena of terror and its implications for family, friends, and for our way of life. When my thoughts wandered back to the column, I started thinking of how the 9/11 attacks impact the **Legal Front**, both in society at large, as well as in the workplace.

The Larger Arena

As for society at large, I kept thinking about Pearl Harbor. That, in turn prompted images of internment of Japanese Americans during WWII. So I read two of the relevant Supreme Court cases; *Hirabayashi v. United States* (1943) and *Korematsu v. United States* (1944). Without going into grand detail, we had a combination of a War Powers Act from Congress and an executive order (EO 9006) from the president which, taken together, provided the military command with extraordinary powers to create and enforce curfews, and ultimately to intern all people of Japanese descent into camps, including American-born American citizens and immediate relatives of Japanese-American U.S. combat soldiers.[1]

The rationale for our WWII actions was twofold: (a) the United States was attacked by a foreign power for the first time since the War of 1812; and (b) there was probable cause to believe that there were Japanese spies on our shores and, possibly, Japanese Americans who sympathized with the enemy. Rational thought dictated that those who would hurt us were likely in a small minority. Nevertheless, when challenged under the Due Process Clause of the 5th Amendment, the Supreme Court, in both cases, deemed that the fear of unfriendly "aliens" among us was rational and the actions (e.g., curfews

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[1] It should also be noted, however, that President Roosevelt used his wartime powers to issue three executive orders (EO 8802, 9001, & 9346), each designed to prohibit discrimination in defense contracts based on "race, creed, color or national origin" (where creed was the then code word for religion).

and internment) were supported based, essentially, on the belief that it would be difficult, if not impossible, to distinguish friend from foe.

Fast forward to 9/11/01 and we have parallel events, but a different federal response. There was (a) a direct attack on continental U.S. soil and (b) perpetrators identified as Arab Muslims. However, in the words of our president, the enemy in this war is not religion or nationality, but rather "evil." So, even though as in WWII the case can be made that there are (a) spies and sympathizers among us and (b) it is difficult to discriminate friend from foe, the presidential and congressional response was an antiterror statute which gives the Justice Department extraordinary powers but instructs the rest of us to respect the rights of all religions and nationalities.

The Workplace

The moral is, as the president states, to be "vigilant" but not "vigilantes." This is as true for the workplace as it is for the community. The president has made it clear that it is a federal responsibility to investigate and enforce the new antiterror statute. By implication, our task in the workplace remains as it was before, to understand and act in accordance with the existing antidiscrimination laws and to advise our students and clients accordingly. That being the case, let us turn to the admittedly less spectacular issues associated with relevant EEO Laws.

Discrimination Based on Citizenship

Selection based on citizenship has obvious implications for adverse impact on legal aliens. Although the case law in this domain is dated, it seems quite clear. In a nutshell, private and federal entities may discriminate based on citizenship, whereas state entities may not. However, there is also a critical caveat for private entities.

The citizenship issue emerged in a 14th Amendment case in which the Supreme Court struck down an Arizona law requiring 15 years of residency for eligibility for state welfare benefits (*Graham v. Richardson,* 1971). The Supreme Court subsequently ruled against New York City for discharging four legal aliens for not becoming U.S. citizens (*Sugarman v. Dougall,* 1973) and against the Connecticut Bar Association for denying access to the state bar exam to a Dutch citizen (*In Re Griffiths,* 1973).

During this era, the EEOC wrote the following 1972 guideline targeted toward private entities:

> Because discrimination based on citizenship has the effect of discriminating on the basis of national origin, a lawfully immigrated alien…may not be discriminated against on the basis of his citizenship.

However, in *Espinoza v. Farrah* (1973), a Title VII case in which a private clothing manufacturer excluded a "lawfully immigrated (Mexican)

alien," the Supreme Court ruled that "aliens are protected from illegal discrimination under the Act, but nothing in the Act makes it illegal to discriminate on the basis of citizenship or alienage."

Subsequently, in *Matthews v. Diaz* (1976), in a 5th Amendment case, the Supreme Court upheld a Social Security Act provision requiring a 5-year residency for federal Medicare supplemental insurance, ruling that:

> The fact that all persons, aliens and citizens alike, are protected by the Due Process Clause does not lead to the further conclusions that aliens are entitled to enjoy all the advantages of citizenship.

In comparing this ruling to its prior 14th Amendment rulings, the Supreme Court also ruled "it is the business of…the Federal Government, rather than...the States or the Federal Judiciary, to regulate the conditions of entry and residence of aliens."

The caveat for private entities stems from the Farrah case, in which one Hispanic was not hired and another Hispanic was, the difference being that the one excluded was not a citizen, whereas the one hired was a citizen. The Supreme Court made it clear that it would not have supported the employer had an Hispanic noncitizen been excluded in favor of (for example) an Irish noncitizen. The moral, therefore, is that a noncitizenship policy, though legal, should not be selective in its application.

Accommodating Sincerely Held Religious Beliefs

Beyond the obvious—that a person's religion should not enter into a personnel selection decision—there is a more subtle issue regarding reasonable accommodations for sincere religious beliefs. The nuts and bolts on this issue may be found in two Supreme Court rulings (*TWA v. Hardison,* 1977 and *Ansonia Board of Education v. Philbrook,* 1986) and a 5th Circuit ruling (*Brener v. Diagnostic Center Hospital,* 1982*)*. Most scenarios feature (but are not limited to) Sabbath and religious holidays. Taken together, the key rulings imply four major points: (a) applicants and/or employees must request accommodation; (b) both sides must "flexibly interact" to identify potential accommodations; (c) any accommodation that works is reasonable; and (d) hardships that are more than *de minimis* are undue. More specifically, it is an undue hardship if an accommodation involves any additional monetary cost or loss of productivity or efficiency.

There are some unusual issues in this domain (e.g., sacrificing animals, smoking peyote, etc.). But there are also issues that are easy to overlook. For example, in *United States v. Philadelphia Board of Education* (1990), the 3rd Circuit ruled that the right to wear religious garb violates religious neutrality if done in a public school classroom. On the other hand, in *EEOC v. United Parcel Service* (1996), the 7th Circuit ruled that Islamic beliefs

shield the right to wear a beard so that to accommodate by restricting the believer to jobs involving no contact with the public is unreasonable.

More generally, case law reveals circumstances where being beardless is job related (e.g., fire fighting; see *Fitzpatrick v. City of Atlanta,* 1993) and cases where it is not (e.g., pizza delivery; see *Bradley v. Pizzaco of Nebraska, Inc.,* 1993).[2] The same reasoning undoubtedly applies to any type of grooming or dress code. The moral, therefore, is to use pre-9/11 judgment. If an employer does not have a legitimate business reason and/or did not have or was not contemplating policies involving grooming, dress codes, and other like issues, this is probably not the time to contemplate or institute them.

Speak-English-Only Rules

I cited this issue in the last edition of *TIP* (October, 2001). Historically, English-only rules have featured (a) Hispanic plaintiffs and (b) language used when conversing on one's own time (e.g., lunch). In *Garcia v. Gloor* (1980)*,* the 5th Circuit rejected a challenge to an English-only policy, prompting an update to the EEOC Guidelines opposing that ruling, as well as a 1983 EEOC opinion (EEO Decision 83-7) in which the EEOC argued that English-only policies are unlikely to be job related, unless related to legitimate safety concerns. In *Garcia v. Spun Steak* (1993)*,* the 9th Circuit overturned the EEOC guidance, prompting the EEOC to respond:

> The 9th Circuit's decision is the only appellate level ruling involving English-only requirements in 14 years since EEOC promulgated national origin guidelines, creating speculation that the Court denied review in *Garcia* to allow other circuit courts to weigh in on the English-only issue.

More recently (April 20, 2001), the EEOC announced a $2.44 million settlement against the University of the Incarnate Word on behalf of 18 Hispanic housekeepers required to speak only English on the job, during breaks, and during lunch time. In short, this is one issue the EEOC is likely to continue to challenge.

The moral here mirrors what was said about grooming and dress codes. If there is no legitimate business safety concern and the employer did not have and was not contemplating an English-only rule prior to 9/11, this probably is not the time to contemplate and/or institute a rule prohibiting individuals who speak Arabic languages (or any other foreign tongue) from doing so on their own time.

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[2] In these two cases, the issue was the adverse impact of a "no beards" rule on blacks. However, this case law seems equally as applicable to sincerely held religious beliefs.

Other Related Laws

The various rulings cited above are primarily from Title VII and, to a lesser degree, the 5th and 14th Amendments. But other laws (and amendments) are worth noting.

To begin with, Title VII is not the only applicable law on some of the issues cited above. Section 1981 of the Civil Rights Acts of 1866 and 1871 is also relevant and applies, like Title VII, to private entities. However, where Title VII requires 15 or more employees, Section 1981 applies to the smallest of "mom and pop" shops. Although the 13th Amendment (upon which Section 1981 is based) applies to race (it ended slavery), by 18th-century standards, race includes religion and national origin (see for *St. Francis College v. Al-Khazraji*, 1987 and *Shaare Tefila Congregation v. Cobb*, 1987). Therefore, although Section 1981 does not encompass reasonable accommodation for religious beliefs, it likely encompasses all the variations of disparate treatment based on religion or national origin.

In addition, there is the Immigration Control Act of 1986 (or IRCA), the main purpose of which is to control the flow of *illegal* aliens. IRCA mandates employer responsibility for ensuring that employees are properly authorized to work in the United States. Although IRCA also has some nondiscrimination provisions,[3] the core of this implies monitoring. IRCA is enforced by the Justice Department, and it is possible it will become an important adjunct to the newly enacted antiterrorism statute.

Finally, there are issues associated with 1st Amendment (speech) and 4th Amendment (privacy) rights. Many of us will undoubtedly become more vigilant with respect to what others say, and many employers may opt to more closely monitor employee use of company resources (e.g., the Internet). The major concern here is not the heightened vigilance, but rather, selectivity.

For example, consider the following personal experience. In early October, my wife, a licensed clinical psychologist, volunteered for 8 days to counsel grief-stricken families who lost loved ones in the World Trade Center attack (I am so proud). She worked as a member of a Florida disaster response team. Upon her return from New York City, I met her at the West Palm Beach airport. I chose to park closer to the terminal and, therefore, was subject to "heightened security." Police and airport security checked every car (and driver) that chose to park in "Premier Parking." Interestingly, the driver in front was Middle Eastern, and every inch of his car was inspected; it took nearly 5 minutes. In my case, the inspection was far less scrutinizing; it shouldn't have been.

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[3] There are prohibitions against discrimination based on national origin, citizenship and/or intention to become a citizen, and a 1990 amendment where protections are extended to seasonal agricultural workers.

Conclusions

It's a time to be rational. Obviously, vigilance is required. At the same time, civil rights should be respected. Critically, our vigilance should not be restricted to the obvious. After all, it's possible that someone of my description could have wrecked havoc at the West Palm Beach airport while focus was diverted elsewhere.

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Drawing the Line: Are Some Differences Too Different?
(Or: Who's In, Who's Out, and
What Difference Does it Make?)

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The events of September and October, including the September 11th attacks on the World Trade Center and the Pentagon and the subsequent U.S. attacks on Afghanistan, have focused us profoundly on differences. We are inundated with information about the subtleties and nuances of the Arab world and of Islam and Muslims abroad and in the United States. We are paying attention to cultural and religious differences in ways we have not previously. At the same time, we voraciously seek to understand how the hijackers emerged in the United States and blended in relatively unnoticed. Published editorials advocate stricter controls and background checks on foreign visitors to the United States. And we are once again engaged in debates about the appropriateness and utility of ethnic- or other group-based profiling. The events of the day are shifting our consciousness about difference: How different are we from one another, really? Are differences good or bad? How much difference can we embrace and still be the same society? When does a difference represent danger?

Essentially, these are all questions about limits and boundaries. In our last column, we wrote that inclusion in large part is "about the container into which we all fit." Today, this perspective is being tested in dramatic and new ways in communities around the United States, in the country as a whole, and perhaps throughout the world.

Unfortunately, we are prone, especially under conditions of threat, to become simplistic and rigid in our thinking about difference. Specifically, we resort to dichotomous reasoning: If you are Arab, you may be a terrorist; if you are not Arab, there is no threat (was the bombing in Oklahoma City that long ago?). "Either you're a true American and support *us* in this war or you are anti-American and are against *us*." Categorical information about group memberships is often used as a quick way to answer such questions. What we do not typically think about when engaging in this type of reaction are

some of our underlying assumptions, based on answers to questions such as: What or who is "us"? Who defines it? What signifies whether you're in or out of the boundaries? In the current situation, for example, does putting a flag on your house or business make you one of "us"? (If it does, then why was the shopkeeper who happened to wear a turban murdered just a few feet from the flag he had placed on his shop window?) What do we mean by "American," and who determines whether someone "truly" fits the category?

This either-or thinking about difference poses a serious challenge to the society and community that strives to value its diversity and be inclusive. Full inclusion requires implementing processes that involve all members of the community in setting and giving meaning to the boundary. Paradoxically, participation in this process requires an *a priori* commitment to the larger community—in a sense assuming a predefined boundary—yet at the same time a willingness on the part of members to relax that definition of the collective—a willingness to be wholly part of something that is yet without a clear boundary or limits. What this means is that none of us alone, and no subgroups alone, can own or set the boundary. That boundary, those limits, must be marked together; and once they are marked, we must be willing to constantly reexamine them, in light of changes in ourselves and in others.

Granted, since September 11th, we have seen our nation make its boundaries more rigid. For example, legislation allows individuals to be detained for longer periods of time without due process, and it will be more difficult for visitors to the United States to get visas. The result is that many Arabs and Americans of Arab descent have had their individual freedoms eroded. But we have also seen many people, including high officials, work to make sure members of the Arab and Islamic communities continue to be included as part of the larger U.S. community. President Bush has rarely made a statement about the attack and the U.S. response without also differentiating between those who practice the Islamic faith peacefully from the very small minority who resort to violence in its name. Many in the Arab and Islamic communities in the United States stepped up their efforts to let others know who they are and what they stand for (including all of the diversity within the Arab and Islamic communities). In San Diego, for example, the Islamic Center and a number of mosques have held open houses and lectures to which the public was invited. What is notable to us about these events—and sets them apart from historical reactions to differences during times of war, such as the Japanese internment camps during World War II—is the collaborative way in which they have taken place. Recognizing and embracing the differences that exist among its people—in a sense, broadening our boundaries—has strengthened unity in the United States. The paradox is that as people in the United States have in many ways closed ranks, we have also recognized and allowed for our differences more than ever before, in a sense expanding our sense of who "we" are and who is included in that larger com-

munity. So the closing of the ranks has actually made us bigger, and making ourselves bigger has helped us close ranks. By being willing to live with this paradox and refusing to make it an "either-or," the country has become stronger. This to us is one of the lessons of inclusion: Noting and embracing differences can be a source of strength and unity, rather than division, if we do it in a way where no subgroup claims exclusive rights to defining the boundary. When we let go of our claim on the whole boundary, and therefore on being the sole arbiter of who is in and who is out, that boundary can become, paradoxically, stronger and clearer.

Our attention to differences these days can, on the one hand, lead to exclusion, to designating certain people and groups as so different that they are "beyond the pale," totally unacceptable and alien. Alternatively, attending to and allowing for differences can also make us stronger by providing us more resources and perspectives. There is strength in the differences, but only if we're willing both to change and be changed, particularly in terms of our hold on the boundaries. We cannot hold on to old notions of who "we" are and still benefit from the strengths that the differences can bring. Yet, paradoxically, to the extent that those "old" notions incorporate basic ideas that appeal to a broad set of people, they are more likely to be kept alive as they are changed than had we held on to them in their prior versions. It is in this way that a concept such as "freedom," a basic ingredient of the fabric holding the United States together, is more likely to be magnified if we can reexamine it and implement it in ways that make sense for the time.

As we attend to differences, we typically focus on the "other" and rarely on ourselves. Our analysis here suggests the importance of focusing not on "them," but rather on us. An exclusive focus on the other, on the outsider, rarely allows for the required type of understanding and development. For example, who is included in "us"? What defines the boundaries of the collective? What makes us who we are? What basic values hold us together? In the case of the United States, it may be values such as democracy, civil liberties, appreciation of dissent and difference, and the like. As the two of us have struggled to make sense of current events, and have also wondered whether sometimes some differences are just "too different," we have become more aware of the importance of the processes used to define and redefine the container within which such judgments are made. Dialogue, mutual adaptation, and engagement are key practices in this regard. So, for example, in the current dilemmas over the appropriate breadth of the container we call the "United States of America," we believe that the price of admission should not be a particular skin color, ancestry, or religion, but rather a willingness to engage in a two-way process of mutual adaptation. This may very well result in a container that is different than it was at other times in the past, but one that, by its ability to adapt, remains truer to its original intent.

As the United States engages in such conversations in the midst of challenging times, it is also timely for those of us in SIOP to examine and re-examine our own boundaries and the assumptions that underlie them. What defines the boundaries of our organization? How permeable are those boundaries? What benefits and costs do we accrue because of that level of permeability? To what extent do our definitions of who is "in" and who is "out" fit current times and reflect all of our members' perspectives, contributions, and strengths? Are there some members with more or less voice than others in the process of defining the container we call "SIOP"? Is there such a thing as "too different" in the context of SIOP? And how are we to determine that? Please let us know your views and reactions. Send e-mail to bferdman@alliant.edu and DavidsonM@Darden.virginia.edu.

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THE HIGH SOCIETY

What Else Could We Call Ourselves?

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Let's face it, we haven't exactly done ourselves a big favor. In 1970 we officially changed our name from the Division of Industrial Psychology to the Division of Industrial-Organizational Psychology. Thus, we are all "industrial-organizational psychologists." If a name reflects a brand, and a brand reflects an image, we have a most fuzzy image indeed.

While in graduate school you go home for a holiday. Some family members await your arrival. Your Aunt Bertha, who hasn't seen you in a long time squeals, "Oh there you are, my little cupcake. Tell me dear, what is it that you are studying in school?" You say, "industrial-organizational psychology." Aunt Bertha's face goes blank. You then say, "It's about psychology applied to work." Your aunt beams, "Now your Aunt Bertha understands. Why didn't you say 'psychology applied to work' in the first place? That would make a great title of a book!"

After you graduate you start your first job. Someone throws a get-to-know-the-new-neighbors barbecue. Someone at the barbecue says to you, "What do you do for a living?" You swallow hard and say resolutely, " I'm an industrial-organizational psychologist." "I'm afraid I'm not familiar with that line of work," comes the reply. You say, "It's about psychology applied to work." "Oh, now I get it. Why didn't you say that the first time? You know, 'psychology applied to work' would make a great book title."

Whether a student or professional, "industrial-organizational psychology" just doesn't convey an image. Furthermore, that phrase contains a palate-popping 14 syllables. Medicine is the usual home for multisyllabic job titles, but even they don't come close to us. A "pediatric anesthesiologist" contains a mere 11 syllables. It's time for something shorter and clearer. As a service to SIOP, **The High Society** presents a dozen alternative names for what we can call ourselves.

1. In 1970 when the "organizational" appendage was added to our name, it was to convey the growing recognition that work was performed in an organizational context. Why don't we just drop the old "industrial" prefix and go with "organizational psychology"?

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

Q: "What do you do for a living?"

A: "I'm an organizational psychologist."

Q: "Oh, I've read about people like you. You help people organize things. My husband has every tool in the world, but his tool room is such a mess you can't even find a simple screwdriver. But I should talk. My kitchen is a mess, too. I can't find the lids to my pots. And our teenage daughter has a room that looks like a bomb hit it. Two years ago she had a friend stay over, and I wonder if she ever got out alive. There is so much mold growing on some dishes in there you could start a penicillin factory. Can you help us organize this household?"

A: "No, you don't understand, I…"

2. We are involved in various aspects of the conduct of work. How about "work psychology"?

    Q: "What do you do for a living?"

    A: "I'm a work psychologist."

    Q: "Nice to meet you, work psychologist. I'm a work plumber. Lenny here, is a work carpenter. Tony, over there, is a work brick mason. I guess what we have in common is that we all work for a living. And you know what, the three of us never had to attend no college to learn how to work! Now why don't you work your way over to the bar and come back with some strips of beef jerky for us working people?"

    A: "No, you don't understand, I…"

3. A European name for what we do is "occupational psychology." How about that?

    Q: "What do you do for a living?"

    A: "I'm an occupational psychologist."

    Q: "Am I glad to meet you. About 9 months ago I tripped at work and really wracked up my knee. The x-rays revealed torn cartilage. I began to work with an occupational therapist. I still have this pain, but the x-rays now reveal that everything is healed. So why do I still hurt? The occupational therapist suggested I go see a psychologist, as the pain must be mental. So I guess I need to see an occupational psychologist. That's you. How much do you charge?"

    A: "No, you don't understand, I…"

4. The job has been a common framework for what we do. How about "job psychology"?

    Q: "What do you do for a living?"

    A: "I'm a job psychologist."

    Q: "Oh, could I ever use you. I don't normally pour my heart out to strangers, but I need help. My ex really did a job on me. My

ex got the house, both cars, the bank accounts, and most of the furniture. I got a color TV and a pair of slippers. I need help in adjusting to all this. After the job my ex did on me, I'm filled with violent rage. Can I crash on your couch for a few weeks?"

A: *"No, you don't understand, I…"*

5. Some say the job is too broad of a concept. A position is more descriptive. How about "position psychology"?

Q: "What do you do for a living"?

A: *"I'm a position psychologist."*

Q: "Let me see, how many positions are there? There is standing, sitting, stooping, crouching, and missionary. Let me guess, most people prefer missionary. And you get paid to do this?"

A: *"No, you don't understand, I…"*

6. Yet others argue that job and position are now passé. What we all do in work is fill a series of ever-changing roles. How about "role psychology"?

Q: "What do you do for a living?"

A: *"I'm a role psychologist."*

Q: "You most certainly are a specialist. Well, I prefer pecan over cinnamon. Does that make me crazy?"

A: *"No, you don't understand, I…"*

7. Given the rate of change in the business world it has been suggested our job is to help people deal with change. How about "change psychology"?

Q: "What do you do for a living?"

A: *"I'm a change psychologist."*

Q: "I didn't know the U.S. Mint employed psychologists. Well, here is my 2¢ worth on the topic. In today's society the concept of giving coins in making change is absurd. Everything should be priced on the dollar. I hate those metal dollar coins. They look like quarters to me. Half-dollar coins are big and bulky, and you can't even place them in a parking meter. Pennies are useless in making change. What can you buy for a penny any more? Nickels aren't much better. I say if we are going to make change, we limit our coins to dimes and quarters. It's about time we realized we are in a new century, and making change is a product of a time when everything wasn't so expensive."

A: *"No, you don't understand, I…"*

7. An old fashioned name for business is commerce. How about "commercial psychology"?

Q: "What do you do for a living?"

A: *"I'm a commercial psychologist."*

Q: "Oh, I just love what you do! My favorite commercial is about

the white duck that sells insurance. My all-time special com-
mercial is the one where the duck quacks at the couple in bed
together. It is such a stitch. You people are so clever."

A: "No you don't understand, I…"

9. A less sexy name for an organization is a company. How about
"company psychology"?

Q: "What do you do for a living?"

A: "I'm a company psychologist."

Q: "Please keep your voice down, but I could really use your serv-
ices. Floyd and I spent a fortune to decorate our house to
entertain company. But Floyd gets very anxious when compa-
ny comes over, particularly when they spend the night. He
says they interfere with his lifestyle. Next week my mother is
coming for a prolonged visit. I haven't had the heart to tell
Floyd about the arrival of his mother-in-law. I'm afraid he'll
go ballistic. You're a company psychologist. Can you help
Floyd deal with company in our home?"

A: "No, you don't understand, I…"

10. A more specialized name for a place of work is a firm. Lawyers
describe themselves as working in a law firm. How about "firm
psychology"?

Q: "What do you do for a living?"

A: "I'm a firm psychologist."

Q: "This has got to be the cheesiest come-on I've ever heard. So
you're not a flaccid psychologist, not a drooping psychologist,
not a limp psychologist, and not a sagging psychologist. You
are a firm psychologist. Why don't you hop on your firm horse
and ride out of here?"

A: "No, you don't understand, I…"

11. A more generic name for work is labor. How about "labor psy-
chology"?

Q: "What do you do for a living?"

A: "I'm a labor psychologist."

Q: "Oh, thank goodness we met! My wife is about to have our
first baby, and we are on pins and needles. Her family has a
history of experiencing difficulty in labor. Everyone is so con-
cerned since this is our first. Can you please, please join us in
the delivery room? I believe your presence would be such a
comfort to us all."

A: "No, you don't understand, I…"

12. At a fundamental level we are involved in various aspects of
employment. How about "employment psychology"?

Q: "What do you do for a living?"

A: *"I'm an employment psychologist."*

Q: "You may be our last hope. Our son moved back into our house after he graduated from college. That was 15 years ago. No matter how much prodding and pushing we do we can't convince him to obtain employment. It's so bad he is now watching Nickelodeon reruns of the same shows he used to watch when he first moved back in. For crying out loud, in 3 years he will be covered by age discrimination employment laws. Could you please save my sanity and convince our son it's time he found employment?"

A: *"No, you don't understand, I..."*

12. Which brings us back to "industrial-organizational psychology."

Q: "What do you do for a living?"

A: *"I'm an industrial-organizational psychologist."*

Q: "Hmmm, I think I could use your services. I'm director of the Zoning Commission. As you may know, the city recently purchased a big tract of land south of the city to create an industrial park. The members of the Zoning Commission are continually arguing among themselves as to where they want to place the companies in the park. I want to organize the industries by type. I want the manufacturing industries on one side of the park and the service industries on the other. This type of organization just makes sense to me. Can you help me?"

A: *"Have your people get in touch with my people."*

MACRO, MESO, MICRO

New Technologies and Organizational Performance

Matt Barney
Motorola

At the end of the 20th century, the world was enamored with the hope that the latest technologies would solve our worst problems—and make everyone rich. Now, in the aftermath of the "dot bomb" collapse, it might seem quaint to ask what role technologies can play in managing across organizational levels. But technology has been improving our science and practice for many years. Assessment technologies have exploited advances in information processing power (e.g., item response theory used for the GRE); education has created everything from eLearning to videotapes, and scanners have improved our ability to quickly tabulate test scores. All of these predated the recent "irrational exuberance" of technology (and the stock market), and I believe there are still places where technology can assist our field.

This issue I'll touch on some new technological advances that can help manage people toward organizational goals. They're not a panacea, but they provide some new solutions to old problems.

Job Analysis Wizard

In 1997, **Ken Pearlman**, Scott Harkey and I created and patented a technology to make job analysis really fast (Barney, Harkey, & Pearlman, 2000). Having done job analyses manually for some time, we were frustrated that they were slow and difficult to share across geographical borders. The "Job Analysis Wizard" automated many mundane tasks of studying work and workers by using Web-based surveys, taxonomies, and archives of previous work. The system also archives products such as training, instruments, and disability accommodations according to the taxonomic structure so that others in dispersed locations could reuse them as they needed. Similarly, the system is useful for scenario planning used in considering HR systems in merger, acquisition, and business strategy development.

As we built the system, we were worried, "How would we ever be able to keep the taxonomy organized as new dimensions (e.g., new programming languages) were invented that are job relevant?" To solve this, we reused job analytic data and fuzzy logic to have the system suggest to the psychologist what other dimensions are most similar to the new one, to help keep the system tidy. In short, the system can complete a job analysis, using sub-

jects worldwide, in just a few days—significantly faster and cheaper than traditional methods, while ensuring that professional standards are met. It is still the only system that I'm aware of, including famous HRIS systems like PeopleSoft, that allow for micro- and macro-summaries of science-based analyses of work and workers.

Organizational Theory Software

I'm really impressed with the work of Kathleen Carley, Ray Levitt, and colleagues, who have innovated new ways of modeling organizational designs and resources as a way to improve the likelihood of organizational goal attainment (e.g., Carley, & Prietula, 1994; Carley, Prietula, & Lin 1998; Kunz, Levitt, & Jin, 1998; Kunz, Rivero, & Levitt, 2000). Using their software (e.g., www.vite.com), you can specify micro-level properties of human resources, meso-level process flows and reporting structures, macro-level goals, and then simulate the flow of work. Based on the results, you can examine work loading across employees, processes, and identify bottlenecks and risk factors. Proponents claim that these tools allow you to analyze the best way to design your organization and allocate your people to tasks. This approach is said to have resulted in significant reductions in project cycle time and cost (Samuelson, 2000).

I foresee these types of tools becoming standard in the I-O psychologist's toolkit, as are assessments of *g* and personality. They can help us translate organizational-level goals into meso-level processes and specific micro-level HR considerations in a way that nothing else can. In short, they can frame the amount and type of our traditional interventions that organizations need to realize their strategic goals.

Mobile Training Mastery

Recently, I've developed a system that incorporates balanced scorecard measures to (a) prioritize interventions (e.g., calculate return on investment); (b) automate job analysis with outcome-centric scales; and (c) reuse assessment data to improve training transfer (Barney, 2001a). The system improves individual-level learning by automatically giving additional follow-up coaching and assessments after a formal class is over by reinforcing content areas that the student struggled with (e.g., failed on an eLearning module test). Using Motorola pagers or cell phones (shameless plug for my employer here), it measures and delivers instruction during the employee's normal work routine after the class is over. This is a significant benefit in situations where there is a significant delay between the time of instruction and the application of new skills. For example, in Motorola's semiconductor factories, technicians may learn their annual preventative maintenance skills about 11 months before they actually use them. This system can be set up to deliver follow-up assessments and content to ensure mastery of these rarely performed maintenance tasks right before they must be performed.

Research on training has shown that transfer climate is a key predictor of training transfer (e.g., Rouiller & Goldstein, 1993). This system supports transfer climate in a way no other technology can. As the system assesses student performance, it gives behavioral feedback and terminal objective performance assessments to supervisors and coworkers so that they eliminate barriers and can coach the learner to ensure transfer. In this way, the system manages organizationally defined gaps across large numbers of individuals and their supervisors. Before this invention, it would have taken a tremendous manual effort to try to do this for large numbers of supervisors and learners distributed around the world.

Skinner Box for the Information Age

Lastly, I'll share with you a technology that might sound like something out of "Star Trek." Since the time I was an undergrad in entry-level psychology classes, I've been thinking about the problem of demand characteristics in psychological studies. The concern is that while subjects know they're being studied, they might change the way they would act normally. This is frequently cited as a threat to internal validity and ultimately to external validity as well.

To solve this problem, I invented a system that can assess physical behavior unobtrusively (Barney, 2001b). Just like the burglar alarms that are triggered inadvertently, it uses a pattern of interrupted lasers to assess behavior in three dimensions over time. Combined with a playback device, this could allow you to record Tiger Woods's golf stroke and "play it back" using a virtual reality headset. At the same time, the system could be used to measure behavior patterns without the awareness of the subject.

Obviously, there are important ethical considerations in the use of this technology, but I think it's a good example of the range of possibilities for using technology to solve traditional problems in I-O psychology. For situations where physical performance can be highly damaging such as aviation safety and nuclear security, these technologies may be especially helpful in improving employee and organization performance and safety—key meso- and macro-organizational goals.

Final Thoughts

These are just a few examples of how technology can be used for enhancing the I-O psychologist's ability to manage interventions across organizational levels of analysis. Technology isn't always the best solution. There are many examples of where it won't be able to take over I-O tasks, such as executive coaching, anytime soon. Technology is constantly improving and providing us with options that weren't previously available. We need to be careful and creative to use technology to solve our science and practice problems and not employ it for its own sake.

As always, I look forward to your comments, feedback, and ideas on **Macro, Meso Micro**. Please write to me at matt.barney@motorola.com

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Errata

Please note that there was an error in the October 2001 issue of *TIP* concerning Matt Barney's column **Macro, Meso, Micro: Human Capital.** The ™ symbol was not superscripted, so the following companies should read HC BRidge™, HCAM™, and ProOrbis™, LLC. Please accept our apology for any confusion this may have caused.

Marcus Butts and Nancy Yanchus
University of Georgia

Eyal Grauer
Bowling Green State University

Wow, is it 2002 already? In this edition of **TIP-TOPics**, we bring you three of our featured segments. In **Psychology et al.,** we will provide some insight into the possible extensions of I-O psychology to the field of cognitive psychology. **Career Corner** discusses some of the unique experiences of people teaching in I-O master's programs. Finally, in **Path to Glory**, we give some tips on how to save money. After all those New Year's celebrations, now may be a good time for you to start pinching those pennies again.

Before getting immersed in your reading, we'd like to remind you about the upcoming IOOB conference, a great opportunity to meet other grad students in your field. This year the conference will take place in Tampa, at the University of South Florida, March 1–3, 2002. Be sure to check out the IOOB Web site for the latest information (www.ioob.org).

Psychology et al.

While it is evident that there are distinctions between different fields of psychology, many times there are similarities that go unnoticed. In this issue, we compare cognitive psychology with I-O psychology, and see how subfields of psychology can learn from one another.

The goals of cognitive psychology are far different from the goals of I-O psychology. Cognitive psychologists are interested in knowing how the brain functions—how it works. Cognitive psychologists also study phenomena like attention, sensation, perception, linguistic operation, and memory. In contrast, I-O psychologists have a much more applied goal—improving work organizations and worklife.

Since the approaches are quite different, it does not at first seem logical to compare the two. However, upon further examination, there are some intriguing concepts of importance to both fields that overlap, such as judgment and decision making. Decision making takes place every day in the workplace and some decisions have implications for hundreds of lives. Thus, understanding how individuals reason and go about making decisions, and investigating how these decisions are perceived by others, can aid both

cognitive and I-O psychologists. Some I-O psychologists, such as **Scott Highhouse** and Janet Sniezek, have begun examining the relationships between the two fields through research looking at decision-making processes at work and during job searches. Another mutual interest topic is personal perceptions about trial processes, from eyewitness testimony to juror perceptions. These two topics demonstrate potential subfield interaction in the future of research.

Many cognitive psychologists use techniques that could be beneficial to I-O psychology. Neural networks, for example, were initially developed to mimic the brain and how it functions for artificial intelligence and computer science purposes. There are many types of algorithms used in neural networks to represent different natural occurrences, from hearing sounds to false memory encryption. Neural networks show some promise for helping our field because unlike regression models, they are able to learn patterns and are often capable of coping with missing data better than regression analysis. As for practical applications, neural networking models have been used to increase detected credit card fraud rates, to predict the likelihood of bombs in airport luggage, and for identification of individuals using fingerprints and face identification (now being used in certain U.S. airports). Neural networking has the potential to aid I-O psychology in selection tasks and in predicting turnover, but to date, very few papers have been written about I-O psychology and neural networks.

Similarly, there are some techniques such as item response theory and structural equation modeling, which are used frequently in I-O psychology but have not (to our knowledge) been applied to cognitive psychological situations. Some researchers in the cognitive field, such as John D. McAuley of Bowling Green State University, have suggested that IRT could be used to look at measures of recognition and recall (among other things).

What does all this have to deal with grad school? Well, all I-O programs have "core" requirements. You can take classes on cognitive psychology or neuroscience, and find applications for their methodologies and perspectives in the I-O field. So don't dread those core requirements. For all those proposals that you write up for your core classes—run the studies and integrate the information. You may learn something new during the process. And hey—you may even get a publication out of it!

Career Corner

We all know that there are various professor positions you can get with a PhD in I-O psychology, but many of you may wonder what the differences are between professor positions at master's programs and at PhD programs. Thus, we searched out a couple of reputable professors at I-O master's programs to give you their insights. First, **Jeffrey Conte** shares his current experience at the San Diego State University master's program. Then, **Douglas**

Johnson will give you advice that he has accumulated through his time at University of North Texas, which includes initiating the university's I-O master's program in 1971 and eventually helping start the PhD program (which replaced the master's program) in 2000.

Jeffrey M. Conte, Assistant Professor
San Diego State University

Similarities Between Master's Programs and PhD Programs

Teaching, research, and service are important parts of the job for professors at both master's and PhD programs. In master's programs that require students to complete a thesis, mentoring responsibilities for professors are similar to those at PhD institutions. Although master's theses are generally smaller in scope than dissertations, professors at master's programs are likely to advise a larger number of students given the comparably larger enrollment. Thus, professors at master's and PhD programs alike are responsible for guiding students through the trials and tribulations of the research process.

Teaching Duties and Research Responsibilities

Teaching duties for professors at a master's program differ from those at a PhD program because master's students are especially interested in applied issues in class. Thus, developing a master's seminar requires including readings that have very clear applied implications. Professors at master's programs often utilize book chapters from the SIOP Professional Practice series and articles from journals such as *Academy of Management Executive* and *Harvard Business Review* to supplement readings in the *Journal of Applied Psychology* and *Personnel Psychology*. Teaching graduate classes at a master's program also requires professors to maintain a balanced scientist-practitioner perspective in a class with students who will very likely work in industry for the rest of their careers. In addition, master's students are very eager to get involved in applied projects in their coursework.

Research duties and responsibilities for faculty at a master's program differ in several ways from those in a PhD program. First, because master's students are in the graduate program for a shorter period of time than PhD students (2–3 instead of 4–6 years), they are less likely to develop an independent research stream. Thus, professors in master's programs are very likely to direct theses in one of their own research areas. In addition, whereas PhD students who are going on to academic careers are often very interested and involved in the research and publication process, many master's students are primarily interested in gaining applied skills through internships and other applied experiences. Thus, professors in master's programs are often responsible for providing advice and expertise to students as they work in their internships. Although there is certainly some research collaboration

between faculty and students in master's programs, such faculty-student collaboration is less common than in PhD programs. Accordingly, many professors in master's programs collaborate on research primarily with faculty colleagues in their own and other universities. Finally, compared to PhD programs, there is often less emphasis at many master's programs on obtaining grants to support a research program and graduate students. However, this distinction has diminished in recent years as many professors at master's programs are now strongly encouraged or required to obtain grant money to support their research and their students' research.

Differences Among Master's Programs

Although it is clear that there are some important differences between master's and PhD programs, there are also notable differences among master's programs. First, although master's programs on average admit a larger number of students per year than PhD programs, the size of incoming classes at different master's programs varies widely. Second, the relative emphasis on teaching and research differs across master's programs. This is made apparent by examining teaching loads of professors. At master's programs with a relatively heavy research emphasis, the teaching load is likely to be two courses per semester, which is the same as at many research-oriented PhD programs. In contrast, master's programs with a heavy teaching emphasis may have teaching loads of four courses per semester. Thus, the teaching and research responsibilities described above for professors at master's programs will depend upon the relative emphasis on teaching and research as well as the size of the program.

Overall, the flexibility of the job and the varied activities and responsibilities involved in teaching, research, and service provide for a very challenging and fulfilling career for professors at master's and PhD programs alike.

Dr. Douglas Johnson, I-O Psychology Program Director
University of North Texas

Research Requirements and Teaching Expectations

Prospective faculty should always be concerned about research requirements and teaching loads. The two should be negatively correlated. Unless the master's program is located in a doctorate-granting department, the research requirements should be somewhat lower than in a PhD program. The teaching load will likely be somewhat higher. Typically in master's programs, there are fewer I-O faculty colleagues to team with to generate research projects. Master's students are not as research oriented as doctoral students, and they are only around for 2 years instead of 5 or 6, so it is more difficult to develop long-term student research projects and research assistants. It is reasonable for departments to expect a more modest level of research and publi-

cation from I-O faculty under these circumstances. You should be wary of a department that has all of these: a high teaching load (four courses per semester is a high load), extensive research and publication requirements for tenure, few I-O faculty colleagues, and only master's students to work with. Also, be wary of departments that will expect a lot of committee work from you. Untenured professors have more important things to do. Good departments tend to protect untenured faculty from excessive committee work.

You should be prepared to be flexible about what you need to do to achieve tenure and promotion. During my career, the University of North Texas changed from a teaching university with minimal faculty research requirements, to a more traditional "publish or perish" institution. Stay alert for possible changes in tenure-promotion requirements, especially if there is a change in university administration. Prior to accepting a position, ask about the historical stability of tenure-promotion requirements at the institution and the likelihood and direction of future changes.

The Importance of Applied Expertise

If you are going to teach in a master's program, you should have a strong orientation to teaching and to applied I-O psychology. Having an entrepreneurial spirit is a plus. While there is clearly a place for "pure academic" faculty in doctoral programs, such is rarely the case in master's programs. The primary purpose of most master's degree programs in I-O psychology is to create technical professionals for industry and consulting. However, there are a few master's programs that are designed as doctoral prep programs for students who wish to obtain their doctoral degrees. Be sure to determine which type of program you are dealing with, as the latter type may have fewer applied and more traditional academic components.

In general, you are likely to find that I-O master's students are highly motivated and vocationally oriented. They want as much applied training as they can get from their faculty so that they can get professional jobs within a couple of years after entering the program. Therefore, you should plan to develop and supervise applied experiences for your students. This includes creating contacts with external organizations for internship placements. You may need a strong set of sales skills to do this, as organizations will not necessarily fall all over themselves to work with you, even if your program is very good. If you teach in a community where there are consulting and in-house I-O psychologists, find out who they are and get them involved. They may not always have internship positions available, but they will usually work with students whenever they can. Fortunately, the University of North Texas is located in the Dallas–Fort Worth area, so I have usually been able to find external placements for my students. If your institution is located in a more rural location, you'll need to be creative to develop applied experiences. This is where an entrepreneurial spirit is useful. You may have to

develop a program-based, public service type of mini-consulting firm (with faculty-supervised students as the consultants) and offer its services to clients wherever you can find them.

Initiating a New Master's Program

If you receive an offer to start a new master's program, don't automatically reject it. It is a unique opportunity that can lead to great personal fulfillment. I have found that program development can be as much of a source of job satisfaction as teaching, publishing, or "grantsmanship," because it provides the opportunity to create an enduring contribution to your university and to your profession. However, you should make serious inquiries about the university's commitment to the development of the program. Do not take the job unless there is enthusiastic (and financial) support by the chair and the dean. And if you accept such offer, be a good departmental citizen and support the other programs in your department. Even though we'd like to believe that the I-O program is always the most important in any department that has one, don't act as if it is, because you will need your colleagues' support if you are to develop your program. The same advice holds if you take a job within an existing program. Master's programs are often located in smaller departments where there must be a supportive atmosphere among the various program faculty members if the programs are to succeed. Poor cross-program support and a high degree of "territoriality" are not conducive to the development of a strong program, especially in a smaller department. On the other hand, great things can happen when all departmental faculty support each other's programs. Be sure to check on the supportiveness of other program faculty before you take the job.

Path to Glory

Our topic this time is one of universal concern for all I-O graduate students (unless you are a trust fund baby): how to live on your annual stipend. For the majority of us, our graduate school salary is quite low. So…what to do? An immediate way to supplement your income is to take out student loans. While this is a possibility for some, it may not be an option for others. Therefore, the tips we offer below are some general ways to consider how you might improve your financial status by altering how, where, and on what you spend your money. These tips span from common sense to creative, so enjoy….

How to Change Your Spending Behavior

One of the simplest ways to decrease the amount of money you spend in a week is to limit how much cash you take out of the ATM machine. Some people habitually frequent the ATM, taking out small amounts of money as needed to purchase single items or single meals. Often it is the case that

while the majority of this cash is used to buy the preselected item, the remainder of the money is spent on more spur-of-the-moment purchasing decisions such as going out for coffee or stopping at a book or music store. An alternative, more cost-effective method for using the ATM is to only go once a week. Period. This can be done by planning your total week's expenses at the beginning of the week and then only allowing yourself to take out that amount of money (plus some calculated "splurge" money) from the cash machine. This way, extra spending is reduced or eliminated.

Another way to change spending behavior and avoid anxiety when bills are due involves your credit card use. It's best to view each purchase you make during the month as actually writing the check. This eliminates any false sense of "limitless money" that using a credit card can foster. Better yet, write a check instead of using a credit card. This way you are only spending the money you actually have in your bank account. Finally, you could get rid of all but one of your credit cards, and use it sparingly (i.e., only in cases of dire emergencies).

Where You Spend Your Money Counts

The places where you spend your money can affect your overall financial picture. Perhaps at one time in your life, higher-priced department stores with designer outfits were the norm where you shopped. Unfortunately, the graduate student budget can put a damper on frequent visits to these places. There are, however, many places to buy necessary items of good quality at inexpensive prices. Some of our favorite places to find a good deal are below:

- Dollar stores
- www.priceline.com
- Wal-Mart
- Pier One Clearance
- Sam's Club
- Gap Outlet
- Target
- Express (Clearance sales)
- TJ Maxx
- Salvation Army
- Shopgoodwill.com

Cutting Costs

Cutting costs is a key to financial success as a graduate student. The following are examples of how you may spend less money:

- Eating
  - Like steak and chicken? Not every night anymore, that's for sure! Now's the time to eat pasta, rice, beans, eggs, salad, soup, cheese,

and potatoes more frequently than before. Soup and potatoes can be a meal for two for under a dollar each!
- Buy generic products in the grocery store. Most products are identical, but with a different label
- Don't go out to eat more than once or twice a week
- Take a bag lunch to school—you can encourage this by sponsoring Brown Bag Lunches (power in numbers!)
- Clothes, books, and CDs
  - Your motto in these stores should be "look, think, and decide." If you find an item that you think is perfect for you, put it back on the rack or shelf or place it on hold and go back to the store in a day or two. This gives you time to think over your potential purchase to decide if it is something that you really want (or need) to spend money on.
  - The library is known for "having books," and some even carry popular CDs.; if not, there are many online locations to download MP3s and burn them
- Monthly Bills
  - Cancel your long distance service and look into using a calling card or 10-10 numbers. Many of these are cheaper by the minute and have no monthly fees
  - Use a free Internet service provider if possible
  - Always pay credit card bills in their entirety
  - Take advantage of interest-free student loans
  - Buy rabbit ears, get basic cable, or go without a TV. It's not like you have time to watch TV, right?
- Entertainment
  - Reduce movie theater outings, or go to a matinee
  - Rent videos instead of going to a movie theater

Successfully living on your stipend by changing your spending behavior, looking for different places to shop, and cutting costs can be a challenge, but hey—we're graduate students!

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Revising the Rules for Marathon Training

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If you had told us a year ago that achievement in the field of I-O psychology had anything to do with marathons and bulldogs, we'd have thought you were, well, one typo short of getting a SAS program to run, so to speak. Nevertheless, this edition of our column addresses the true importance of bulldogs, marathons, and a few other critical early career variables to boot. In keeping with our usual tradition, we began this issue's investigation in search of a successful professional who could help academicians and practitioners navigate through the initial days of their new careers. Naturally, our compass pointed to **Dr. Michael Campion** of Purdue University and Campion Services, Inc., who is **The Industrial-Organizational Psychologist** featured in this column. After studying Dr. Campion's professional feats in sufficient detail, we were left with two simple questions: what kind of a guy lives behind the name that adorns all of those publications and awards, and how did he get so darned successful? Determined to get some answers, we caught up with Dr. Campion and asked him our usual (occasionally unconventional) interview questions. The following pages provide an account of Dr. Michael A. Campion, the professional, followed by a personal glimpse of Mike Campion, all-around adventuresome guy. We then offer some handy **Career Gear**, which is designed to facilitate the identification and completion of the kinds of projects that will boost your professional impact.

The Industrial-Organizational Psychologist

Dr. Michael A. Campion: The Professional

Education

PhD, I-O psychology, North Carolina State University, 1982
MA, I-O psychology, University of Akron, 1978
BA, psychology, University of Minnesota, 1975

Professional Work Experience

Dr. Michael Campion is currently professor of management at Purdue University, West Lafayette, Indiana. Prior to his acceptance of a faculty position at Purdue, he worked for several years at IBM and Weyerhaeuser. Dr. Campion is also founder and president of Campion Services, Inc., which offers consulting services in human resource management, organizational development, and I-O psychology, as well as recruiting services in the fields of I-O psychology and organizational development.

Research and Consulting Fields of Specialization

Dr. Campion's research and consulting interests center on three areas: (a) human resource management—selection and staffing, job analysis, equal employment opportunity, performance evaluation, training and development, promotion and turnover, compensation, auditing and benchmarking, records management, and general personnel research; (b) organizational development—organizational consulting, diagnosis, attitude surveys, morale management, facilitation and negotiation, and the design of jobs, work teams, and organizational structures; and (c) interdisciplinary research—human factors, ergonomics, and industrial engineering.

Publications, Presentations, and Awards

Dr. Campion has published at least 65 articles in refereed journals, and he's given more than 80 presentations on a range of I-O psychology topics. He recently received a certificate of appreciation from the U.S. Department of State. The Personnel/Human Resources Division of the Academy of Management has also formally recognized his work. In 1988, he was awarded the Best Paper of the Personnel/Human Resources Division of the Academy of Management, and in 1987 and 1989 his work was cited among the eight best papers! Purdue presented him with the Jay N. Ross Young Faculty Scholar Award in 1987; 5 years earlier he had won SIOP's S. Rains Wallace Dissertation Award.

Memberships and Editorial Activities

Dr. Campion is past president of SIOP, as well as a Fellow of SIOP, APA, and APS. He has served on or chaired a variety of committees for professional associations such as SIOP, the Academy of Management, and APA. In addition, he is the past editor of *Personnel Psychology* and is currently on the editorial boards of *Personnel Psychology* and the *Journal of Applied Psychology*. He has also served on the editorial board of the *Journal of Management*.

Mike Campion: The Person

After reading about his professional productivity and all those highfalutin' awards, who'da believed that Dr. Michael A. Campion, successful academic

and consultant, is also a self-proclaimed Steve Irwin wannabe! (You know him, right? Steve Irwin…the Crocodile Hunter on the Discovery Channel's Animal Planet…the one described as a cross between Jim Fowler, Indiana Jones, and Tarzan.[1]) It's true! Understandably, it took us a few days to catch up with Mike for an interview. Though he might have been trekking through the Australian outback in search of extraordinary reptiles or scouring the globe for the eight deadliest snakes on the planet or heading to the Galapagos islands for a look at 400-pound tortoises, when we finally caught Mike, he was traveling along highway 65 en route to Chicago, which presented adventure and intrigue enough for the two of us! Out in the wild and in fear of losing his cell-phone signal, Mike kindly took the time to answer our questions.

What do you do to relieve stress? "Exercise every day," Mike promptly responded. "Whether I'm home or on the road, I work out using whatever is available. If necessary, I'll even use my briefcase or phone books as dumbbells!" Mike's been jogging daily since 1977. Not only does this habit afford the opportunity for exercise and stress relief, it also yields great anecdotes to share with nosey *TIP* columnists! He recounted a handful of stories related to jogging while abroad. A favorite of ours occurred in a rainforest in Surinam. While running one morning, Mike came upon "frogs the size of puppies…with eyes as big as the end of my finger.[2]" This is when we discovered Mike Campion's kinship with the Australian crocodile hunter. Mike freely admitted the urge to pick up the colossal creatures and check them out. He went to pick up the frog, and…before we could learn of the oversized amphibian's fate, Mike quickly switched gears (literally and figuratively). "Oops, my gas light says I need [to] stop." After giving him time to refuel on high-octane gasoline and a caffeine-laden soft drink, we continued with our next question.

What do you do during your time off? Mike responded that life's essentials consist of three things: work, rest, and play. On the weekends his "play" is constrained only by everyone's favorite maxim: "Unless I'm getting paid for it, I don't think, I don't shave, and I don't wear underwear." Okay, we're not certain that hordes of people espouse this principle, but we're just here to report what we heard! On weekends, he can generally be found at his lake cabin in Indiana, where he spends his time boating, hunting, and fishing. It's been rumored that he'll soon be tooling around on his new ATV (all-terrain vehicle). Having been raised in Minnesota, Mike explained, his idea of a good time focuses on spending time outdoors.

Delving further, we soon learned that in the great outdoors, although Mike may be known to whisper, "take a look at that, what a beauty!", he's less likely to be referring to some toxic tarantula and more likely referring

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[1] Special thanks to Ashley Riddle, our resident Animal Planet and Steve Irwin expert, for lending her insights to the column!

[2] We thought we heard him say something along the lines of "by crickey, the bugger nearly bit me," but don't quote us on that.

to an outboard, a jet motor, or perhaps his latest acquisition, a Go-Devil. For the reader uninformed as to the subtleties of motorboat engines, Mike likened a Go-Devil to a lawn mower engine on a stick blender—great for maneuvering through the muck! In case playing in the mud sounds like an unusual pastime for someone in his late forties, we should tell you that Mike is really just a kid at heart. "I may be getting up there in years, but I'm immature," he admitted unabashedly. "I'm 48 with the maturity of an 18-year-old. So, on average I suppose I'm in my 30s."

Do you have a routine that you like to follow? Just as Mike plays hard, he works hard, too. His weekly work routine consists of 12-hour days, 5 days a week. He exercises about an hour a day, works 12 hours, and sleeps around 7 hours. Throw in an hour or two for eating and showering, and you've got a pretty full day! Very rarely does he take days off during the week. When he does, he much prefers a long weekend to a week's vacation. Mike notes that he maintains his schedule not only because he's become "captured by success" and finds it difficult to let nonbillable hours pass by during the week, but also because it "just feels so good, you can't stop!"

Describe a "dark professional hour" in your early career. What did you do to get through it? We rephrased this standard question in terms with which we thought Mike would be more likely to identify: "Describe a time when a croc caught you in a death roll, metaphorically speaking of course." He responded with a story he says he's told a million times. His grades weren't very competitive for graduate school, and he didn't exactly have people beating down his door in hopes that he would seek training in their I-O programs. He was kicked out of the doctoral program at Akron; told to get his master's and leave. Moping around for 6 months in a "downward death spiral," Mike finally finished his master's and got a job. He found what he really needed at Weyerhaeuser—data and someone to believe in him. He started publishing and found he was "pretty good" at it! This improved his self-esteem not to mention his vitae, and it made him extremely competitive for doctoral programs. He completed his PhD, and 4 years later returned to academics in a faculty position at prestigious Purdue University. As Steve Irwin would say, "Wohoooo!"

What factor(s) contributed significantly to your success? Mike was really ready for this one—it's probably a question he's been answering for years! He passed along a number of lessons learned (which he subtitled "dogmatic stuff that makes my son's eyes roll") that have contributed to his success. Above all, "you have to have a good sense of humor and a positive attitude." Beyond that, Mike cited four things that he's found useful over the years: (a) a marathon mentality, (b) an increment-a-day approach to task accomplishment, (c) working an extra hour per day, and (d) the willingness to "go bulldog" (no, not bullfrog, bulldog!) in order to wrap up big projects. In fact, Mike believes that these four things can contribute to anyone's suc-

cess—not just his. He therefore suggested that we elaborate on them in the **Career Gear** section of the column.

Career Gear

Our interview with Dr. Campion indicated that a marathon mentality can be very useful when striving to become a successful I-O psychologist. Most of us are accustomed to completing the day-to-day tasks that keep us in business (the sprint), but fewer folks focus on long-term goals outside of their daily work requirements. Viewing your daily work as part of a larger career-related goal (the marathon) can keep various work options in perspective, allowing you to complete those big projects that really count.

But, just how does one develop a marathon mentality to endure the pursuit of success? If you're anything like two early-career I-O psychologists we know, you're sweating, panting, and gasping for air after the first 5K of the professional race. The marathon hardly seems feasible, especially when it involves independent, long-term projects such as writing journal articles or grant proposals. Who has time for that on top of teaching, consulting, directing projects, participating on departmental committees—heck, just plain working?

This segment is intended to advance one's progress in the marathon. Dr. Campion's insights into his own success set the stage for this issue's **Career Gear**, which concentrates on: (a) identifying the work that really counts; and (b) focusing your energy there, not elsewhere.

Identify the Work That Really Counts

A recent book by Richard Koch (1999) highlights something called the 80/20 rule (or the Pareto Principle), which asserts that a pattern of predictable imbalance appears repeatedly in life. In business, for instance, 80% of revenues are accounted for by 20% of the customers. Similarly, 80% of sales and profits are derived from 20% of the products—get it, the 80/20 rule? So, what does the Italian economist Vilfredo Pareto's principle, proposed more than 100 years ago, have to do with you and your career? Well, think of work as offering two kinds of opportunities, those within the job description (i.e., the requisite day-to-day tasks) and those related to broader career goals (i.e., the work that adds to one's professional value). The Pareto Principle suggests that 80% of our opportunities involve the requisite job description-type tasks, but this work produces only 20% of our results. Conversely, 20% of our possibilities are related to broader goal-related stuff, and these projects account for the bulk of one's success.

From a career development standpoint, all of this simply means that some areas of your work count more than others. Once you identify the parts that really matter, you can devote appropriate amounts of attention to them. According to Dr. Campion, you should ask yourself a straightforward question every morning: "Of all the things I have to do today, what would make

the biggest impact in terms of my career?" Although the specific response to this question will vary from one I-O psychologist to the next, the high-impact item, Dr. Campion explained, "…is NOT reading your e-mail. It's the major project, dissertation, or article," which tends to reside in the file labeled "I'd Have Finished This By Now If I Just Had More Time." In short, devoting all of your energy to routine minutia is shortsighted. It's like running the same sprint from day to day. In many cases, the articles, grants, and bigger projects are the real career boosters. Hence, a marathon mentality is required. One needs to take a broad view, effectively tackling the projects and stretch assignments that will facilitate career advancement in the long run.

Focus Your Energy There…

Once you've identified the marathon project that really counts, it's time to consciously focus efforts on it. According to the experts, there are lots of different ways to do this without forsaking your personal life. Dr. Campion suggests working one extra hour per day—one hour more than the next guy. He's convinced that this approach gave him the JND (just-noticeable difference) he needed while working at Weyerhaeuser. "I'd get out at 6 rather than 5. After a year, that was a whole paper!" he said.

An "increment-a-day approach to task accomplishment" is also recommended. Early on, Dr. Campion observed that people are often good at accomplishing small tasks, but find larger projects extremely difficult because they get hung up on the size of them. He therefore adopted the increment-a-day approach to task accomplishment, which he and classmate **Bruce Avolio** developed during their graduate school years at Akron. By accomplishing some increment per day, no matter how small, larger projects seem more manageable and get accomplished. "It's like goal setting, but not as grandiose as 'finish dissertation by September 12th.' Rather, it simply dictates that every day you have to get some increment (toward your project) done," Dr. Campion explained. He is not kidding about this every day thing. He means every single day, with no exceptions. "There is no such thing as a day that you skip. You can't go home at night until you do at least one constructive thing on your project…one paragraph, one table, no matter what at least one thing per day before you go home. If it's 6:30 p.m. and you have to stay until 9:30 p.m. to finish your increment, then you quickly learn to tackle your increment earlier in the day."

Indeed, priority setting is essential if you want to complete those big projects. Most people fail to make conscious decisions about the order in which they approach their tasks. Instead, they let daily demand determine their priorities. As questions, calls, memos, or visitors vie for attention, they respond to whatever task someone else hands them (Berryman-Fink & Fink, 1996). While attempting to focus energy on your marathon project, it's important to take control of your day. Understand your circadian rhythms

and schedule accordingly. Each of us has hours when we're at our best and hours when we're only fit for the most mundane tasks (Taylor & Martin, 1987). Dr. Campion emphasized this point when we spoke to him, noting that he chooses chunks of time when he's at his best and uses those times to work on the things that can impact his career. Thus, it is important to consciously schedule your day so that your best hours are saved for the marathon work. Use the other times (e.g., commute times or just periods when you tend to feel mentally sluggish) to complete the less important tasks.[3]

Finally, you must be willing to do what it takes to wrap up those big projects. Dr. Campion notes that knowing when to "go bulldog" offers a leg up in terms of success. Specifically, he recommends that you seek to identify those projects that are "closest to the door" (90% finished but were just creeping along). To get that final 10% done, "go bulldog." In other words, don't let go for anything! "Devote all of your effort to that project," Dr. Campion advised. "Forsake all other things until it's completed." Of course, it's equally important to reserve your bulldog for the important projects. Don't squander your energy on insignificant tasks and obligations, lest your bulldog grow weary. No one can go at a bulldog's pace all the time, and the pooch must be up to snuff when you beckon.

…Not Elsewhere

You know what they say about the best-laid plans. Even when you attempt to reserve premium chunks of time for high-impact work, there are a surprising number of things that can stand in between you and the completion of your marathon project. Telephone interruptions, drop-in visitors, ineffective delegation, the inability to say no, meetings, and poor communication are just a few example items (Mackenzie, 1997). So, how do you prevent low-impact tasks and assignments from sucking up all of your energy and attention? Go to the time management section of any bookstore, and you'll find enough recommendations to make your head swim. From a practical standpoint, it may be better to identify and incorporate one or two time management strategies, rather than revamping your whole lifestyle during the course of a single week. Here are a couple of suggestions to get you started. The first few involve preventing interruptions when you're working on your marathon projects, and the final tip addresses the manner in which meetings are scheduled.

First, consider the way most people receive telephone calls—intermittently and at the caller's convenience. Telephone interruptions can shatter concentration and thwart progress on your project (Mackenzie, 1997). To prevent this problem from occurring, let the voicemail receive your calls. Then, set aside a time each day when you can return a batch of calls at your

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[3] Hey, wait a second! Wasn't Dr. Campion talking to us during his commute? In all seriousness, we were pretty excited that he put us on his calendar at all. He's running quite a few marathons these days!

convenience. Furthermore, think about how much time most of us spend on e-mail these days. If you leave your e-mail account open all day long, it's quite tempting to respond to (or at least peruse) each new message as it arrives. The phone technique described above can be adapted to e-mail… Keep that e-mail account closed and set aside a designated "e-mail time" during which you can read and respond to your electronic messages.

Other priority-time-protecting techniques can be accomplished with a notepad and a writing utensil. Before succumbing to the interruptions that darken your door, be sure to jot down a note to remind you of your thoughts or indicate where you were. This will minimize the time to get back into your project. You can also reduce interruptions by keeping a Key Person Page. As it has been said, when you think it, ink it! That is, write down issues, comments, and questions to be addressed with key coworkers, and cover them all at once rather than repeatedly interrupting your work and your associate's work during the course of the day.

Finally, you may want to try deliberately bunching your meetings and appointments together. This way, earlier meetings will have to yield to later ones. Such a tactic prevents meetings from expanding unnecessarily (Taylor & Martin, 1987).

Summary and Conclusion

In sum, many early-career professionals spend too much time worrying about short-term tasks; consequently, we don't spend enough time on expansive projects, which tend to pay off the most from a career development standpoint. The completion of big important projects doesn't require an extra 20 hours at the office per week, as long as we explicitly recognize the relative importance of our many possibilities and consciously focus our energy on the stuff that counts.

As always, your questions, comments, criticisms, and kudos are welcome at EC headquarters, where we're busily trying to continue the marathon despite the occasional stumble. Be sure to stay tuned for the next issue of **Early Careers**. Featuring **Dr. Rich Klimoski** from George Mason University, it just might provide the fuel you need to stay in the race!

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Industrial and Organisational Psychology in Australia: The 4th Australian Industrial-Organisational Psychology Conference

Catherine Collins
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The Australian Industrial and Organisational Psychology Conference continues to grow as a showcase for Australian I-O research and practice. The conference is a biannual event and the fourth conference was recently held in Sydney. There were 530 conference delegates who attended, including a balance of academics and practitioners. The conference provides a great opportunity to review some Australian I-O psychology as well as international links with Australian research. The highlights of the conference can be captured in the following themes:
- International linkages and contributions
- Quality Australian research

International Linkages and Contributions

The 4th Australian I-O Conference attracted many conference delegates from outside Australia, including the USA, UK, Canada, Israel, and New Zealand. Their involvement ranged from presenting individual papers and symposia to conducting preconference workshops and keynote addresses. The international flavor at the Australian conference was kick-started with five preconference workshops. **Steve Kozlowski** (Michigan State University) conducted a workshop on how to enhance the development of employees' adaptive capabilities by taking into account individual differences (e.g., abilities and traits) and contextual (e.g., leadership processes) and developmental influences (e.g., training and learning). In **Denise Rousseau's** (Carnegie Mellon University) workshop, she addressed the issue of how idiosyncratic psychological contracts between individual workers and their employers is challenging equalizing arrangements such as procedural justice and equal pay for equal work. David Bartram's (SHL Group PLC, UK) workshop investigated the pros and cons of testing through the Internet and advocated the need for developing good practice guidelines to guard against security and confidentiality issues. **Robert Dipboye's** (Rice University)

workshop on employee selection highlighted the need for balancing structured and unstructured interviews with other selection methods such as assessment centers and mental ability tests. Malcom Higgs (Henley Management College, UK) explored the nature of emotional intelligence and its potential value in organizational contexts in his workshop.

A keynote presentation by Daniel Kahneman continued the international flavour at the conference opening. He presented research on judgment and decision making with finance investors. Evidence to date illustrates that individual investors have a bias for optimism and loss aversion when making decisions, and are thus at a disadvantage in the market relative to institutional investors.

Six other keynote presentations were featured in the program; five of these were from the preconference workshop presenters. In addition, **Beryl Hesketh** from the University of Sydney described how developments in science and technology are enabling simulations for selection and training practices to become more realistic with interactive technology.

International contributions extended beyond the keynote presenters. Symposia involved overseas researchers such as **Dov Zohar** (Israel Institute of Technology) and Carol Borrill (University of Aston, UK). Individual presentations also included overseas researchers. Two good examples include **Natalie Allen** and **Tracy Hecht's** (University of Western Ontario) work on "The Romance of Teams," and a piece of collaborative work between **Michael Higgs** and **Robert Wood** (Australian Graduate School of Management) with Carmen Tabernero (University of Salamanca, Spain) on individual differences in implicit theories and stereotyping behaviour in organizations; both pieces of work received best paper awards.

Quality Australian Research

All papers presented at the 4th Australian I-O Conference were subject to a double-blind reviewing procedure. To illustrate the Australian research presented, we describe a sample of the simulation and field studies that were presented.

Simulations research presented at the conference included work-in-progress from two large Australian projects jointly funded by government and industry. One project was the work from Andrew Neal and colleagues at the University of Queensland. Their work with air traffic control simulations is extending the ability to model human performance with a particular focus on the mental workload, skill acquisition, and motivation. Another simulation project was outlined in Beryl Hesketh's keynote presentation; her work with Australian colleagues focuses on advancing selection and training techniques with driving and fire-fighting simulations.

Field studies conducted by Australian researchers were presented throughout the program; three papers that received best-paper awards are exemplars. First, Andrew Pirola-Merlo's (University of New South Wales)

work on organizational innovation differentiates processes involved in individual and team innovativeness. In his work with research and development teams, Pirola-Merlo has illustrated that "team climate" and "synergistic interactions" are important components for team innovation. Second, Renu Burr and **John Cordery's** (University of Western Australia) longitudinal work with self-managing production teams investigated the relationship between work-method autonomy, self-management efficacy and task motivation. Results built on the accumulating evidence for the positive and long-lasting impact of job design and, in particular, autonomy on an individual's cognitive functioning. Third, Catherine Jordan (University of Western Australia) and Peter Sevastos' (Curtain University of Technology) paper validated the organisational citizenship behaviour construct through a cross-validation procedure. Their results from state government employees provided support for a five-factor model of organisational citizenship behaviour. These three examples highlight that Australian I-O researchers are seeking to explore organizational issues directly through field research with longitudinal and multilevel designs, which is important to keep in touch with the world of work that is increasingly dynamic.

Other research presented in symposia and individual presentations included topics such as emotional intelligence and creativity, training, stress, leadership and organizational development, organizational commitment, work and family, teams, motivation and self-efficacy, psychological assessment, organisational change, affective events theory, and selection and attracting employees.

In addition to the academic side of the 4th Australian I-O Conference, practice forums were included in the program. The aim of these sessions was to address issues and problems with the implementation and application of I-O in the business world. Examples of issues discussed included how to deal with the media, legal issues involved with assessment of people and jobs, setting up private practice, the pros and cons of psychological assessment online, and organizational performance in the public sector.

In conclusion, the 4th Australian I-O Conference was a resounding success. The conference now appears to be a well-established forum that attracts both Australian and international psychologists. To give you plenty of time to organize a sabbatical and/or holiday to "the land down under," take note that the 5th Australian I-O Conference will be held in mid-2003 in Melbourne. You are sure to receive a warm welcome!

Report of the Organizational Frontiers Committee

Neal Schmitt
Michigan State University

The Organizational Frontiers Series Committee has several books in various stages of preparation. *Advances in Measurement and Data Analysis* became available in November 2001 and includes chapters that introduce readers to a wide variety of measurement and data-analytic techniques. In addition to descriptions of the techniques they discuss, authors were asked to provide examples and a discussion of the research objectives the technique most effectively addresses.

The following are additional volumes in various stages of preparation:

1. Lord, Klimoski, and Kanfer, *Emotions and Work*. Drafts of all chapters have been reviewed and sent to Jossey-Bass. A 2002 publication date is expected.
2. Jackson, Hitt, and DeNisi, *I/O Psychology and Top Management*. First-draft chapters have been received from all authors; they have received feedback and are preparing revisions. The book should be available by the end of 2002.
3. Hofmann and Tetrick, *Individual and Organizational Health*. First drafts of all chapters have been completed.
4. Feldman, *Work Careers: A Developmental Perspective*. Initial drafts of book chapters should be ready at this time.
5. Barrick and Ryan, *Personality and Work*. Author outlines have been prepared, and first drafts have been completed.
6. Griffin and O'Leary-Kelly, *The Dark Side of Organizational Behavior*. A contract to do this book has been extended by Jossey-Bass. Authors are being recruited and chapter outlines are being prepared.
7. Dipboye and Colella, *The Psychological and Organizational Bases of Discrimination at Work*. A contract to do this book has been extended by Jossey-Bass; first drafts of chapters are due November 2002.
8. Books on fit—edited by Ostroff—and on motivation—edited by Pritchard—are in the discussion stage.

Jossey-Bass is planning to market e-versions of our volumes in chapter form. When implemented, readers will be able to buy an electronic version of single chapters from our volumes (probably at about $6.95 per chapter). There are also plans to market sets of chapters and the whole volume, in some cases, in electronic form.

We continue to welcome ideas for new book proposals and comments on our existing volumes. Members of the Organizational Frontiers series for 2002 include **Fritz Drasgow**, **Michael Frese**, **Jennifer George**, **Katherine Klein**, **Robert Pritchard**, and **Lois Tetrick**.

17th Annual Industrial-Organizational Psychology Doctoral Consortium

Donna Chrobot-Mason
University of Colorado at Denver

Charlotte Gerstner
PDI

Thursday, April 11th, 2002 marks the day of the Seventeenth Annual Industrial-Organizational Psychology Doctoral Consortium to be held at the Hilton Toronto, across the street from the SIOP Conference hotel. The consortium is intended to provide an educational forum where presenters and students can discuss topics of mutual interest. Sessions are kept small to encourage lively discussion. There is also informal time built into the day to allow interaction among students and presenters.

Each doctoral program will receive registration materials for the consortium in January 2002. Enrollment is limited to one student per program up to a maximum of 40 participants. We encourage you to nominate students as soon as you receive the registration materials because students are enrolled in the order that applications are received.

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

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

Thursday April 11, 2002

8:30–9:00 am	Registration and Breakfast
9:00–9:30 am	Welcome and Mixer
9:30–10:15 am	Breakfast Speaker
	William Macey, SIOP president, Personnel Research Associates, Inc. *Lessons Learned From the Application of Technology to I-O Psychology*

10:15–10:30 am	Break
10:30–11:30 am	Concurrent Morning Sessions
Session A:	Cindy McCauley, Center for Creative Leadership
	Leadership Development in Organizations: The Strengths and Limitations of I-O Psychology
Session B:	Allan Church, PepsiCo, and Janine Waclawski, PricewaterhouseCoopers, Inc.
	Organization Development: Data-Driven Change from the Inside and Out
11:30–12:30 pm	Lunch
12:30–1:15 pm	Lunch Speaker
	Eduardo Salas, University of Central Florida
	Having Fun Practicing Science: Top Ten List
1:15–1:30 pm	Break
1:15–2:15 pm	Round Table Discussions

Cindy McCauley, Center for Creative Leadership
The I-O Psychologist as Manager: Choices and Trade-offs

William Macey, Personnel Research Associates, Inc.
Developing and Maintaining Professional Skills in the Consulting Environment

Eduardo Salas, University of Central Florida
Having Fun Getting and Maintaining Research Grants/Contracts: Another Top Ten List

Jose Cortina, George Mason University
Captivating and Effective Teaching

Jeanette Cleveland, Pennsylvania State University
Navigating Multiple Identities: Spouse, Parent, and I-O Psychologist

Lois Tetrick, University of Houston
The Publication Process—Perspectives from an Author, Reviewer and Action Editor

Allan Church, PepsiCo, and Janine Waclawski, PricewaterhouseCoopers, Inc.
Straddling the Line…Challenges and Tips for Having Both a Practitioner Side (consulting, internal) and an Academic Side (publishing, adjunct teaching, conferences, books, etc.)

2:30–2:45 pm	Break
2:45–3:45 pm	Concurrent Afternoon Sessions
Session C:	Jeanette Cleveland, Pennsylvania State University *What is Success and Who Defines it? Diverse Perspectives on the Criterion Problem*
Session D:	Jose Cortina, George Mason University *Surviving and Thriving as an Assistant Professor*
3:45–4:30 pm	Closing Session

We wish to express our deepest appreciation and thanks to all of the presenters who have graciously agreed to participate in the consortium. It is through their time and effort that we can continue to offer an outstanding program to graduate students. If you need additional information, contact Donna Chrobot-Mason at (303) 556-8566 or dchrobot@carbon.cudenver.edu or Charlotte Gerstner at (212) 692-3325 or Charlotte.Gerstner@personneldecisions.com.

Announcing a New Session Format for the 2003 18th Annual SIOP Conference!

Laura L. Koppes
Eastern Kentucky University
Chair, SIOP Education and Training Committee

The Education and Training Committee is pleased to announce the development and offering of a new regular session format for the annual Conference. The description, as it will appear in the 18th Annual Conference Call for Proposals, is below. If you have questions or ideas, don't hesitate to contact me at Laura.Koppes@eku.edu.

Education, Teaching, and Learning Forum

An education, teaching, and learning forum provides an opportunity for individuals to share knowledge, ideas, research, and applications with regard to education, teaching, and learning in organizational sciences and related areas. Possible topics include new teaching methods and techniques, measurement of teacher competence, teaching skills, motivating student learning, assessment of student learning, and so forth. Participants may also discuss challenges unique to an educational environment or share research and applications in educational institutions. Each forum is devoted to a single topic. Various formats may be utilized (e.g., lecture, paper presentations, discussion, debates, etc.); however, time should be allocated for audience members to interact with presenters and each other, offering their own ideas about education, teaching, and learning. Education, teaching, and learning forum proposals are welcome on any education-, teaching-, or learning-related topic.

Note: I thank **Tom Becker**, University of Delaware, for collaborating with me in preparing the proposal for this new format, which was presented to and approved by the SIOP Executive Committee. I also thank SIOP members who provided encouragement for pursuing this idea.

SIOP MEMBERS IN THE NEWS

Anne Marie Carlisi
Carlisi & Associates

Beverly Dugan
HumRRO

In the past several months, our world has been changed forever. The horrific terrorist attacks on our country and the worldwide economic downturn have, among other things, left people with numerous questions about how to deal with the resulting changes in the workplace. SIOP members continue to be a source of answers and expertise for the members of the media reporting on workplace impacts of these and other events.

Some SIOP members who have contributed to recent media stories include the following:

Jack Hautaluoma, professor of psychology at Colorado State University and an expert in crisis management, provided advice and expertise to the *Dallas Morning News* on September 14. In an article on the challenge of regrouping and creating a sense of normalcy in the workplace after the terrorist attacks, Hautaluoma advised that people might recover faster within the structure of their workplace. "People can get therapeutic benefits from working," he said. "If you're looking for meaning in a time of great confusion, work is going to give it to you." Hautaluoma provided similar advice in "Picking up the Pieces," an article which appeared in *Fortune Small Business Online* on September 18. "There's solace in routine," he said, and order and routine can help us all heal from the disruption caused by the attacks.

Joann S. Lublin's October 2 column, "Managing Your Career" in the *Wall Street Journal*, dealt with the upheaval job seekers face in relocating for new positions in the wake of the terrorist attacks and rising unemployment. In the column, **Dory Hollander**, a partner of WiseWorkplaces, an executive-coaching firm in Arlington, VA, advised job seekers not to act out of desperation, but to consider their values and priorities in order to avoid a bad geographic and career move. "Prepare a checklist of your most important values and possible trade-offs; but don't let a great opportunity get away," said Hollander. "If you're offered a once-in-a-lifetime opportunity that doesn't exactly match your checklist, you might want to do it anyway."

Two SIOP members were cited in the May 27 *Orlando Sentinel's* article entitled, "Executive Coaches Keep Top Managers in Shape." The article discussed the increase in executive coaching as standard practice in many *Fortune* 500 companies. As business rules change, many executives depend on coaches as trusted advisors to help them sort out ideas regarding technology, globalization, heightened competition, and increasing complexity.

Kelly Brookhouse, a director in Motorola's office of leadership, reported that Motorola expects to increase spending on coaching for high-potential middle managers to ensure the company has "individuals who are really connected with who they are and how they lead and what gets them energized." **Tanya Clemons**, IBM's vice president of executive development, credited the 30 organizational psychologists who coach IBM's top 300 managers with "creating a climate where everyone in the organization feels empowered and capable and committed."

James Campbell Quick, professor of organizational behavior at the University of Texas in Arlington, supported research conducted at Drexel University that found a poor job fit can lead to physical illness. In "Finding the Right Job Can Make Employees Healthier," which appeared on May 22 in the *Lansing State Journal*, Quick stated that "insecure, anxious people are just not equipped to deal with discretionary latitude." Employees who are ill suited to highly complex jobs with a lot of decision-making freedom may benefit from stress relief training. If they cannot change, however, Quick concurred with the research finding that their immune functioning might become impaired.

Philip Mirvis, an organizational psychologist and consultant based in Chevy Chase, Maryland, appeared on the PBS broadcast of "Juggling Work and Family" with Hedrick Smith. On the program, Mirvis discussed the pervasive stress workers face in trying to balance work and family responsibilities. He talked about executives like Hewlett Packard's CEO, Lew Platt, whose jobs force them to make trade-offs between their financial aspirations and time with their children. He encouraged public policy reform, and supported the innovative steps corporations like Hewlett Packard have taken to reform the way work is organized to allow employees more time with their families.

Jack Wiley and his firm, Gantz Wiley Research, were profiled in the October 21 edition of the *St. Paul Pioneer Press*. The article highlighted Wiley and his colleagues' survey research that helps companies link employee and customer satisfaction information to improvement in financial performance. Noting the advances in survey research, **Ann Marie Ryan**, professor of psychology at Michigan State University, stated that "technological advances have allowed data about worker and customer attitudes to be collected and analyzed in a quicker fashion." This allows conclusions drawn by firms like Gantz Wiley to be used by executives to respond directly to the results and implement change. The article also cited Gantz Wiley's Work-Trends USA, which is an annual survey of 10,000 workers used by the National Academy of Sciences for its 1999 study "The Changing Nature of Work." This year, on behalf of the American Red Cross, WorkTrends will include questions about how workers and workplaces have been impacted by the recent terrorist attacks.

An article by Brent Cunningham, entitled "The Art of Managing Morale" in the September-October issue of the *Columbia Journalism Review* quotes **Pierre Meyer,** president of MDA Consultants, Inc. The article discusses morale in newsrooms in light of cutbacks, layoffs, and buyouts in the newspaper industry. Meyer, who has studied newsrooms for 25 years, talked about his experiences working in a variety of newsrooms and the importance of leadership to newsroom morale.

Paul Spector, professor of industrial psychology at the University of South Florida, weighed in on the controversy surrounding forced distribution performance evaluation systems in the May 28 edition of *Fortune* magazine. Although several of *Fortune's* Most Admired Companies use forced distribution rating systems to facilitate budgeting and eliminate poor performers, recently some forced distribution rating systems have been challenged in class-action lawsuits. Spector, taking the side of forced choice opponents, cited that good employees are sometimes penalized by these systems and, conversely, mediocre employees in a weak group of colleagues can be overrated. "In many cases," said Spector, "the lowest performer might not be that much lower than the highest." And, the controversy continues.

Two SIOP members were quoted in the article, "Send In the Clones: Finding People in the Information Technology Industry Like Current Key Employees is Difficult," which appeared in the September 22 issue of *CFO Magazine.* **Joy Hazucha**, senior vice president with Personnel Decisions International, noted that employment testing could help companies match the right applicants to the right jobs. "These days, IT workers need more skills than just the technical ones," and she pointed out that employers make a mistake when they "don't consider that these people also have to work with a team, and in some cases, as a project manager or software developer." In light of the high cost of hiring the wrong IT worker for a job, **Leatta Hough,** president of the Dunnette Group, added that using experienced test administrators in the selection process can help eliminate applicants who try to fake responses to tests. Hough stated that experienced test administrators, "look for a spike or an overall high score…to find them out."

The *Wall Street Journal's* "Work Week" column on October 23, included an item quoting **Stephen Gilliland**, a professor and vice dean at the University of Arizona. He is a lead author of an article in the fall issue of *Personnel Psychology* citing a study that says rejection letters should be more constructive. "Form letters stating that the applicant did not get the job are a real turn-off," says Gilliland. "These people could still be potential employees and/or future customers," he says. It is much better for employers to explain in a constructive manner why the applicant did not get the job, the study points out.

David Peterson, senior vice president of Personnel Decisions International was quoted in the October issue of *Business Finance Magazine.* In the

article entitled, "The Top 6 Career Blunders," Peterson talked about three of the blunders that derail the careers of finance executives—poor communication, tunnel vision, and failure to network. Peterson advised finance executives to "seek feedback from peers about your abilities, or seek out role models and mentors who will give you an honest assessment of your blind spots."

Media Resources, which can be found on the SIOP Web site, remains a valuable source for the media, as does the SIOP Administration Office's monitoring of news requests on ProfNet, a media referral service. In addition, many SIOP members have developed their own contacts with the media. No matter how the media contacts SIOP members, the result is greater visibility for I-O psychology and its practitioners.

Let us know when you or a SIOP colleague are mentioned in a news story. We will include that in future **SIOP Members in the News.** You can send copies of articles that feature, mention, or quote SIOP members, to the SIOP Administrative Office at 520 Ordway Avenue, PO Box 87, Bowling Green, OH 43402, e-mail Lhakel@siop.bgsu.edu, or fax to (419) 352-2645.

We would like to gratefully acknowledge the advice and contribution of Clif Boutelle, SIOP media consultant. He makes it look so easy!

Virtual Interaction and I-O Psychology: PIOP.NET

Sara M. Russell

On May 21, 2001, a new Internet resource for I-O psychology was launched. PIOP.NET, the Professional Industrial-Organizational Psychologist NETwork was designed for students, academics, practitioners, and businesses. PIOP.NET is an independent and noncommercial Web site intended to be both a portal to online information and a community of virtual interaction.

Current resources available on the Internet for I-O psychology are limited; most are static sites providing information without the ability to interact. As an example, the SIOP Web site provides a wealth of valuable information including the contents of *TIP*, but it is not designed to facilitate open discussion on available content or discussion independently generated. Using skills of Web-site design and knowledge of networking and virtual communities, I designed PIOP.NET to address this need for a community where members can easily interact based on both available content or independently-generated content.

Members are the primary contributors of content; as such, they are responsible for the links, news, announcements, articles, and reviews that are available. Member-contributed content examples on PIOP.NET include vitae/resumes, calls for papers, conference announcements, job listings, and a special issue journal description plus abstracts. The possibility for content on PIOP.NET is limited only by member contributions.

Members can also add their personal comments, opinions, and suggestions on practically everything available online, which could be considered a form of peer review. For example, a poll titled "The Best I-O Graduate Program is…" initiated member interaction regarding the legitimacy of such a poll and the controversy surrounding school rankings overall. Basically, all available content on PIOP.NET is derived completely from member interaction and contributions.

An integrated forum area, which has the ability for an unlimited number of forums, topics, and discussions within it, enables interaction independently from site content. Active forums' topics include job opportunities in the United States, return on investment, and application to graduate programs, just to name a few. This completes the description of the design concept for PIOP.NET (a virtual interaction-enabled community).

Another unique aspect of PIOP.NET is its combined utility for scholarly, professional, and social interactions. PIOP.NET has the ability to be much more than just a scientific learning community; it could also be a place to chat and socialize with others in or interested in I-O psychology. PIOP.NET gives students, academics, and practitioners the opportunity to post questions, offer advice, and, in general, interact with one another for the advancement of all involved.

The results of PIOP.NET to date have been significant. Personal recommendations and announcements via available listservs have been the only source of promotion. As of November, PIOP.NET had a membership of 280-plus from around the world. A graphical representation of current members and submissions is available online at www.piop.net/article.php?sid=37). An online poll indicated that visitors/members to PIOP.NET consist of undergraduate students (9.92%), graduate students (42.15 %), academics (18.18%), practitioners (20.66 %), others (9.09%).

I hope to see you all online interacting, and contributing soon. PIOP.NET Web site: www.piop.net/; e-mail: piop@piop.net

APA's Task Force on Psychological Testing on the Internet

Marianne Ernesto
APA

The first meeting of APA's Task Force on Psychological Testing on the Internet took place December 8–9, 2001 in Washington DC. This task force was formed in response to increasing interest by APA members in the proliferation of psychological assessment services offered via the Internet.

The seven-member task force is a joint effort sponsored by APA's Science and Practice Directorates and is cochaired by **Fritz Drasgow,** University of Illinois, and Jack Naglieri, George Mason University. Members were selected from nominations solicited broadly across APA constituencies. They represent expertise in a broad range of testing areas including educational, school, employment, forensic, career-vocational, clinical, and neuropsychological.

The task force's charge (shown below) was drafted by members of the Committee on Psychological Tests and Assessment (CPTA) and approved by APA's Board of Scientific Affairs and Board of Professional Affairs:

> The Task Force on Internet Testing will be formed to address broad issues concerning Internet testing. The task force will assess the extent and range of testing on the Internet and will review current practices. It will define and outline the issues raised by Internet testing, including test validity, administration, confidentiality of test taker and test results, test taker authenticity, ethical interpretations of test results (e.g., feedback), psychological dynamics of Internet testing (proclivity of being more revealing when taking Internet-based tests), copyright infringement, psychometric equivalence (e.g., comparability of tests results), license issue of the psychologist (e.g., crossing state lines), making interpretations on limited assessment information, and others.

The goal of the task force will be to develop a report containing recommendations for APA input and involvement in issues related to Internet-based psychological testing. Additional information concerning future activities of the task force will appear in upcoming issues of *TIP*.

Report from APA Council Meeting
August 2001

Neal Schmitt
Representative to APA Council

The Council discussed a preliminary budget of $91,300,000 with a $500,000 deficit. This budget goes with a $7 raise in dues. The dues increase reflects inflation and represents a new policy of raising dues each year at roughly the rate of inflation. Previously, we often went several years without a dues increase and then experienced a single rather large increase. APA finances, in general, appear well managed. There is concern about a decline in full membership with a larger number of retired members who often pay reduced dues. The APA auditor has recommended greater oversight and review of divisional expenses and funds including a common reporting format. APA has resisted this move, but some change is likely. Given our usual excellent accounting of our funds, this is unlikely to be any problem for us.

An alternative method of apportioning seats to Council was approved. The original motion to seat at least one person from each division and state was modified slightly, but the end result will be the same. There will be greater representation on Council of individuals who are likely to be health care providers and a smaller proportion of the basic science or science-practitioner groups. The number of seats allocated to SIOP Division 14 is not likely to change.

Council also passed a motion to reimburse divisions for travel expenses of any minority representatives to Council for the years 2002–2004. This represents an effort on the part of APA to increase minority representation in its governing bodies as Council is widely viewed as the entry point to a wide variety of APA committees and boards.

As some of you may already know, the Chicago convention in 2002 will be only 4 days long, and the program will be organized as a cluster program. That is, divisions that are perceived to have related interests will be asked to share program hours. This is an experiment forced on APA by the unavailability of space in Chicago for the usual 5-day program. However, the Board of Convention Affairs headed by **Bill Howell** has taken this problem as a stimulus to reorganize the program quite substantially. The 4-day cluster program will result in a reduction of 10% in divisions' substantive program and 20% in their business program. You will undoubtedly hear more about these changes from the SIOP program committee members handling the APA program. The 4-day schedule will continue for the next few years. Each division will be asked for an evaluation of this schedule.

Philip Zimbardo is heading a committee to clarify the goal, mission, and function of the *American Psychologist (AP)*. This action is in response to the

objections of an author whose paper was rejected after being accepted by a guest editor. The author has subsequently been asked to publish the article in a special issue of the *AP* along with several other papers that address the same issue.

Several other minor actions were taken. There was a bylaw change to create a 2-year college affiliate membership status. A new committee of six members that would consider issues related to teachers of community college students was established. A motion to restore a Congressional Fellow position that had been cut from an earlier budget was passed. An agenda item which recommended that ABEPP diplomate status be required to do individual assessment was withdrawn.

No final action was taken on the Ethics Code revision, but this will happen soon. The latest revisions were responsive to a number of our concerns, thanks to **Deirdre Knapp** and her continuing efforts. Likewise, action on APA's move to change licensure requirements awaits comment from various interested groups. Our SIOP leadership will have provided comment on this proposal by the time this report is printed.

Secretary's Report

Janet Barnes-Farrell

The fall meeting of SIOP's Executive Committee and Committee Chairs was held on September 8–9, 2001 in Chantilly, Virginia. Highlights of decisions and topics of discussion at the meeting follow.

President **Bill Macey** initiated a conversation about the possible roles of students on SIOP committees. As an outcome of the discussion, the Membership Committee will develop a proposal for how and when students should be included on committees, and how they should be recognized for their service to the Society.

Elaine Pulakos announced that the HR Solutions Series has been renamed the Solutions Series. The series, for which she has agreed to serve as editor, is intended to be useful for managers and will be marketed to business schools and similar outlets, but also in bookstores (e.g., Borders). A primary goal of this series is to increase the visibility and accessibility of I-O psychology to a broader audience. A motion to authorize the Solutions Series to offer royalties to authors of the Solutions Series was not approved. There was extended debate about the philosophy of providing financial compensation to authors and acceptable mechanisms for allowing authors to receive compensation.

A request to support the development of the Coalition for Academic, Scientific, and Applied Psychology (CASAP) Nominee Roster was approved. The nominee roster is intended to promote candidates for governance positions in APA (e.g., by nominating slates of SIOP members for various APA boards and committees).

Heather Fox reported that we were successful in nominating two candidates to an APA task force on testing on the Internet. In addition to **Fritz Drasgow**, who will chair the task force, **Mark Schmit** will serve as a member of the task force. She also reported that APA is quite interested in I-O-oriented workshops to be presented at the APA conference.

The Member-to-Member program has been launched and seems to be working well so far. Responses have been quite enthusiastic.

The results of the new-member survey showed indications that many new members do not believe that SIOP does a good job of integrating new members. The results of the minority-member survey were quite similar to those of the new-member survey. New members primarily seemed to be interested in additional information; minority members seemed to be primarily interested in proactive actions to promote diversity. A number of suggestions for responding to these issues emerged during a discussion of the survey results.

In a discussion about the Society's membership goals, it was suggested that a crucial issue is encouraging new graduates to join the Society immediately upon graduation. Toward this end, it would be helpful to get insight into the reasons that students do not turn their affiliate status into member status upon graduation.

A proposal from the Education and Training Committee to initiate a new Educator Forum (similar to the current Practitioner Forum) as a regular feature of the SIOP Conference was endorsed. To increase communication about education-related issues, the Education and Training Committee is also working on a proposal for an I-O program directors' listserv.

Rosemary Hays-Thomas reported that APA Conference Program themes for 2002 for the cluster of divisions with which SIOP is associated are fairness and technology. We will focus on developing programming that provides opportunities for CE credits for I-O, programs that include but go beyond I-O, and licensure.

Adrienne Colella reported that the SIOP Program for 2002 has moved to an online program submission process this year. One innovation that has been particularly successful is the use of e-mail to solicit reviewers; feedback about the inclusiveness of this process has been very positive.

The Conference Planning Committee is doing research on conference attributes that are important to SIOP members in order to provide data for long-term planning of conference locations. The committee is considering alternative models for conference planning and administration, including contracting with a professional conference planning service and investigating alternative venues.

Karen Barbera has gathered information about continuing education options that are being offered by other organizations. One of those options is to designate some of our conference sessions as providing CE credit. The Professional Development Workshop Committee will develop a proposal for identifying continuing education sessions to be offered during the 2003 conference. They will also pursue several other options for assisting with professional development, including development of a professional development opportunities calendar and investigation of interest among local organizations for cosponsoring CE events.

Mort McPhail reported that the Licensure Task Force has prepared a response to the Report and Recommendations of the APA Commission on Education and Training Leading to Licensure. The response, which offers proposed amendments to the Commission's recommendations, has been discussed and approved by the Executive Committee. The amendments recommend an alternative route for identifying whether a program provides acceptable educational experiences and recommend an alternative supervised experience requirement for nonclinicians. There was a discussion of

various back-up positions for the Society, should these amendments not be adopted, and actions that the Society can/should take in the next few months.

Long Range Planning Committee members are currently developing a request for renewal of our recognition as a specialty area in professional psychology. (Our current recognition status expires in 2002.)

The Professional Practice Committee has been gathering information about non-I-O psychologists working in areas also practiced by I-O psychologists. In particular, the committee is currently focused on executive coaching.

Wanda Campbell reported that the 2002 Member Survey will be administered online; the committee anticipates a mid-autumn distribution of the survey to the membership.

The Principles Revision Task Force plans to have a draft of the revised *Principles* document available to the membership by January 15. An open discussion session will be held during the Conference in Toronto, and comments will be received by April 22.

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

Proposal Submission Process for the 2002 SIOP Conference

Adrienne Colella
Texas A&M University

The submission of proposals for the 2002 SIOP Conference program in Toronto was a little different than the method used in past years. In fact, it was a lot different! Nearly all of the 857 proposals were sent online to the Administrative Office in Bowling Green, Ohio.

This was a bold step for SIOP, and we were uncertain as to how it would work. Our greatest concern, as we embarked upon this venture, was that SIOP members would have difficulty accessing the submission forms, opening files, and uploading papers. We also anticipated that some people would still send their proposals by mail, thus creating two kinds of record-keeping systems.

As it turned out, our concerns, for the most part, were unfounded. Oh, there were some glitches, mostly computer compatibility issues, but those were corrected thanks to the technical assistance provided by Larry Nader and **Milt Hakel** in the SIOP Administrative Office. And only about 20 proposals were submitted through the mail.

It was a huge undertaking and SIOP members accepted it and made it work. We are grateful for your patience, understanding, and support.

There was a sizable initial programming and hardware investment by SIOP in order to offer this service to members. This included a new, more powerful ISP server. SQL server database software (industrial strength software, as Larry Nader calls it) was also purchased to handle the anticipated heavy load of submissions so that the system would not break down. And it didn't.

It has proved to be a sound investment, in many ways. SIOP members, particularly those who waited until just before the deadline (as many of us do), were able to save about $11 each in FedEx charges by sending their proposals online. The good news, though, was that nearly 100% of the submissions came in on time!

The greatest saving, though, was in staff time at the Administrative Office. In the past, someone had to input information about each proposal into a database. With the new system that information was automatically entered into a database.

The review process also went much smoother. In previous years, each proposal had to be pulled, packaged, and mailed to reviewers. Eliminating that step saved thousands of dollars in postage costs, not to mention the staff time it took to put the reviewer packages together. Thus, almost all of the initial cost for making the submittal and review process electronic was recouped in the first year.

All submissions were reviewed online by reviewers whose interests, expertise, and experience were matched with the proposed presentation. None of the regular reviewers had more than six proposals to evaluate.

An added bonus was that we had a record number of reviewers, more than twice as many as last year.

Another advantage of the online system—reviewers were able to have an extra week to evaluate their assigned proposals because at least that much time was saved by not mailing out proposal packages.

We received lots of constructive feedback, and many of the suggestions, like improving the process of acknowledging receipt of reviews and submissions, will be incorporated into the process next year.

Thanks to all the SIOP members who helped make this effort a successful one. We will continue to fine-tune the process so that it will go even smoother next year.

Sidney A. Fine Award Program

Bill Macey

Objectives and Overview

The SIOP Foundation is pleased to announce a new award, the Sidney A. Fine Award Program for research on analytic strategies to study jobs. The number and size of the awards are to be decided upon each year by the committee. The awards are designed to support research which will further the usefulness of analytic strategies to study jobs, especially as the nature of job content and organizational structures in which work is performed. In this context, research may take many forms including, but not limited to, bibliographic, empirical, methodological, model development, and theoretical investigations.

Criteria for Selecting Award Winners

The Fine Award Program Committee will evaluate proposals based on the following criteria:
1. Have a sound technical or scientific base
2. Demonstrate innovation and excellence
3. Have the potential for advancing our understanding of jobs and/or methods of analyzing jobs
4. Be feasible and possible to complete within 2 years of the award date
5. Be submitted by members of SIOP including students and international members
6. Have a clearly defined project plan, defined deliverables, and budget

Proposal Requirements and Guidelines

If the research involves human participants, all awarded authors will need to certify, by signature or other means, that the research will be carried out in compliance with ethical standards concerning the treatment of human subjects (e.g., institutional review board or signed statement that the research will adhere to accepted professional standards regarding the treatment of human participants).

The explicit policy of the Fine Award Program is that grant funds *may not* be used for overhead or indirect costs. In the committee's experience, most universities will waive overhead and indirect costs under two circumstances: (a) the grant is relatively modest in size (e.g., under $10,000), and/or (b) the awarding institution (i.e., SIOP) does not allow it. If the above statement disallowing funds to be used for overhead is insufficient, the chair of the Fine Award Program Committee will provide additional documentation and evidence explicitly recognizing this policy.

The Fine Award Program grant can be used in conjunction with other funding for a larger scale project. In this case, the proposal should describe

the scope of the entire project, the entire budget, and the portion of the budget for which SIOP award money will be spent.

Awardees should be aware that a synopsis of their research will be placed on the SIOP Web site. This synopsis will be of such a nature so as not to preclude subsequent publication of the research. Grant awardees should be encouraged to submit the results of their research for presentation at SIOP's Annual Conference.

Format of Proposals

The proposal should adhere to accepted formatting guidelines (e.g., APA guidelines) and should include the following:

1. Abstract
2. Literature review and rationale for the project
3. Method (if applicable)—including information about the sample, measures, data collection strategies, analytical strategies, and so forth.
4. Implications of the findings or conclusions for research and practice
5. Project plan, defined deliverables, and budget.

The proposal should not exceed 10 pages of text (not including references, tables, appendices). Also, the proposal should be double-spaced and use a 12-point font and one-inch margins.

Proposals submitted with a student affiliate as the principal investigator should include a letter of endorsement from the student's academic advisor.

Deadline for submissions is **February 15, 2002**. Award decisions would be announced at the SIOP Conference in Toronto.

Proposals should be sent to **Milt Hakel**, Chair, Sidney A. Fine Award Program, in care of the SIOP Administrative Office.

Announcing New SIOP Members

Beth Chung
San Diego State University

Irene Sasaki
Dow Chemical

The Membership Committee welcomes the following new Members, Associate Members, and International Affiliates to SIOP. We encourage members to send a welcome e-mail to them to begin their SIOP network. Here is the list of new members as of November 15, 2001.

John Antonakis
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SIOP Annual Conference 2002
Sheraton Centre Toronto Hotel
Toronto, Ontario, Canada
April 12–14, 2002
Preconference Workshops: April 11

Jeff McHenry
Microsoft Corporation

Hello from the Conference Chair!

Welcome to the 17th Annual SIOP Conference and workshops. I look forward to seeing veteran SIOP attendees again and want to extend a special welcome to those of you who will be attending the Conference for the first time. One thing that makes the SIOP Conference special is the tremendous involvement of members in planning and running the Conference, participating in workshops and Conference sessions, and taking advantage of Conference services such as placement and exhibits. We have a record number of volunteers involved in planning and running this year's Conference and a record number of submissions for Conference sessions. That's a sure sign that this will be our best Conference ever!

As you read through this Conference announcement, I want to direct your attention to a few special highlights. First, we have a great program planned for Toronto, thanks to Adrienne Colella and the Program Committee. Note that the Conference will run through Sunday noon, with some terrific sessions planned for Sunday morning. Especially worth noting are a session on the impact of the September 11 terrorist attacks on the U.S. workforce organized by Scott Brooks and a symposium featuring scholars from Asia and from the United States discussing work and organizations in these two regions. The Continuing Education and Workshop Committee headed by Kalen Pieper also has 17 great workshops planned for this year, ranging from the ever-popular employment law update to strategies for aligning OD and I-O efforts to financial accounting for I-O professionals. Don Truxillo and team have arranged four great tutorials for Sunday morning, including a forum on teaching I-O psychology. The tutorials present a terrific opportunity to drill deep into some hot research and methodology topics. Linda Sawin is planning several enhancements to placement that will make the service better than ever. We've brought back the popular preconference SIOP tour—which features a visit to the Toronto Skydome, a conversation with the Skydome's HR director, a buffet lunch, and an afternoon Blue Jays versus the New York Yankees baseball game. And speaking of athletics, Kevin Williams is once again organizing a SIOP fun run—which we're going to need after eating at all those wonderful Toronto restaurants. Elsewhere in this announcement, there are more details about the workshop offerings, the tutorials, job placement, the SIOP tour, and the fun run. Read up and get registered!

Here are some reminders to help you in planning for this year's Conference.

Reminders

Conference registration: Please register online this year. But if you can't, send your completed form and registration fees to the SIOP Administrative Office. Be sure to indicate which Conference activities you'll be participating in—the Conference itself, workshops, the preconference tour, the fun run, job placement, and the Sunday tutorials. Also, note that there has been a change this year regarding student registration. Students who are not affiliates of SIOP will need to pay the nonmember registration fee of $200. Student Affiliates of SIOP will still register at the same rate as last year, $45.

Conference registrants who cancel their registration on or before March 22, 2002, will receive a refund of the Conference registration fee, less a $45.00 administrative fee. Please refer to page 132 of this booklet for SIOP's cancellation policy for workshops and page 125 for the cancellation policy for tutorials.

Hotel reservations: Toronto will be a popular location for our Conference. We are expecting over 3,000 Conference attendees. So please be sure to make your hotel reservations soon. Our Conference hotel, the Sheraton Centre Toronto, is already sold out of our Conference room block. We have made arrangements with the newly renovated Toronto Hilton across the street for an additional room block that should meet our needs, but I encourage you to make reservations promptly. We'll maintain up-to-date information about hotel space on our SIOP Web site—www.siop.org—click on "Conference" for the latest information.

Travel: Members who will be coming from the United States are reminded to make a few special preparations. Although passports are not required for native-born citizens of either country, proof of citizenship will be required. A passport or a birth certificate accompanied by a photo ID will usually suffice. U.S. resident aliens must have an Alien Registration Receipt Card (Green Card). If you have questions about travel to Canada, you'll find everything you need to know on http://gocanada.about.com/library/weekly/aa021298.htm.

As you are all well aware, security concerns have had some effects on air travel. If you are traveling by air, please be sure to allow extra time for check-in and boarding. It is also possible, of course, that policies, procedures, schedules, and so forth, could change over the next several months. That's another reason to check out the Web site above before you leave for Toronto in April.

Toronto nightlife. Toronto is one of the great cosmopolitan cities in North America. It features some of the finest restaurants and theatre in the world. Great information about Toronto is available on the Web from Toronto Life (www.torontolife.com/home/home.cfm) and Toronto.com (www.toronto. com/). If you're planning a dinner with a large group of colleagues or looking for theatre tickets, you can also contact the Sheraton Centre Toronto concierge at 416-361-1000 to get assistance.

Conference information: The SIOP Web site has information on Conference updates, hotel information, and links to other sites of interest. If you have ques-

tions that are not answered on the Web site or in this booklet, look on the inside cover of this booklet for the names and contact information of people who can be of help. Please feel free to contact me as well at jmchenry@microsoft.com.

I look forward to seeing you in Toronto!

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Some Hints to Help with Online Registration

- Go to the SIOP Web site (www.siop.org); click on the link "Conference"; scroll down to online registration. Detailed instructions follow.
- To register online, SIOP members/affiliates will need their passcode (your 5-digit member number on your dues statement or you can contact the SIOP Administrative Office to get it). If you are a nonmember, follow the alternate instructions to search for your name if you have previously attended the SIOP Conference or purchased books from SIOP. If your name is NOT listed, add your information into a new record. When doing this search for your name, if you have a problem finding it try typing in the first few letters of your last name only. If you have a double last name or have recently changed your last name, try searching for both names.
- HINT: Use the tab key instead of the enter key to move from field to field.
- HINT: The "Reset" button will clear the current screen of all information.
- WARNING: Do not use the back button! This will disrupt the registration process, and you will have to shut your browser down and start all over again. The back button is specific to your browser.
- WARNING: Review your event choices carefully before you hit the "Proceed" button at any point in the registration process. Once signed up for event(s), you can't change or cancel them online. You must call the SIOP Administrative Office (419-353-0032) to cancel/change events.
- The workshops and tour both occur on Thursday; the software will allow you to sign up (and be charged for both). Unless you are registering someone else (ex., spouse) for the tour, please choose one OR the other.
- WARNING: Multiple users could be online at the same time—what is open now could close while your registration is in process (ex., workshops, tutorial, tour).
- You will be able to add events (such as tutorial, workshops, tour, fun run, job placement) or update your address information until March 22, 2002, 5:00 p.m. (EST).
- If you need to pay for an event with a second credit card, finish the registration process for events on the one card, and re-enter your SIOP member number to go again to the initial Registration screen.
- If registering anonymously for job placement, make sure you click "yes" and do NOT upload a resume.
- Your credit card transaction takes place on a secure link to SIOP's credit card provider.
- You may wish to print out the "Conference Registration" page with the summary of your choices and payment information, for your own records. You will also receive an e-mail confirmation once your registration is complete.

Wanted: Student Volunteers for
SIOP 2002 Conference in Toronto

John Cornwell
Loyola University

Graduate Student Affiliates of SIOP wishing to volunteer to assist with the SIOP 2002 Conference in Toronto must do so when they register online for the Conference. Students not registering online will need to attach a note to their faxed or mailed registration form indicating a wish to volunteer. Last year 40 students were volunteers and were reimbursed their registration fee for their efforts, with double that number offering to volunteer. In Toronto, another 40 student volunteers will be needed, starting on Thursday and running through Sunday afternoon.

Each volunteer is obligated to serve a total of 4 hours, though it may be served in 2–3 different blocks of time. Volunteers assist in a variety of ways including running errands, assembling materials and signs, and serving as direction and information providers. Volunteers are selected based on the order that they register and their availability for a particular day and time. John Cornwell, Volunteer Coordinator, organizes the volunteers and will contact each selected volunteer a month before the Conference by e-mail regarding their assignment and any additional instructions (cornwell@loyno.edu). All volunteers who complete their 4-hour obligation will have their registration fee reimbursed within 1 month following the Conference.

New Conference Service:
The SIOP Pub Hub

This year the SIOP Conference is providing an exhibit area for individuals or companies to display copies of journals, periodicals, and books related to the science and practice of I-O psychology. The cost is $96.00 for 1 publication, $86.00 each for 2 to 5 publications, and $76.00 each for more than 6 publications. Displayed publications will also be listed in the Conference Program (both printed and Web versions), and more than 3,000 Conference attendees will have access to your publication(s) in the exhibit area. For more information or to make a reservation, contact the Administrative Office at (419) 353-0032 or send an e-mail to Lhakel@siop.bgsu.edu. The deadline for reservations is January 31, 2002.

SIOP Preconference Tour:
Baseball, Cracker Jacks, and the Skydome!

Maria Rotundo
University of Toronto

We're bringing back the popular SIOP Preconference Tour in Toronto!

On Thursday, April 11, 40 SIOP members will have a chance to tour one of the world's great entertainment centers, the Toronto SkyDome. The Sky-Dome tour begins with a 15-minute award-winning film about the construction of the SkyDome, followed by a walking tour. The walking tour consists of a 45-minute behind-the-scene guided tour and visit to the media center, private SkyBox Club seats, Blue Jay Memorabilia Suite, and the players' dressing room.

Following the tour, the SkyDome's director of human resources, Michelle Baily, will talk with the tour group about the HR challenges and practices of this fascinating venue.

Then it will be time for an international buffet lunch prepared by award-winning chefs at the world-famous Windows restaurant in the SkyDome. Relax and enjoy your lunch while you watch Toronto's own Blue Jays battle the New York Yankees in a matinee baseball game. At Windows, you can choose your favorite view of the field from the three-tiered, 600-seat restaurant, where every spot offers an excellent view of the game. Find out for yourself why the restaurant is named Windows!

So, make your reservation! The tour group is limited to the first 40 people who sign up. The charge is $55 (US), which includes the tour, the game, the lunch buffet, and two drinks. Additional drinks may be purchased separately.

The tour group will meet in the lobby entrance of the Toronto Sheraton Centre at 10:00 a.m. sharp on Thursday morning, April 11. The game is scheduled to begin at 2:00 pm. You will be able to return to the Sheraton at approximately 5:00 p.m.

And if you want a sneak preview of what you'll see on the tour, check out www.SkyDome.com and select the virtual tour.

If you have any questions, call the SIOP Administrative Office at (419) 353-0032.

SIOP Job Placement Services:
What You Need to Know

Linda L. Sawin
The Boeing Company

Once again, SIOP will offer job placement services at its annual Conference. To use the Conference Job Placement Service you must be registered for both the Conference and the Conference Placement Service. Registration in the SIOP JobNet may not be substituted for Conference Job Placement Service registration. To benefit fully from the service, both job seekers and employers should preregister.

NEW Preregistration Feature

This year, Job Placement Center preregistration will be done online from the SIOP Web site. Job seekers and employers will enter resumes and/or job descriptions into password-protected databases. You will be able to conduct keyword searches of the database enabling you to identify the jobs or job seekers that best fit your needs. All who preregister will have access to the appropriate database until July 15, 2002 and will be able to search the database and print the relevant resumes or job descriptions. *Bring the relevant resumes or job descriptions to the Conference. Booklets containing resumes or job descriptions will NOT be provided to those who preregistered, as we have done in the past.* However, booklets containing updated listings of job seekers and employers who registered the previous day will be available during the Conference to Job Placement Center registrants.

Private mailbox numbers will be e-mailed along with Job Placement Center registration confirmation. The mailbox number will be placed automatically on each resume or job description in the database. Resumes are limited to TWO (2) pages and job descriptions to FOUR (4) pages. When registering online, you can either cut and paste your resume or job description into the database or type it in directly. All formatting, except returns, will be lost (e.g., bold, italics, bulleted lists, company logos or letterhead). If you are registering anonymously, click the appropriate box on the online registration form, and do not enter your resume or job description.

Preregistration Procedure and Deadline

To preregister, check the appropriate boxes on the online General Conference Preregistration Form or mail/fax the completed paper form. You must register by March 22, 2002 to appear in, and have access to, the appropriate database (resume or position description). After this date, only on-site registration will be permitted and your materials will not be included in the appro-

priate database. Registration in SIOP JobNet cannot be substituted for Conference Job Placement Service registration.

On-Site Registration

The morning following registration, on-site registrants will receive a booklet containing either resumes or job descriptions of those who preregistered. On-site registrants will NOT have access to the online resume or employer database. During the Conference, updated booklets containing listings of job seekers and employers who registered the previous day will be available to Center registrants. On-site registrants will receive their mailbox number at the time of registration. Employers may order additional booklets of resumes when they register.

Resumes may not exceed TWO (2) single-sided pieces of paper and position descriptions may not exceed FOUR (4) single-sided pieces of paper. DO NOT submit sheets that have been printed on both sides. If resumes or job descriptions are longer than the allowed two single-sided pieces of paper, they will NOT be included in the booklets. SIOP will make copies of all resumes and position descriptions, so be certain that your materials are on standard white 8 ½" by 11" paper, that they are legible, and that letterhead or logos, if used, copy adequately. If you are from a country outside North America, be sure to leave a very wide lower margin, as your standard paper length is longer than the U.S. standard. If you are registering anonymously, please DO NOT provide a copy of your resume or job description when you register. However, you will be given a mail box number and will have access to all materials.

Who May Register for Job Placement Services

SIOP Job Placement Services are open to member and nonmember job seekers who are registered for the Conference. Organizations may submit position openings for which I-O training and experience are relevant. Listings may be for full- or part-time positions and/or internships. All individuals who are involved in recruiting in the Center must be registered for the Conference.

Registration Costs

The registration fee for SIOP student affiliate job/internship seekers is $40.00 (U.S.), for SIOP member job/internship seekers $45.00 (U.S.), and for nonmember job/internship seekers $100.00 (U.S.). The employer registration fee is $100.00 (U.S.) and covers one or more positions.

Note: Students who are not SIOP Student Affiliates will need to register at the nonmember rate of $100 (U.S.).

Job Seeker and Employer Information After the Conference

Copies of job-seeker and employer booklets will be available to those not registered for the Placement Service on a first-come, first-served basis one week after the Conference. The cost is $60.00 (U.S.) each. Contact the SIOP Administration Office for additional information. An order form for these will also be available at the SIOP Web site after the Conference, under the link "Publications."

Suggested Content for Job Seeker Resumes—On-Site Registrants

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

Suggested Content for Employers—On-Site Registrants

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

Questions?

Contact Linda Sawin at linda.l.sawin@boeing.com or (425) 477-3267.

SIOP 2002 Expanded Tutorials

Donald Truxillo
Portland State University

SIOP is pleased to announce that four Expanded Tutorial sessions will be offered at the SIOP 2002 Conference in Toronto.

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

The following tutorials are sponsored by the Society for Industrial and Organizational Psychology, Inc. and presented as part of the 17th Annual Conference of the Society for Industrial and Organizational Psychology, Inc. APA Division 14 is approved by the American Psychological Association to offer continuing education for psychologists. APA Division 14 maintains responsibility for the program. Three (3) hours of continuing education credit are awarded for participation in one (1) tutorial.

If you have any questions, please contact me at truxillod@pdx.edu or (503) 725-3969.

- *Duration*: The sessions are 3 hours long and you can earn 3 CE credits for attending.
- *Enrollment*: Enrollment for each session will be restricted to 40 individuals.
- *Cost*: Each expanded tutorial will cost $50 (U.S.).
- *When*: Sunday, April 14, 2002, 9 a.m. until noon. The location will be at the conference site, Sheraton Centre Toronto.
- *Registration*: To register, you must complete the Expanded Tutorials section of the General Conference Registration form (on the SIOP Web site and also available in the center of this book), and include payment in your total.
- *Cancellation policy*: Tutorial fees canceled by March 22, 2002 will be refunded less a $25 administrative fee.

Note to all *California* participants seeking CE credit: As of January 2002, APA Sponsor credit is accepted for MCEP credit in California. This effectively means that SIOP will not be reporting your participation to MCEP as in the past. You will be responsible for individually reporting your own CE credit to them and paying any applicable fees. Of course, SIOP will still maintain its own record of your participation and issue letters providing proof of attendance.

Topics and Presenters

Moderated Structural Equation Modeling presented by Jose Cortina, George Mason University. Coordinator: Robert Ployhart.

Theoretical and Methodological Issues in Cross-Cultural I-O Psychology presented by Michele J. Gelfand, University of Maryland, and Sharon Arad, Personnel Decisions Research Institutes. Coordinator: Paul Hanges.

Emotions at Work: Research Findings and Practical Implications presented by Howard M. Weiss, Purdue University. Coordinator: Robert Sinclair.

Experiential Learning in Organizational Sciences: The Artful Practice of Getting Students Involved in Learning in I-O and OB Courses presented by Laura L. Koppes, Eastern Kentucky University, and Jeffrey M. Stanton, Syracuse University. Coordinator: Leslie Hammer.

Tutorial 1
Moderated Structural Equation Modeling

Jose Cortina
George Mason University

The last 20 years have seen a dramatic increase in both the testing of interaction effects and the use of structural equation modeling. Although methods do exist to combine the two, the sources describing these methods tend to be written for a mathematical, as opposed to a behavioral science, audience. The purpose of this tutorial is to demonstrate available procedures for incorporating interaction effects into structural equation models.

This tutorial is intended for people who have some familiarity with structural equation modeling in general and LISREL in particular. The session will begin with a brief overview of LISREL but will move quickly to topics specific to moderated structural equation modeling (MSEM). Although several procedures exist, this tutorial will focus only on a select few. These procedures will be described in detail and demonstrated using real data.

Jose M. Cortina is an associate professor in the I-O program at George Mason University. He received his PhD in I-O psychology from Michigan State University. He has published papers on a wide variety of topics including a recent paper in *Organizational Research Methods* on the use of moderated structural equation modeling. He currently serves on the editorial boards of *Personnel Psychology*, *Psychological Methods*, *Organizational Research Methods*, and *Journal of Management*. Dr. Cortina received the 2000 Ernest J. McCormick Award for early career contributions.

Coordinator: Robert Ployhart, George Mason University

Tutorial 2
Theoretical and Methodological Issues in Cross-Cultural I-O Psychology

Michele J. Gelfand
University of Maryland

Sharon Arad
Personnel Decisions Research Institutes

For both theoretical and practical reasons, there is an urgent need for the I-O psychology field to become global. Becoming global in emphasis, however, requires added methodological complexity and new judgment calls in conducting high-quality research. The focus of this tutorial will be to give theoretical, methodological, and practical tools to do cross-cultural research in I-O psychology. Specifically, this tutorial will focus on:

- Theoretical issues in cross-cultural I-O psychology: How to construct theoretically grounded research programs involving culture.
- Methodological issues in doing cross-cultural research: How culture infiltrates the actual research process. We will discuss cultural issues that arise during 10 stages of research, as well as potential ways to take such issues into account in the design and implementation of cross-cultural research.
- Practical issues in carrying out cross-cultural research: What are the realities of doing cross-cultural research, and how do other situational factors interact with implementing cross-cultural research?

This tutorial will be given by a scientist-practitioner team.

Michele J. Gelfand is an assistant professor of organizational psychology at the University of Maryland. She received her PhD in social/organizational psychology from the University of Illinois, Urbana-Champaign. Her research focuses on cross-cultural negotiations, sexual harassment, workplace diversity, and cross-cultural methodology. She has conducted research on conflict and negotiation in Australia, China, Costa Rica, Estonia, Greece, Japan, Mexico, Turkey, and the U.S., and has also conducted field studies in the area of diversity and sexual harassment in several large U.S. companies. She is currently the principal investigator of a 30-nation study on cultural tightness-looseness that is being funded by NSF. Michele is the author of over 25 articles and book chapters and recently served as the editor of an invited special issue on cross-cultural industrial and organizational psychology for *Applied Psychology: An International Review*.

Sharon Arad is a research scientist with Personnel Decisions Research Institutes (PDRI). She has extensive experience designing and implementing global competency models and human resource programs and tools (i.e., selection, performance management, and employee development) for the public and private sectors. She has directed the development of global competency model and selection programs for IBM's sales positions worldwide. She also played a major role in the development of a company-wide competency model and career development program for Microsoft. In the public sector, Sharon has directed the development of a competency model and a performance appraisal system for the U.S. General Accounting Office, a comprehensive career development system for the Federal Aviation Administration, and the development of innovative measures of adaptability for the U.S. Army.

Coordinator: Paul Hanges, University of Maryland

Tutorial 3
Emotions at Work:
Research Findings and Practical Implications

Howard M. Weiss
Purdue University

Emotional expression and experience in the workplace has become an exciting and productive area of research in the last decade. True affective expressions have finally come out from under the shadow of job satisfaction. Important theoretical models of workplace emotions have been developed and are being investigated. Special issues of major organizational behavior journals have been devoted to emotions at work, as has a volume in the Organizational Frontiers Series. While the cadre of affect researchers is generally aware of the interesting work that is being conducted, the general community of organizational researchers and practitioners may not be aware of what is happening in this new and exciting research area.

This session is intended to help rectify this problem It will begin with an historical overview of research on emotions in the workplace, discussing early research on workplace emotion but focusing on important theoretical frameworks and empirical research of the last 15 years. Such topics as the causes and consequences of discrete emotions and moods at work, affective dispositions, emotional labor, and emotional intelligence will be covered. This will be followed by a brief overview of the main topics and findings in the basic study of emotions, drawing clear distinctions between true affective experiences and attitudinal constructs such as job satisfaction, showing where organizational research connects with these basic findings, and where the basic findings suggest new ideas for the study of workplace emotions. The session will conclude with a discussion of the practical implications of emotional research for organizational effectiveness.

Howard M. Weiss is professor of psychological sciences at Purdue University and is also codirector of the Military Family Research Institute at Purdue University, an institute funded by the Department of Defense and dedicated to conducting research on the relationships between quality of life (family, social networks, etc.) and job satisfaction, retention, and work performance. He received his PhD in organizational psychology from New York University in 1976. His research interests focus on emotions in the workplace and work attitudes. He is on the editorial board of *Organizational Behavior and Human Decision Processes* and has served on the editorial board of *Personnel Psychology*. His most recent papers are related to his theoretical position, affective events theory, which was described in his paper (with Russell Cropanzano) titled "Affective Events Theory: A Theoretical Discussion of the Structure, Causes, and Consequences of Affective Experiences At Work" and

appeared in the 1996 volume of *Research in Organizational Behavior*. He is also the author (with Arthur Brief) of the forthcoming organizational behavior chapter in the *Annual Review of Psychology* devoted to affect at work. He is the editor of two special issues on emotions in the workplace. The first appeared in 2001 in *Organizational Behavior and Human Decision Processes*, and the second will appear in 2002 in *Emotion and Motivation.*

Coordinator: Robert Sinclair, Portland State University

Tutorial 4
Experiential Learning in Organizational Sciences: The Artful Practice of Getting Students Involved in Learning in I-O and OB Courses

Laura L. Koppes
Eastern Kentucky University

Jeffrey M. Stanton
Syracuse University

In 2000, SIOP records showed that of the 3,286 SIOP members who provided employment data, 1,187 members (36.1%) indicated their employer as academic (Lee Hakel, personal communication, August 4, 2000). *The Membership Directory* also reveals that SIOP members teach courses in industrial-organizational psychology, organizational behavior, and many related topics (e.g., statistics, research methods) in various departments at both the undergraduate and graduate levels. Faculty members in the organizational sciences have several important responsibilities: (a) they represent their disciplines and are ambassadors of both science and practice in their departments, (b) they teach and may inspire undergraduate students to consider I-O psychology or related areas as a career, and (c) they educate and prepare the next generation of organizational scientists and practitioners. An important competency underlying these responsibilities is the ability to lead students toward deep learning in the variety of topics explored in industrial-organizational and organizational behavior courses.

The objective of this expanded tutorial is to provide SIOP members an opportunity to explore new ideas that may enhance and broaden their repertories of teaching skills and techniques at the graduate and undergraduate levels. The tutorial is intended for graduate students preparing for academic jobs, junior faculty developing their teaching, and senior faculty refreshing or refining their course offerings. The workshop may also hold interest for any SIOP member with training or teaching responsibilities who seeks to enrich their teaching.

The facilitators, as experienced and award-winning teachers, will share their creative solutions to the many challenges that arise in trying to lead graduate and undergraduate students to deep learning. Participants should

bring ideas, issues, and problems with them so that a comprehensive exchange can occur. The expanded tutorial will comprise intermingled presentation and discussion components. The presentation components will all focus on the use of experiential techniques—simulations, case studies, role-plays, quick projects, collective research, and related strategies—to help students learn focal material. Interspersed with the presentation, the facilitators will put some of these techniques to work in the service of generating discussion. The discussion will serve to generate new ideas and help solve problems in the areas of:

- Course content and activities (syllabus, readings, exercises, etc.)
- Recent developments for effective teaching in particular content areas
- Instructional techniques: skills, approaches, and strategies for leading students to deep learning
- Assessment, incentives, penalties, and other inducements that affect student motivation and behavior
- Other teaching issues (e.g., handling classroom incivility)

Come share, learn, and consider how you can enhance your abilities to help individuals explore and master key topics in the organizational sciences.

Laura L. Koppes is an associate professor and coordinator of the I-O psychology master of science degree program in the psychology department at Eastern Kentucky University. She has a PhD in I-O psychology from Ohio State University. She has over 10 years of experience teaching at the undergraduate and graduate levels in both psychology and business departments. She was awarded the 1999 Outstanding Faculty Award (selected by the senior class) and was nominated by students to the Who's Who of America's Teachers (1998, 1999) while serving as chair of the School of Business, at Tri-State University. She writes the newly established *TIP* column on education and training issues.

Jeffrey M. Stanton is assistant professor at Syracuse University's School of Information Studies and director of the Syracuse Information Systems Evaluation project. In his recent stint at Bowling Green State University, Jeff won an award for outstanding contributor to graduate education and also was selected to design and implement a campus-wide program to help new faculty develop their teaching skills. Jeff was also selected for the National Science Foundation's prestigious CAREER award, which rewards early career academics for an integrated plan for teaching and research. Jeff chaired the SIOP subcommittee for the Education and Training Committee which developed the online instructor's guide development project. He has a PhD in personnel psychology from University of Connecticut.

Coordinator: Leslie Hammer, Portland State University

11th Annual SIOP 5K Race/Fun Run
Registration Form

The annual SIOP 5K Race/Fun Run will be held at this year's convention in Toronto. The race is planned for Saturday morning, April 13th, 2002, at 7:00 a.m. Specific course and race details are not available at this time but will be announced in *TIP* and on the SIOP Web site once they are finalized. Over 130 people participated in last year's event. T-shirts will be given to all participants and age-group competition will be contested. We will also try to have team competition again (university or organization team; advisor-advisee; scientist-practitioner). Please try to join us this year. It's a great chance to catch up with (or pass) old friends and colleagues. The registration fee is $15 ($10 for student affiliates). You can preregister for the race using the conference registration form or the new online registration system. There will be on-site registration, but we encourage interested parties to preregister. Please include the form below with your conference registration. If you have any questions about the race, e-mail or call Kevin Williams at the University at Albany (kevinw@csc.albany.edu; 518 442-4849).

Mail form to: SIOP Administrative Office
520 Ordway Avenue
PO Box 87
Bowling Green OH 43402

or fax to: (419) 352-2645

Name: _____

Address: _____

Telephone: _____

E-Mail: _____

T-Shirt Size: _____M _____ L _____ XL

Team Entry:

__ Advisor-Advisee (other team member: _____)

__ Mixed-Doubles (other team member: _____)

__ Scientist-Practitioner (other team member: _____)

__ 4-person University or Organization team (Name of Univ or Org:

_____)

Debra A. Major and Rebekah Cardenas
Old Dominion University

Awards and Honors

Journal of Applied Psychology, *Journal of Counseling Psychology*, *Organizational Behavior and Human Decision Processes*, and *Personnel Psychology* have been named "Journals of the Century" in applied psychology. The November 2001issue of the *APA Monitor* contains a report about the ranking that appeared in *The Serials Librarian*, an international publication for librarians. "The Best of the Century in Psychology" ranking was compiled by Daniel E. Burgard, an instructional science librarian. His rankings took into account previous journal rankings, citations of the journals, and the amount of time a journal has impacted the field. Of particular note is the fact that 3 of the 4 journals are presently and have been previously edited by SIOP members: *JAP* (**Kevin Murphy**, **Neal Schmitt**, and **Robert Guion**), *OBHDP* (**Dan Ilgen**, and **Jeff Edwards**), and *PP* (**John Hollenbeck**, **Mike Campion**, **Paul Sackett**, and **Milt Hakel**, who is also the publisher of the journal).

Former APA president and SIOP Fellow, **Robert Perloff**, Distinguished Service Professor Emeritus of Business Administration and Psychology at the University of Pittsburgh, received the 4th annual (200l) Legacy Award from the Greater Pittsburgh Psychological Association (GPPA). This award honors psychologists who attend to the needs of the community and do their jobs with a willingness to share their knowledge for the common good. The award was presented to Dr. Perloff at the GPPA fall dinner-business meeting at which six legacy awards were given.

Former SIOP president and current SIOP Fellow, **Irv Goldstein**, received the University of Maryland's 2001 President's Medal. This award is a rare distinction given to recognize "extraordinary contributions to the social, intellectual, and cultural life of the campus." The medal was presented during a campus-wide ceremony on October 16, 2001, during which Dr. Goldstein gave an address.

SIOP member, **H. John Bernardin**, a university research professor at Florida Atlantic University and H. W. Hennessey, Jr. from University of Hawaii-Hilo received the 2001 SHRM Research Award for their paper entitled *The Relationship Between Performance Appraisal Criterion Specificity and Statistical Evidence of Discrimination*. The winning entry is awarded a plaque and a cash award of $1,000 funded by the SHRM Foundation. This paper is available online at: www.shrm.org/committees/awards/research2001.doc.

An article coauthored by SIOP members, **Karyn H. Bernas** and **Debra A. Major**, *Contributors to Stress Resistance: Testing a Model of Women's*

Work-Family Conflict, was identified as one of the "Top 20" work-family research articles published in 2000 by the Center for Families at Purdue University and The Boston College Center for Work and Family. This work appeared in *Psychology of Women Quarterly*.

Chad Van Iddekinge, a doctoral student at Clemson University, received the 4th annual HumRRO Meredith P. Crawford Fellowship in I-O Psychology. The award recognizes and supports a graduate student for outstanding research efforts with high potential for significant contributions to the field of I-O psychology.

New Affiliations

Robert Ployhart has joined the I-O psychology program at George Mason University. He received his degree from Michigan State University and was awarded the 2001 S. Rains Wallace award for his dissertation research. He joins SIOP members **Lou Buffardi**, **Jose Cortina, Lynn McFarland, Steve Zaccaro,** and **Rich Klimoski,** who is "on loan" this year to the School of Management at GMU.

Juan I. Sanchez of Florida International University has moved from the Department of Psychology to accept an appointment in the Department of Management and International Business. There he joins fellow SIOP member **Galen Kroeck.**

Share your latest accomplishments with SIOP colleagues! Send items for **IOTAS** to Debra Major at dmajor@odu.edu.

CONFERENCES & MEETINGS

David Pollack
U.S. Immigration & Naturalization Service

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

2002

Feb 28–Mar 2   Annual Mid-Winter Institute and Conference of the Society of Psychologists in Management (SPIM). San Diego, CA. Contact: Lorraine Rieff, (312) 655-1150 or www.spim.org.

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. Toronto, Canada. Contact: SIOP, (419) 353-0032 or www.siop.org. (CE credit offered.)

May 21–24   32nd Annual Information Exchange on What is New in O.D., Chicago, IL. Contact: Organization Development Institute, (440) 729-7419 or http://members.aol.com/odinst.

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.
June 30–July 3	Annual Conference of the International Personnel Management Association Assessment Council. New Orleans, LA. Contact: IPMA, (703) 549-7100 or www.ipmaac.org.
July 7–12	25th International Congress of Applied Psychology. Singapore. Contact: info@cemssvs.com.sg or www.icap2002.org.
July 22–27	22nd O.D. World Congress. Ghana, Africa. Contact: Organization Development Institute, (440) 729-7419 or http://members.aol.com/odinst.
Aug 11–14	Annual Meeting of the Academy of Management. Denver, CO. Contact: Academy of Management, (914) 923-2607.
Aug 11–15	Annual Convention of the American Statistical Association. New York, NY. Contact: ASA, (703) 684-1221 or www.amstat.org.
Aug 22–25	Annual Convention of the American Psychological Association. Chicago, IL. Contact: APA, (202) 336-6020 or www.apa.org.
Sept 23–27	Annual Conference of the Human Factors and Ergonomics Society. Pittsburgh, PA. Contact: The Human Factors and Ergonomics Society, (310) 394-1811 or http://hfes.org. (CE credit offered.)
Oct 15–18	29th International Congress on the Assessment Center Method. Pittsburgh, PA. Contact: DDI, (412) 257-3952.

CALLS & ANNOUNCEMENTS

2002 Call for Nominations—APA Education and Training Awards

The APA Board of Educational Affairs is requesting nominations for the following awards: Distinguished Contributions to Education and Training in Psychology and Distinguished Contributions of Applications of Psychology to Education and Training.

The award for Distinguished Contributions to Education and Training in Psychology recognizes psychologists who have engaged in teaching-training as the primary employment during their career. Psychologists will be selected for this award on the basis of their documented positive influence on the education and training of students, engagement in important research in education and training, development of effective materials for instruction, establishment of workshops, conferences, or networks of communications for education and training, achievement and leadership in administration that facilitates education and training, and activities in professional organizations which promote excellence.

The award for Distinguished Contributions of Applications of Psychology to Education and Training recognizes psychologists for evidence-based applications of psychology to education. In order to be considered for this award, the candidate must demonstrate a contribution to new teaching methods or the solution of learning problems through the use of research findings or evidence-based practices. Particular emphasis will be placed on the use of psychological knowledge to improve learning in educational settings (including prekindergarten to 12th grade), and/or in communities.

All nominations must include a letter of nomination citing the award for which the nomination is made, and outlining the contributions of the nominee. All nominations must include the following:
- Letter of nomination
- Two letters of support
- Curriculum vitae

Send nominations and supporting materials to **Shirley Matthews, Education Directorate, APA, 750 First Street, NE Washington, DC 20002-4242.** The deadline for receipt of this information is **June 1, 2002.**

Call for Manuscripts and Special Issues JEPC

The *Journal of Educational and Psychological Consultation (JEPC)* is an interdisciplinary journal providing a forum for improving the science and practice of consultation. *JEPC* publishes articles and special thematic issues. Manuscripts that focus on organizational consultation in educational and mental health settings are of particular interest. Examples of other

topics of interest include individual and group consultation, collaboration, community-school-family partnerships, consultation training, cross-cultural issues, educational reform, ethics and professional issues, health promotion, prevention, program planning and evaluation, services coordination, systems change, and teaming. Proposals for theme issues are welcomed.

To obtain a copy of the *Guidelines for Special Issues Proposals*, contact Kathleen C. Harris, *JEPC* associate editor for Special Issues, at (602) 543-6339 or via e-mail at Kathleen.Harris@asu.edu.

Manuscripts should be submitted to **Emilia C. Lopez, Editor, *Journal of Educational and Psychological Consultation*, Queens College of the City University of New York, Department of Educational and Community Programs, 65-30 Kissena Blvd., Flushing, NY 11367.**

The editor can be reached by phone at (718) 997-5234 or via e-mail at lopez@cedx.com to discuss suggestions for manuscripts and special issues, as well as questions regarding the appropriateness of papers for *JEPC*.

To learn more about *JEPC* and to view a free sample issue, visit www.erlbaum.com/Journals/journals/JEPC/jepc.htm.

The 2001–2002 IPMAAC Student Paper Award Competition

The International Personnel Management Association Assessment Council (IPMAAC) is an international nonprofit organization that focuses on the field of employment selection and assessment. IPMAAC is sponsoring its annual Student Paper Award Competition in order to recognize the contributions of students in the field of personnel assessment. The winner of the 2001–2002 competition will be invited to present his or her paper at the 2002 IPMAAC Conference to be held in New Orleans from June 30 to July 3, 2002. The winner will receive up to $600 in conference-related travel expenses, free conference registration, and a 1-year membership in IPMAAC.

Submission may be based on any type of student paper including a thesis or dissertation. Papers should address substantive or methodological issues in areas such as those listed below:

- Personnel Selection
- Employment Tests
- Job Analysis
- Employment Performance Evaluation
- Assessment of Productivity or Organizational Effectiveness
- Assessment of Training Outcomes
- Other Related Topics

The deadline for entries is **February 15, 2002.** Students do not need to be members of IPMAAC to enter. For details on submitting papers, visit www.ipmaac.org/ or contact **Dr. Lee Friedman, EDS, 13900 Lincoln Park Drive, MS405/BICS, Herndon, VA 20171, phone (703) 742-2468, fax (703) 742-2666 , e-mail: lee.friedman@eds.com.**

IJHCS Call for Papers: Special Issue on Trust and Technology

The International Journal of Human-Computer Studies (IJHCS) is an international journal published by Academic Press. *IJHCS* publishes original research on human-computer interaction and the human-machine interface.

The special issue on trust is dedicated to research on trust involving people and their information systems and technologies. A key goal of the issue is to provide an interdisciplinary perspective on the topic. Possible topics for the issue include, but are not limited to the following:

- Theories of trust (definitions of trust, antecedents, consequences, types, development of trust, etc.)
- Cognitive, affective, and social elements of trust
- Trust in online environments
- Trust and mistrust
- Recapturing trust
- Trust in automation
- Trustworthiness of online information
- Online communities and trust
- Trust in computer technology
- Role of context in establishing trust
- Empirical studies of online trust
- Designing for trust

The submission deadline is **May 3, 2002**. Paper submissions instructions can be found at www.academicpress.com/www/journal/hc/hcifa.htm. Submit papers using either method 1 or 2:

1. E-mail a PDF file to **susan.wiedenbeck@drexel.edu** with the following subject line: Submission to Special Issue on Trust and Technology.
2. Send one copy of your manuscript to **Susan Wiedenbeck, College of Information Science and Technology, Drexel University, 3141 Chestnut St., Philadelphia, Pennsylvania, 19104, USA.**

Submitted papers will be reviewed by an international committee. Five to ten papers will be accepted for publication. The Special Issue editors can be contacted via e-mail: Susan Wiedenbeck (susan.wiedenbeck@drexel.edu), Cindy Corritore (cindy@creighton.edu), Beverly Kracher (beverlyk@creighton.edu). For more information about *IJHCS* go to www.academicpress.com/ijhcs.

Call for Proposals:
National Multicultural Conference and Summit 2003

The National Multicultural Conference and Summit is scheduled for January 23–24, 2003 at the Renaissance Hollywood Hotel, Hollywood, California. All proposals should adhere to APA's principles of ethics and disclosure and no previously published presentations will be accepted. There will be a limit of two presentations over the course of the conference.

Proposals must be received by **February 1, 2002**. The following information is required:

1. Cover page—includes the corresponding author's name, degree, affiliation, mailing address, phone number, fax, e-mail, title of program (10 words or less), and type of program: individual paper (50 min), symposium (50 min or 1 hr 50 min), difficult dialogue (1 hr 50 min), workshop (50 min or 1 hr 50 min) or student poster.
2. Presenters' page—includes a list of all presenters and their contact information: their presentation titles, their degree, and affiliation. Indicate indicate program chair(s) and discussant(s), if applicable.
3. Summaries—includes 4 copies of 250-word general program summary and 4 copies of 250-word summaries for each presenter with titles (10 words or less).
4. Audiovisual equipment request—indicates any A/V needs for the program. Costs have increased substantially for A/V. Participants are encouraged to use handouts when possible.
5. Presentations accommodations request—indicates any special needs of any presenters.
6. Envelopes—all proposals must include two self-addressed stamped envelopes.

Acceptance decisions will be made by **May 1, 2002**. Acceptance does not waive attendance fee; all presenters are subject to the registration fee of the conference. For more information, call (303) 652-9154, fax (303) 652-2723, or e-mail nmcs2003@home.com. Mail proposals to **NMCS 2003, Attn: Lynn Peterson, PO Box 638, Niwot, CO 80544-0638.**

HumRRO's Meredith P. Crawford Fellowship in I-O Psychology

Since 1951, the Human Resources Research Organization (HumRRO) has applied science and technology to enhance human performance and organizational effectiveness. Toward this end, we have drawn on time-tested principles about human behavior and new scientific and technologically advanced tools and concepts. HumRRO conducts these activities with the aim of finding practical solutions to real-world problems.

HumRRO looks for ways to give back to the personnel research community that has supported our success over the years. One program that HumRRO sponsors is an annual fellowship to reward, recognize, and support an outstanding graduate student with high potential for significant contributions to research in the field of industrial and organizational (I-O) psychology. I-O graduate students or students in fields congruent with the objectives of SIOP are eligible. The recipient will receive an award of $10,000.

For more information and application materials, visit our Web site at **www.HumRRO.org** or contact **Jessica Terner (703) 706-5686 at HumRRO, 66 Canal Center Plaza, Suite 400, Alexandria, Virginia 22314**. The application deadline is **March 15, 2002**.

StudyResponse: Internet Research Opportunity

Research via the Internet has the potential to be a great way of collecting data from a diverse group of respondents quickly and inexpensively. However, concerns about "netiquette" violations, privacy violations, nonresponse bias, and sample representativeness have reduced the Internet's utility as a research medium. To address some of these concerns, we have been working on developing a database of individuals who are willing to participate in online research (www.StudyResponse.com). The database has a diverse makeup in terms of age, educational level, gender, and other demographic variables of interest.

We are happy to make the panel available to researchers who are doing or would like to do Internet-based research. StudyResponse supports scientific research only and does not make its list available for product evaluations or other endeavors aimed at selling a product or service. We are nonprofit, and the panel is available at no cost to researchers. The service may be particularly useful for master's or doctoral research. Interested researchers are encouraged to visit the StudyResponse.com Web site and click on the link for "researchers" to learn more about the make-up of the panel, results of past studies, and how the process works. If you'd like more information, don't hesitate to contact us at gte545r@prism.gatech.edu or jmstanto@syr.edu.

THE REVISED PRINCIPLES ARE COMING!

The *Principles for the Validation and Use of Personnel Selection Procedures* specifies policy on conducting validation research using principles of good practice in the choice, development, and evaluation of personnel selection procedures.   The Task Force on the Revision of the *Principles* is preparing a revision of the *Principles* to maintain consistency with the 1999 *Standards for Educational and Psychological Testing.*

We need your feedback.

Although the changes proposed to the 3rd Edition of the *Principles* are not revolutionary, the Task Force has suggested considerable changes and SIOP would like your input on the proposed amendments and additions. SIOP will make a draft available to all interested SIOP members. Look for the notice on the SIOP Web site or e-mail the Administrative Office and a copy will be e-mailed back to you. There will also be copies available for review and discussion at the SIOP Conference in Toronto.

Principles Revision Task Force:

P. Richard Jeanneret, Chair	Jerard F. Kehoe
Marcia M. Andberg	James L. Outtz
Steven H. Brown	Paul R. Sackett
Wayne J. Camara	Mary L. Tenopyr
Wanda J. Campbell	Nancy T. Tippins
Donna L. Denning	Sheldon Zedeck

(419) 353-0032   www.siop.org

ACT Summer Internship Program

ACT annually conducts an 8-week summer internship program for outstanding doctoral students interested in careers related to assessment. In 2002, the program will run from June 3 through July 26 at the ACT headquarters in Iowa City, Iowa.

The Summer Internship Program provides interns with practical experience through completion of a project, seminars, and direct interaction with professional staff responsible for research and development of testing programs. An additional program objective is to increase representation of women and minority professionals in measurement and related fields.

Interns are provided a $4,000 stipend plus reimbursement for round-trip transportation costs. A supplemental living allowance for accompanying spouse and/or dependents is also available. Internships are offered in the following areas:

POLICY RESEARCH/PROGRAM EVALUATION/INSTITUTIONAL RESEARCH *Focus* - Analysis of educational policy issues and school-level programs as they relate to test data, with an emphasis on the relationship between test scores and school or district academic programs, or high school or college curricula. *Requirement* - Must be enrolled in program evaluation, educational policy, institutional research, or related programs.

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY *Focus* - Analysis related to employers' personnel practices. Work may involve the design of consulting projects, synthesis of job analysis data, or the evaluation of training programs. *Requirement* - Must be enrolled in industrial/organizational psychology or related programs.

PSYCHOMETRICS AND STATISTICS *Focus* - Analysis of real or simulated data in areas such as equating, computer-based testing, validity, reliability, test theory, and score reporting. *Requirement* - Must be enrolled in measurement, statistics, educational and/or quantitative psychology, or related programs.

CAREER AND VOCATIONAL PSYCHOLOGY *Focus* - Analysis related to development/validity of career assessments, evaluation of career interventions, non-cognitive factors and college readiness, and retention and persistence issues. *Requirement* - Must be enrolled in counseling psychology, counselor education, or related programs.

TO APPLY

Application deadline is **February 15, 2002**. Applicants must be enrolled in and attending an institution within the U. S. Information and application materials are available at www.act.org/humanresources/jobs/intern.html. You may also get further information by e-mail (employment@act.org), by telephone (319-337-1026), or by writing to: ACT Summer Internship Program, Human Resources Dept., ACT, 2201 North Dodge Street, PO Box 168, Iowa City, Iowa 52243-0168.

ACT™   **ACT IS AN EQUAL OPPORTUNITY EMPLOYER**

Hotel Information

The Conference hotel is the Sheraton Centre Toronto and is already sold out. The Hilton Toronto is just across the street from the Sheraton. Because early press deadlines make it impossible to know the availability of the rooms at the time you read this, SIOP will continually update the hotel information on the SIOP Web site: www.siop.org. If the hotel you call is sold out, please check the SIOP Web site for additional information. If you have problems booking a room, please call the Administrative Office.

Sheraton Centre Toronto (Sold out)
123 Queen St W., Toronto, ON M5H 2M9 CANADA, phone (416) 361-1000 (direct to hotel), fax (416) 947-4854
www.sheraton.com/centretoronto

Additional Hotel with Rooms Blocked for SIOP 2001 Participants

Hilton Toronto
145 Richmond St. W., Toronto, ON M5H 2L2, CANADA (416) 869-3456, fax: (416) 869-3187, e-mail: info_toronto@hilton.com

Please note that by Ontario law smoking is allowed only in the hotel bar.

1   Hilton Toronto
2   City Hall
3   Eaton Centre
4   Pantages & Elgin Theatres
5   Hockey Hall of Fame
6   Hummingbird Centre
7   St. Lawrence Market
8   Union Station
9   Harbourfront Centre
10 Convention Center
     CN Tower
11 Skydome Stadium
12 Ontario Place
13 Art Gallery of Ontario
14 China Town
15 Kensington Market
16 Toronto Islands
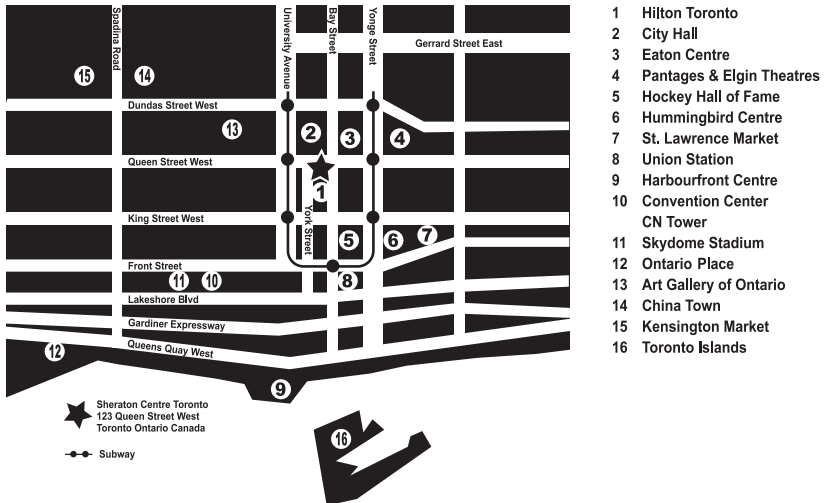
SIOP Preconference Workshops: What You Need to Know

Kalen Pieper
Enron

We are pleased to present the 2002 SIOP Workshops. We anticipate that the workshops will fill up quickly, so register NOW to get the workshop of your choice! We operate on a first-come, first-served basis. On-site workshop registration is available ONLY if someone who has preregistered for a workshop fails to show up.

The following workshops are sponsored by the Society for Industrial and Organizational Psychology, Inc. and presented as part of the 17th Annual Conference of the Society for Industrial and Organizational Psychology, Inc. APA Division 14 is approved by the American Psychological Association to offer continuing education for psychologists. APA Division 14 maintains responsibility for the program. Seven (7) hours of continuing education credit are awarded for participation in two (2) half-day workshops or one full-day workshop.

Note to all *California* participants seeking CE credit: As of January 2002, APA Sponsor credit is accepted for MCEP credit in California. This effectively means that SIOP will not be reporting your participation to MCEP as in the past. You will be responsible for individually reporting your own CE credit to them and paying any applicable fees. Of course, SIOP will still maintain its own record of your participation and issue letters providing proof of attendance.

Date and Schedule

The workshops take place on Thursday, April 11, 2002—the day before the regular program of the SIOP Conference begins. More specifically:

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

How to Register

To register, please use our new online registration system, or if this is not possible, complete the "workshops" section of the General Conference Registration Form in the center of this booklet. Registration for the workshops is on a first-come, first-served basis. All workshops are half-day sessions and will be presented twice—once in the morning and once in the afternoon—with the exception of Business Fundamentals for I-O Psychologists. This is the only full-day workshop offered this year. You must register for two half-day sessions or one full-day session (*no half-day registration allowed*).

Please see the SIOP Web site (www.siop.org) for online workshop registration instructions. To register using the paper form, you must fill out the workshop section. You will be asked to list your top six choices. Because workshops fill up very quickly, we ask that you list all six choices. Please list your choices in order of preference (1st is the highest preference, 6th is the lowest preference). If you list fewer than six workshops and your choices are filled, we will assume that you are not interested in any other workshops and your workshop registration fee will be fully refunded. If you indicate on the General Conference Registration Form that you will accept any open section, we will assign you to a workshop.

Those who register for workshops online will receive a confirmation e-mail right away. Those who register using the paper form will receive a confirmatory letter in early March.

Cost

SIOP Members and Affiliates: $350 (U.S.)
Nonmembers of SIOP: $500 (U.S.)

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

If your Organization is Paying by Check…

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

Cancellation Policy for Workshops

If you must cancel your workshops registration, notify the SIOP Administrative office in writing at P.O. Box 87, Bowling Green, OH 43402-0087 (use 520 Ordway Avenue, Bowling Green, OH 43402 for overnight deliveries). The fax number is (419) 352-2645. Workshop fees (less a $60.00 administrative charge) will be refunded through March 11, 2002. A 50% refund will be granted between March 12, 2002 and March 22, 2002. No refunds will be granted after March 22, 2002. All refunds will be made based on the date when the written request is received at the Administrative Office.

Continuing Education and Workshop Committee

Kalen F. Pieper (Chair), Enron

Robert C. Barnett, MDA Consulting Group, Inc.

Joan P. Brannick, Brannick HR Connections

Kristofer J. Fenlason, 3M

Monica Hemingway, The Dow Chemical Company

Pete Hudson, Waste Management

Steven M. Johnson, JCPenney

G. Kenneth Koves, Sprint

Kyle Lundby, Questar Data Systems, Inc.

Luis F. Parra, William M. Mercer, Inc.

Timothy W. Patton, Development Dimensions International

Victoria Pollman, Ingram Micro

Patrick R. Powaser, Oxy Services, Inc.

Steven J. Robison, The Dow Chemical Company

William Shepherd, ePredix

Susan W. Stang, Performance-Based Selection

Jeffrey M. Stanton, Syracuse University

SIOP Preconference Workshops:
Thursday, April 11, 2002

1. **Driving Organizational Outcomes with Strategic Employee Surveys: Best Practices from Internal and External Perspectives** by Sara P. Weiner, IBM, and Jack W. Wiley, Gantz Wiley Research. Coordinator: Kyle Lundby, Questar.

2. **Staffing in a Changing Workforce Environment** by Cynthia Haugh, Electronic Arts, Suzanne Tsacoumis, HumRRO, and Lawrence Fogli, People Focus. Coordinator: Patrick R. Powaser, Oxy Services Inc.

3. **Organizational Fit: Aligning I-O and OD Interventions with Strategy** by David A. Nadler, David W. Bracken, and Mindy D. Millward, Mercer Delta Consulting. Coordinator: Bob Barnett, MDA Consulting Group, Inc.

4. **Innovative Practices for Building 21st Century Executives** by Rob Silzer, HR Assessment and Development, Inc., John Fulkerson, Cisco Systems, Inc., and George Hollenbeck, Hollenbeck Associates. Coordinator: Bob Barnett, MDA Consulting Group, Inc.

5. **Business Fundamentals for I-O Psychologists, Part 1: Financial and Accounting Concepts Morning Session** by Peter M. Ramstad and Paul R. Bly, Personnel Decisions International (PDI); **Part 2: Strategy and Marketing Concepts Afternoon Session** by Peter M. Ramstad, Personnel Decisions International (PDI), and Jenifer A. Kihm, IntelliMark-IT Resources. Coordinator: Luis F. Parra, William M. Mercer, Inc. (*******Note: This is a full-day workshop; participants **must** sign up for both sessions* .)

6. **Current Issues in Compensation: How I-O Psychologists Can Play an Important Role** by James W. Herring, The Herring Firm, Inc. and John R. Ellerman, Towers Perrin. Coordinator: Vicki Pollman, Ingram Micro.

7. **The Yin and Yang of Consulting: Trends, Realities, and Real-World Solutions** by David B. Peterson, Personnel Decisions International (PDI) and Laurie B. Zaugg, UnitedHealth Group. Coordinator: Ken Koves, Sprint.

8. **The Opposite of Selection: How to Exit Employees** by Patricia Berg, Personnel Decisions International (PDI). Coordinator: Pete Hudson, Waste Management.

9. **The Practitioner's Dilemma: Designing Effective yet Practical Research for Organizations** by S. Morton McPhail, Jeanneret & Associates, Inc., Neal Schmitt, Michigan State University, and Calvin C. Hoffman, Alliant University. Coordinator: Sue Stang, Performance-Based Selection, Ltd.

10. **Developments in Employment Law: Beyond the Basics** by Arthur Gutman, Florida Institute of Technology, and Donald L. Zink, Esq., Personnel Management Decisions. Coordinator: Steve Robison, Dow Chemical.

11. **Tailor-Made: Selecting Employees for Organization Fit** by Jonathan Canger, TMP Worldwide/Monster.com, Fritz Drasgow, University of Illinois, and Amy Powell Yost, Capital One Financial Corporation. Coordinator: Joan Brannick, Brannick HR Connections.

12. **Marrying Assessment and Technology: For Better and Worse** by Ann Howard, Development Dimensions International, Frank J. Landy, SHL/Landy-Jacobs, and Douglas H. Reynolds, Development Dimensions International. Coordinator: Tim Patton, Development Dimensions International.

13. **Strategic Development of High Potential Talent** by Ben Dowell and Eric Elder, Bristol-Meyers Squibb Co. Coordinator: William Shepherd, ePredix, Inc.

14. **Goodbye Yellow Brick Road: The Diverse and Winding Paths to Strategic HR** by Veronica Schmidt-Harvey, Mary Federico, and Ralph Mortensen, Aon Consulting. Coordinator: Steven M. Johnson, JCPenney Company, Inc.

15. **Program Evaluation for Human Resources: The Art and Science of Measuring Success** by John C. Scott, Applied Psychological Techniques, Jack E. Edwards, U.S. General Accounting Office, Nambury S. Raju, Illinois Institute of Technology. Coordinator: Jeff Stanton, Syracuse University.

16. **Diversity Best Practices: Building "Stickiness" into your Organization for Diverse Talent** by Mary P. Nelson, SC Johnson, and John C. Peoples, Global Lead Management Consulting. Coordinator: Kris Fenlason, 3M.

17. **The Work-Life Challenge: What's Hot and What's Not** by Andrea Konz, SC Johnson, Karol Rose, lifecare.com, and Nora Spinks, WorkLife Harmony. Coordinator: Monica Hemingway, Dow Chemical Company.

Descriptions of SIOP Preconference Workshops

Thursday, April 11, 2002
Sheraton Centre Toronto Hotel

Workshop 1 (half day)

Driving Organizational Outcomes with Strategic Employee Surveys: Best Practices from Internal and External Perspectives

Presenters: **Sara P. Weiner, IBM**

                              Jack W. Wiley, Gantz Wiley Research

Coordinator: **Kyle Lundby, Questar**

Employee surveys have been used for over 50 years for a variety of purposes. Increasingly, organizations are expecting a greater return-on-investment from their survey efforts. Employee survey results have often been used as indicators of employee satisfaction and intent to stay with the organization. Companies also want to use survey results as input to the design of company policies and for program evaluation. In addition, many companies expect their employee surveys to link to key outcome measures such as customer satisfaction and business performance. Subscribing to the methodology implicit in "balanced scorecards," organizations are using employee surveys to measure key human resource drivers of business success.

Drawing from a variety of different settings, the presenters will describe experiences with all such uses of employee surveys. The workshop content will focus less on the mechanics of employee surveys and more on how to realize the full strategic value of survey initiatives. Topics will include driving organizational outcomes through survey feedback and action execution, and using special focus surveys for formative and summative evaluations. The history, use, and best practices of linkage research will be covered, as will balanced scorecard development. This workshop should be of interest to SIOP members responsible for using employee surveys and demonstrating their business value to the organization.

Sara P. Weiner, PhD, has been with IBM's Global Employee Research department for over 10 years. Sara's responsibilities include strategic employee research for the purpose of integrating human resource and business strategies worldwide. Working closely with an extended global team responsible for surveys with IBM's population of over 300,000 employees in 80 countries, her research has included the areas of attraction and retention, career opportunity, downsizing, organizational culture/climate, telework, and work-life balance, emphasizing the linkages to business results for strategic decision making at corporate and local levels. Sara is also responsible for

ensuring professionalism in IBM employee surveys by monitoring their quality and volume through the Employee Survey Registry. In addition, she was the research committee chairperson for The Mayflower Group, a nonprofit, cross-industry consortium of nearly 50 *Fortune* 100 companies who share survey data and best practices. Sara has publications on various research topics and has made numerous presentations to professional associations. She received her PhD in I-O psychology from the University of Connecticut and is on the faculty of the University of Phoenix.

Jack W. Wiley, PhD, is president and CEO of Gantz Wiley Research (GWR), a consulting firm specializing in employee and customer stakeholder research for international corporate clients. GWR is headquartered in Minneapolis and has an affiliate office in Melbourne, Australia. Previously, Jack was director of organizational research at Control Data Business Advisors. He also held personnel research positions at National Bank of Detroit and Ford Motor Company. He has internationally recognized expertise in linking employee survey results to measures of customer satisfaction and business performance, and has developed WorkTrends™, a normative database of employee opinions. He has written several articles and book chapters on survey research topics and has made numerous presentations to professional associations. He received his PhD in organizational psychology from the University of Tennessee. Jack is a licensed consulting psychologist, accredited as a senior professional in human resources (SPHR), and has several years of graduate/business school teaching experience as an adjunct professor.

Workshop 2 (half day)

Staffing in a Changing Workforce Environment

Presenters:	**Cynthia Haugh, Electronic Arts**
	Suzanne Tsacoumis, HumRRO
	Lawrence Fogli, People Focus
Coordinator:	**Patrick R. Powaser, Oxy Services Inc.**

Changing workforce demographics, fluctuating economies, globalization, and technology are impacting organizations like never before. Effective staffing is more challenging now than at any time in modern history. This workshop takes a broad look at staffing, including the applicant pipeline and placement during reorganization. The workshop is directed at practitioners in consulting or internal roles in any type of organization.

This workshop will include discussions of the following:
- Nontraditional sources of job applicants
- The value of diversity, beyond race and gender, in today's workforce
- A look at work through the eyes of different generations
- Staffing uses of feedback from psychological assessments

- Staffing during reorganizations
- The changing nature of work and its impact on staffing
- Private versus public employer challenges

Cynthia Haugh is the director of staffing and resourcing at Electronic Arts, the world's leading interactive entertainment software company. Cindy is a broad-based human resources professional with a successful track record as strategic business partner and intellectual coach. She has proven skills in organizational development, employee relations, compensation, and change management. Building on over 11 years of experience and significant contributions at both the corporate and divisional levels, Cindy's recent charter has been to provide visionary leadership and passion to build and leverage nontraditional models, processes, and tools to attract, recruit, promote, develop, and retain the highest quality talent. Prior to EA, Cindy was with Avery Dennison. She received her MSW with a subconcentration in management from Boston University.

Suzanne Tsacoumis is the manager of the Personnel Selection and Development Program at the Human Resources Research Organization (HumRRO). She has over 17 years experience in personnel management research and the development and implementation of personnel systems, often in a litigious environment. Her work tends to focus on job analysis, selection, promotion, and career development for public sector agencies. Suzanne also is an adjunct professor at both George Washington University and George Mason University. She received her PhD from the University of Georgia, specializing in industrial-organizational psychology.

Lawrence Fogli is president and CEO of People Focus, a leading consulting firm providing business solutions in the design and implementation of management and human resource systems. As a corporate executive of human resource activities and as an external consultant, Larry has had substantial experience in the financial, retail, manufacturing, professional sports, entertainment, and insurance industries. He has expertise in both strategic and specific functional human resource areas. Larry has taught courses in human resource management and organizational behavior at the University of California-Berkeley, California State University–Hayward, and San Francisco State University. He received his PhD from the University of California-Berkeley.

Workshop 3 (half day)

Organizational Fit: Aligning I-O and OD Interventions with Strategy

Presenters: **David A. Nadler, David W. Bracken, and Mindy D. Millward, Mercer Delta Consulting**

Coordinator: **Bob Barnett, MDA Consulting Group, Inc.**

When a company embarks on a new direction, its leaders must address the gaps between its organizational design and its capacity to achieve the desired goals. Join renowned organizational change expert David A. Nadler and his colleagues for an informative and interactive workshop on how to assess those gaps and take steps to successfully align interventions with the strategic shifts critical to a company's survival.

Designed for mid- to senior-level practitioners, this session will combine leading-edge theory with compelling case study examples based on the presenters' work with some of today's leading corporations.

Participants will discuss the following:
- Understanding the key aspects of "organizational architecture"—why a company's formal structure, work practices, and culture and people issues need to be aligned with strategy
- Conducting an effective diagnosis to avoid confusing the symptoms of organizational ineffectiveness with its root causes, and identify opportunities for strategic assessment
- Determining which tools to draw on in addressing the issues that diagnosis reveals
- Partnering effectively with the leadership in your organization to create alignment throughout

David A. Nadler, PhD, an internationally recognized expert in organizational change, is the chairman of Mercer Delta Consulting and a member of the board of Mercer Consulting Group. David consults at the CEO level of major corporations on the design and leadership of large-scale change. He is also well known for his research and writing on organizational architecture, leadership, and change, having written numerous articles and book chapters and authored and/or edited 14 books, including *Organizational Architecture*, *Prophets in the Dark: How Xerox Reinvented Itself and Drove Back the Japanese*, *Competing By Design*, *Executive Teams* and *Champions of Change*. Prior to founding Mercer Delta, he was an associate professor at the Graduate School of Business, Columbia University. He holds an MBA from the Harvard Business School, and an MA and PhD in psychology from the University of Michigan. He is a Fellow of the American Psychological Association.

David W. Bracken, PhD, is a partner at Mercer Delta Consulting, where he works primarily in the areas of individual and organization assessment and development, including multisource feedback, performance management, operating environment assessment and change, and leadership development. David is best known for his work in the area of multisource (360-degree) feedback. He is senior editor and contributor to *The Handbook of Multisource Feedback* (with coeditors Carol W. Timmreck and Allan H. Church), published in January 2001. Related publications include *Should 360-Degree Feedback Be Used Only for Developmental Purposes?* (with M. Dalton, R. Jako, C. McCauley, and V. Pollman) and "Multisource (360-Degree) Feedback: Surveys for Individual and Organizational Development" in *Organiza-*

tional Surveys (A.I. Kraut, Ed.). David has also published articles on organization assessment, including training and development articles "Benchmarking Employee Attitudes" and "Everything You Ever Wanted to Know About Employee Surveys" (with Karen B. Paul). David holds MS and PhD degrees in I-O from Georgia Tech.

Mindy D. Millward is a partner at Mercer Delta Consulting, working primarily in the areas of large-scale organization change, strategy implementation, organization diagnosis and design, and senior team effectiveness. She has worked with senior levels of management on planned organizational changes across many industries, helping them plan for and navigate through large-scale change related to mergers and acquisitions, organization redesigns, and transition of senior leaders.

Prior to working at Mercer Delta, Mindy was a director of organization design and development at Humana, Inc. She has also worked in several senior-level consulting positions at Allied-Signal and AT&T Capital. She holds a BSBA in finance from Georgetown University and completed doctoral work (ABD) in organizational theory and behavior at the University of Southern California.

Workshop 4 (half day)

Innovative Practices for Building 21st Century Executives

Presenters: **Rob Silzer, HR Assessment and Development Inc.**

                                  John Fulkerson, Cisco Systems, Inc.

                                  George Hollenbeck, Hollenbeck Associates

Coordinator: **Bob Barnett, MDA Consulting Group, Inc.**

Executives in organizations today are under a great deal of pressure to deliver financial results while building and sustaining their firms' competitive advantage. They must be effective in today's environment with a faster pace of business, new and often unexpected competition, the globalization of business, and rapidly changing technology. This requires current executives to be more broadly skilled and experienced than in the past in order to be successful.

This workshop will focus on ways to identify and build effective executive leadership talent that can meet today's business challenges. In particular, the workshop will focus on the following:
- What are the current challenges faced by executive leaders?
- What talents and skills do executives need to be successful at the top of an organization?
- What are some approaches for identifying and selecting an executive for a leadership position?
- What are effective ways of coaching and developing executives to help them be more effective?

- How can an organization grow global executives?
- How can an organization be more successful in retaining effective executives?

Rob, John, and George each have over 25 years of experience working with executives. They bring a seasoned understanding of the changing demands placed on today's executives and the skills that are necessary to be effective at the top of an organization. The workshop will include discussion of executive case studies and issues raised by workshop participants.

Rob Silzer is managing director of HR Assessment and Development Inc. For the past 25 years he has consulted with managers and executives in over 100 organizations focusing on executive leadership selection and development, succession planning and strategically driven HR practices and systems. He recently edited *The 21st Century Executive: Innovative Practices for Building Leadership at the Top* (2001), wrote a chapter in that book, "Selecting Leaders at the Top: Addressing the Complexity of Executive Fit," and coedited *Individual Psychological Assessment: Predicting Behavior in Organizational Settings* (1998) with Dick Jeanneret.

Rob holds a PhD in I-O and counseling psychology from the University of Minnesota. He has written numerous articles and frequently delivers workshops and presentations for professional and client audiences. He has served as president of the New York Applied Psychology Association, president of PDI-New York, senior director of HR at Fieldcrest-Cannon Inc., adjunct professor at University of Minnesota and New York University, and as a member of the editorial board for *Personnel Psychology*.

John Fulkerson is currently vice president for organization effectiveness at Cisco Systems, Inc. The majority of his career has been focused on executive development and organization effectiveness issues with international and global enterprises. He has written extensively on global HR practices, diversity, cross-cultural effectiveness, executive development, and leadership. Most recently, he has authored several chapters including "Growing Global Executives" (in *The 21st Century Executive*, Rob Silzer, Ed., 2001), "Global Leadership Competencies for the Twenty-First Century: More of the Same or a New Paradigm for what Leaders Really Do" (in *Advances in Global Leadership*, W. H. Mobley, Ed., 1999) and "Assessment Across Cultures" (in *Individual Psychological Assessment*, Dick Jeanneret and Rob Silzer, Eds.,1998).

John holds a PhD from Baylor University. He first worked on the selection and development of intelligence officers for the U.S. government, then was a principal in a consulting firm, and also served as an HR vice president in the financial services industry. He spent 15 years with PepsiCo working on leadership and organization development issues across all its divisions, both globally and from a corporate perspective. He also has experience in the retail industry with a not-for-profit organization dedicated to the development of presidents and CEOs, as well as in the communications and advertising industry. He is often a featured speaker addressing issues related to the international

and global development of individual executives and organizations.

George Hollenbeck is an organizational psychologist specializing in executive leadership development who consults, teaches, and writes about leadership. He has recently coauthored *Frequent Flyers: Developing Global Executives* with Morgan McCall (2001) and wrote several relevant chapters including "Coaching Executives: Individual Leader Development" (in *The 21st Century Executive*, Rob Silzer, Ed., 2001) and "Behind Closed Doors: What Really Happens in Executive Coaching" with Doug Hall and K. Otazo (in *Organizational Dynamics*, 1999).

George holds a PhD from the University of Wisconsin. He has held positions at IBM, the Psychological Corporation, Merrill Lynch (where he had worldwide responsibility for HR), Fidelity Investments, and at the Harvard Business School as senior director of executive education. While at Merrill Lynch, he attended the Harvard Advanced Management Program. He is a SIOP Fellow and an ABPP Diplomate. He has taught leadership and I-O psychology at a number of universities, and has presented over half-a-dozen SIOP workshops.

Workshop 5 (full day)
Morning Session

Business Fundamentals for I-O Psychologists
Part 1: Financial and Accounting Concepts

Presenters: Peter M. Ramstad and Paul R. Bly,
Personnel Decisions International (PDI)

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

Finance is the language of business. While I-O psychologists have significant measurement expertise, they may lack knowledge of the basic measures of financial capital. These measures include basic accounting measures (e.g., sales, cost of goods sold, earnings per share, etc.), as well as measures used for analysis and decision making (e.g., net present value, return on equity, return on investment, etc.).

This workshop will cover the basics of financial reporting and analysis in a systematic fashion. Topics will include the following:
- Sources of financial data
- Definitions of key terms and concepts
- Principles for enhancing market value
- Operational analysis
- Topics of special interest to HR professionals

Peter M. Ramstad is chief financial officer at Personnel Decisions International (PDI). Over the last 10 years, Mr. Ramstad has held various leadership positions within PDI. As a result, he has had many opportunities to work first-hand with the core tools of business strategy, organizational effectiveness, and talent development. Prior to joining PDI, Peter was a

partner with a major public accounting firm focusing on financial, operational, and systems consulting in high-tech and service environments. He has undergraduate degrees in math and accounting with minors in economics and computer science and significant graduate studies in economics, mathematics, and accounting. He is a certified public accountant, certified management accountant, and a member of the AICPA. He has been a speaker at many professional and academic conferences. He has participated as a faculty member in executive education environments and for many corporate events. Peter has formed two research partnerships with faculty from major universities (Cornell and Texas A&M) to study how people create value and how that value can be measured. As a part of this research, Peter has worked with clients to understand and measure the financial implications of employee development and effective management. The models and tools for this process are known as Return On People®.

Paul R. Bly is an Organizational Solutions Group consultant at Personnel Decisions International (PDI). Paul's primary areas of interest are in the linkages between human capital performance and financial value and helping HR professionals learn tools and techniques to become strategic partners within their organizations. Paul's work at PDI has focused on projects involving the alignment of HR investments with organizational strategy, enabling managers to maximize the value created by those investments. Other projects include facilitating HR strategy and budget development sessions and consulting with organizations on measuring the ROI of training programs. Paul has a PhD and MS in I-O psychology from Texas A&M University, where he did additional work in finance and accounting.

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Afternoon Session

Business Fundamentals for I-O Psychologists
Part 2: Strategy and Marketing Concepts

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Presenters:　　　　**Peter M. Ramstad, Personnel Decisions International**

　　　　　　　　　　Jenifer A. Kihm, IntelliMark-IT Resources

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

Building competitive advantage from I-O psychology principles and practices requires thinking about human resources as a "product" that has a value proposition rather than as part of the traditional HR function or as a cost center. This workshop will cover the basics of establishing strategic plans and marketing initiatives for human capital management organizations. Topics will include the following:
- Positioning. The four Ps of marketing: product, price, promotion, and place
- Marketing collateral
- Marketing campaigns

- Tracking effectiveness
- Other considerations: Business-to-business marketing, marketing of services, and the sales force

Jenifer A. Kihm is director of national programs for IntelliMark. She has an MBA in marketing from the University of Wisconsin-Madison and a PhD in I-O psychology from Bowling Green State University. Prior to earning her PhD, Jenifer spent nearly 10 years in progressive marketing roles within the business-to-business direct-marketing industry. She has been responsible for building pricing models, product development and management, promotional strategy and execution, and marketing tracking and effectiveness. After obtaining her PhD, she joined PDI where she filled consulting and product management roles. In her current position, Jenifer is responsible for developing and managing national programs for building competitive advantage.

Workshop 6 (half day)

Current Issues in Compensation: How I-O Psychologists Can Play an Important Role

Presenters: **James W. Herring, The Herring Firm, Inc.**

                   John R. Ellerman, Towers Perrin

Coordinator: **Vicki Pollman, Ingram Micro**

This workshop is designed to explore the interaction of the practice of the professional discipline of human resources compensation with that of I-O psychology. Even though the issues addressed by the two disciplines overlap considerably, especially at the theoretical and strategic levels, the dialogue between the two sets of practitioners is frequently minimal. Specifically, the workshop creates an opportunity for the I-O psychologist to become more familiar with the basic elements of compensation, current and emerging issues domestically and globally, impact of new technology in compensation, and how the practice of I-O psychology relates to and complements that of HR compensation. SIOP has not offered workshops on the topic of compensation in the recent past; therefore, this workshop affords a rare opportunity for exposure to one of the most important and dynamic areas of HR–compensation.

The workshop is designed for I-O psychology practitioners who are not expert in compensation, but who wish to become more knowledgeable concerning current issues in the field. No education or experience in compensation is required or assumed. Also, this workshop is aimed at I-O psychology practitioners who wish to work more closely with compensation issues and practitioners in the future.

This workshop has been structured around the following broad objectives:

- To illustrate the key elements of compensation—the subfunctions or subdisciplines of compensation (e.g., salary programs, variable pay systems, executive pay, job evaluation, and performance appraisal/pay linkage)
- To explore current and emerging issues in compensation, especially those with most significant relevance to I-O psychology. Such exploration will include discussions of global compensation issues of importance
- To share perceptions of the impact of new technology on the field of compensation. One of the presenters, for example, can provide a global perspective on emerging trends in this area. Audience participation will be key in meeting this workshop objective
- To discuss, with the aid of a small-group format, how I-O psychologists and compensation experts might collaborate more in addressing crucial productivity/worker motivation issues in the workplace

James W. Herring, PhD, is the president-owner of The Herring Firm, Inc., a professional HR consulting firm specializing in a variety of functions, including change management associated with mergers/acquisitions or major restructuring, executive/key personnel effectiveness coaching, employee reward system design, succession planning, employee and organization development, and HR litigation support/case preparation. Jim is in his third career, having retired from Exxon Corporation after 21-plus years of service. He spent more than two-thirds of that time as a HR executive, with experience in all areas of HR, including compensation manager with corporate design responsibility. His first career was as a consultant with Richardson, Bellows, Henry & Co., Inc., where as vice president he coordinated all R&D and consulting operations for the Washington, DC personnel management and vocational test publishing firm.

Jim received his PhD in I-O psychology from the University of Houston. He is a licensed psychologist in the state of Texas. Even though his career has been in business as an employee of a major organization and a consultant, Jim has kept close ties to academia; he is an adjunct professor of management at Houston Baptist University and of psychology at the University of Houston.

John R. Ellerman is a principal and regional manager with the international management consulting firm of Towers Perrin. He is located in the Dallas consulting office where he is responsible for managing the executive compensation consulting practice for the firm's Western U.S. region. Prior to relocating to Dallas in 1993, John directed the compensation consulting practice in Florida for Towers Perrin for 12 years. He also serves on the management leadership team of the firm's worldwide executive compensation practice. John has an MBA degree from Stetson University, and has held an appointment to the Division of Sponsored Research at M.I.T.

John specializes in executive compensation and has 25 years of experience as an executive compensation consultant. John actively consults to *Fortune* 500 companies on a daily basis regarding executive pay matters.

He has worked closely with his clients in designing management annual incentive plans, long-term incentive plans (including stock-based equity plans), compensation arrangements for boards of directors, and unique compensation arrangements reflecting the company's business strategy. John has also assisted clients through various merger and acquisition situations and is considered to be an expert in change-in-control programs, retention incentives, and severance plans.

Workshop 7 (half day)

The Yin and Yang of Consulting: Trends, Realities, and Real-World Solutions

Presenters: **David B. Peterson, Personnel Decisions International**

Laurie B. Zaugg, UnitedHealth Group

Coordinator: **Ken Koves, Sprint**

Consulting—which can be a fascinating and rewarding pursuit—has become an increasingly competitive business. Organizations are pitting consultants against each other in order to find the lowest cost provider. Executives are barraged with cold calls and direct-mail campaigns from consultants trying to get their attention. In this environment, what can you do to thrive—personally and professionally—as a consultant?

This workshop dives into the real-world struggles of how to find profitable, meaningful business for yourself and how to deliver useful, value-added solutions to your clients. Representing both internal and external perspectives on consulting, we guide you through the often conflicting demands inherent in the consulting business and explain the competencies and conditions that determine success and failure in areas such as marketing, understanding the client, selling, and solution implementation. In each of these areas, we grapple with the yin/yang dualities and dynamic tensions that consultants face.

This workshop is designed to help you with the following:
• Clarify your business model and the value you bring as a consultant
• Find more business for yourself when those hiring you want to minimize costs
• Successfully market and present yourself
• Sell business, short-term and long-term
• Understand and meet your client's real needs when they are evaluating you on meeting the stated need
• Build and manage client relationships that last
• Demonstrate your expertise without putting people off
• Balance demands for speed with expectations for quality
• Implement solutions that actually work
• Adapt the methodologies you were taught to a world of speed and chaos

David B. Peterson, PhD, is senior vice president and world-wide practice leader for coaching services at Personnel Decisions International (PDI) in Minneapolis. He provides executive coaching and organizational consulting to business leaders and professionals in a wide-range of leading organizations, including Hewlett-Packard, Capital One Financial Services, Intel, Saudi Aramco, and the Mayo Clinic. With his colleague Mary Dee Hicks, he has authored two best-selling books, which provide practical advice to help people develop themselves and coach others, *Development FIRST* and *Leader As Coach*. An expert on coaching, executive development, and organizational learning, Peterson has been quoted in *The Wall Street Journal*, *Fortune*, *Time*, *The Washington Post*, and *USA Today*. He holds a PhD in I-O and counseling psychology from the University of Minnesota.

Laurie B. Zaugg is a licensed psychologist who completed her graduate training in I-O at the University of Minnesota. She is vice president of human capital development for UnitedHealth Group, a *Fortune* 100 health and well-being company. Before joining UnitedHealth Group, Laurie was general manager for a start-up distance learning business at The Thomson Corporation. Prior to that she was vice president of organizational and individual effectiveness for Thomson and a consultant at three major consulting firms. In the last 10 years, Laurie has hired over 100 consultants from 20 different consulting firms to work on projects ranging from $10,000 to $4,000,000.

Workshop 8 (half day)

The Opposite of Selection: How to Exit Employees

Presenter: **Patricia Berg, Personnel Decisions International**

Coordinator: **Pete Hudson, Waste Management**

Downsizing has become the method of choice for organizations to meet earnings per share commitments to the their shareholders. It's quick, but it's not painless. Traditional I-O psychology has given considerable attention to recruiting, selecting, developing, and retaining organizational talent.   This workshop looks at the other side of the coin—how does an organization effectively make changes that impact so many lives and continue to engage the workforce left behind? There is little research guidance or articulated best practices on how to conceptualize and execute methods or processes for exiting employees from an organization.   These exits may result from individual performance management decisions or career transitions such as retirement, to large-scale, systematic displacements, and reductions in force. This workshop will be interactive—a combination of looking at standard practices, learning from one another, and discussing the potential for new practices in this field. The content is directed to applied and research professionals confronted with these kinds of situations who are seeking methods, approaches, best practices, and discussion associated with how to

manage employee exit from an organization—and how to avoid it. Discussion will touch on areas such as the following:

- Strategic HR consulting around restructuring efforts and implications for HR redeployment decisioning
- Employee and public communications strategies and planning
- Threat assessment strategies
- Considering other options to achieve your financial goals
- Approaches for identifying those to be redeployed or displaced
- Tactical and procedural best practices for initiating and executing a reduction in force
- The psychological and emotional implications for laid-off employees, family members, and survivors
- Counseling, transition, outplacement, government, and other economic resources available for outplacement counseling, retraining, or redeployment
- Issues in individual one-off exits (i.e., performance management, retirement)
- The downside of downsizing

Patricia Berg is the general manager and director of consulting for the Career Management Services division of Personnel Decisions International (PDI). She has been in the career and transition business for over 16 years, initially consulting with PDI, as vice president and managing director of the individual effectiveness practice at Career Dynamics, Inc., as the vice president and managing director of career transition and field consulting at Right Management Consultants, and as a sole practitioner of her own senior executive consulting and coaching practice. Prior to being in the consulting business, Patricia held human resource and operations positions and taught postsecondary students. She has worked with a variety of organizations undergoing merger, acquisition, restructuring, and downsizing initiatives, consulting on strategies and tactics for managing and executing various deselection, redeployment, and layoff efforts.

Workshop 9 (half day)

The Practitioner's Dilemma: Designing Effective yet Practical Research for Organizations

Presenters:	**S. Morton McPhail, Jeanneret & Associates, Inc.**
	Neal Schmitt, Michigan State University
	Calvin C. Hoffman, Alliant University
Coordinator:	**Sue Stang, Performance-Based Selection, Ltd.**

I-O psychologists are often required to balance practicality and scientific rigor when conducting research in an organizational setting. Multiple unplanned interventions often occur simultaneously, making it difficult if not impossible to isolate the impact of any single change. Justifying the need for multiple steps, control groups, large sample sizes, even data collection is often a difficult sell to corporate executives. This workshop will explore the following questions:

- How do you ensure that research results will be both sound and useful to management?
- What tradeoffs are appropriate?
- How can you sell quality research to corporate executives and study participants and how do you counter the notion that competent research is a competitive disadvantage?
- How do you protect an organization from the threat (perceived or real) that a study will generate self-incriminating or negative information?

Case studies and examples will be presented and discussed and lessons learned will be shared. The workshop will focus on the steps necessary to ensure quality research with practical impact in an organizational setting and will include the perspectives of an external and internal consultant and an academician. We will also address research challenges offered by the participants and the ways in which necessary tradeoffs might be resolved/optimized. We believe that any scientist/practitioner who uses data to help answer questions about the effectiveness, efficiency, and/or impact of organizational practices will find this workshop interesting and helpful.

S. Morton McPhail is a principal and vice president of the consulting firm of Jeanneret & Associates, Inc. He has served as a consultant for over 20 years to a wide variety of clients on issues ranging from selection, training and development, and performance assessment to termination. He has managed over 100 research projects ranging from small entrepreneurships to *Fortune* 100 companies and large government organizations. His research has received legal review, and he has testified or served as expert counsel in litigation involving such diverse issues as job analysis, test development and validation, violence in the workplace, equal employment opportunity, compensation, and content analysis of open-ended responses. Mort received his master's and doctoral degrees from Colorado State University. He is the senior author of job analysis manuals for both the *PAQ* and the *PMPQ*. He served as part of the project team for the initial development of the O*Net job analysis system. In addition, he has published in professional journals and presented on numerous occasions at SIOP and other professional meetings. He is currently chair of SIOP's State Affairs Committee and is serving as cochair of a task force appointed by SIOP's president to review and propose changes to the Society's policy regarding licensure.

Neal Schmitt obtained his PhD from Purdue University in 1972 in I-O psychology and is currently University Distinguished Professor of Psychology and Management at Michigan State University. He was editor of *Journal of Applied Psychology* from 1988–1994 and has served on 10 editorial boards. He has also been a Fulbright scholar at the University of Manchester Institute of Science and Technology. He has received SIOP's Distinguished Scientific Contributions Award (1999) and its Distinguished Service Contributions Award (1998). He served as the Society's president in 1989–90. He has coauthored three textbooks, *Staffing Organizations* with Ben Schneider, *Research Methods in Human Resource Management* with Richard Klimoski, *Personnel Selection* with David Chan, coedited *Personnel Selection in Organizations* with Walter Borman and published approximately 130 articles. His current research centers on the effectiveness of organizations' selection procedures and the outcomes of these procedures, particularly as they relate to subgroup employment and applicant reactions and behavior. He has conducted many research studies in organizations and spent a sabbatical year as director of research at Aon Consulting during the 1998–99 academic year.

Calvin C. Hoffman is the program director of the organizational psychology program at Alliant International University-Los Angeles, a position he has held since July 2000. Prior to moving to academia, he held a variety of internal consulting roles at Southern California Gas Company (1986–2000) and Southern California Edison (1984–1986). His professional experience has included a wide variety of projects, including job analysis, job design/redesign, job evaluation/compensation, development and validation of selection systems, management assessment, management development, training design, delivery and evaluation, and customer satisfaction research.

Cal earned his MA and PhD in I-O psychology at the University of Nebraska. While spending the bulk of his career in practice, he has written and presented extensively on topics ranging from job analysis, criteria, synthetic validation, validation models, physical ability predictors, utility, adverse impact, assessment centers, 360 feedback, and HR process improvement. Cal has presented numerous papers at the annual SIOP Conference and published in *Personnel Psychology*. He is currently a member of the editorial review board for the Scientist-Practitioner Forum section of *Personnel Psychology*.

Workshop 10 (half day)

Developments in Employment Law: Beyond the Basics

Presenters: Arthur Gutman, Florida Institute of Technology

Donald L. Zink, Esq., Personnel Management Decisions

Coordinator: Steve Robison, Dow Chemical

Legislators, litigators, and regulators seemingly never sleep, and their actions continue to affect the development of the law governing the employment relationship, and the work of I-O psychologists as they interact with applicants, employees, and attorneys. This workshop will focus on the most significant recent legal developments impacting the world of work, including the evolving interpretation of the Americans with Disabilities Act, changes in the law governing sexual and other forms of harassment, the use of genetic information in selection, and other areas of the law. Implications of these developments for employer personnel practices will be discussed as well.

Arthur Gutman is professor of psychology at the Florida Institute of Technology, where he has been since 1979. His main teaching interests are in Equal Employment Opportunity (EEO) law, statistics, and personnel selection. In addition to extensive consulting work (including the Florida Supreme Court), he is the author of *EEO Law and Personnel Practices*, 2nd edition, Sage Publications, 2000. Most recently, he was appointed author of a new section in *TIP*, "On the Legal Front." Art received his MA and PhD from Syracuse University.

Donald L. Zink, after a career in personnel selection research with AT&T and as a consultant, is now an attorney specializing in employment law and civil rights. In addition to continuing his consulting work, emphasizing training for employers to improve practices to avoid charges of discrimination, sexual harassment and the like, he is an assistant to the intake director of the Colorado Chapter of the American Civil Liberties Union. As part of his legal education he was an intern with the Denver Regional Office of the EEOC. He received his MS in experimental psychology from University of Michigan, and JD from the University of Denver.

Workshop 11 (half day)

Tailor-Made: Selecting Employees for Organization Fit

Presenters: **Jonathan Canger, TMP Worldwide/Monster.com**

          Fritz Drasgow, Center for Human Resource Management and University of Illinois

          Amy Powell Yost, Capital One Financial Corporation

Coordinator: **Joan Brannick, Brannick HR Connections**

Workforce shortages, the explosion of career information on the Internet, and changes in employee attitudes have fundamentally changed the way employees and employers approach the recruiting and hiring process. It has become much more common for employees to seek out and evaluate companies and opportunities that "fit" their personal situation, values, work style and preferences particularly well, and to turn down job offers that do not fit their personal criteria. Many organizations have begun to employ a similar

strategy—seeking out individuals whose personal situation, values, work style, and preferences (in addition to their KSAs) fit the organization and opportunities well.

In this workshop, experts representing different perspectives on organization fit will share their experience with and their insights on the topic. The workshop will challenge your thinking, encourage discussion and interaction, address the following, and much more:

- How organization fit is defined and measured
- What some nonquantitative, informal, and applicant-driven ways of measuring organization fit are
- What the advantages and disadvantages of selecting employees for organization fit are
- Person–organization fit does or does not add value beyond traditional person–job matching
- What aspects of individuals and organizations should you try to "fit" are
  - Employee interests to culture
  - Employee values to culture
  - Personality to work context
  - Supervisor and worker personality
- What the qualities that an organization must possess to effectively select employees for organization fit are
- Knowledge of the key research and theory around person–organization fit
  - Knowledge of definitions of organizational fit
  - Knowledge of various methods for assessing person–organization fit
- Knowledge of the demographic and other drivers of the increased focus on person–organization fit
- Knowledge of people's values
- Knowledge of ways to assess people's values
- Ability to use a tool for profiling an "ideal candidate"
- Knowledge of cross-cultural, ethical, and legal issues in evaluating person–organization fit
- Knowledge of methodological considerations in evaluating person–organization fit
- Understand the corporate characteristics that make selecting for "culture fit" an effective strategy
- Appreciate the practical pitfalls of selecting for "culture fit"

Jonathan Canger is the vice president of HR research and development at TMP Worldwide/Monster.com. This is his latest stop in a 20-year career that included HR generalist and specialist roles in selection, assessment, training, workforce planning, organization development, leadership development, and succession planning for GTE (now Verizon), LAI Worldwide, Motorola, and the Coca-Cola Company.

Johnathan holds master's and PhD degrees in I-O psychology from the University of South Florida. He serves on the editorial board of the *Journal of e.Commerce and Psychology* and is a sought-after speaker at numerous professional and industry conferences.

Fritz Drasgow is director of the University of Illinois Center for Human Resources Management, which is a joint university/industry venture designed to address important HRM problems. He is a former chair of the APA's Committee on Psychological Tests and Assessments and the U.S. Department of Defense's Advisory Committee on Military Personnel Testing. Currently, Fritz chairs the Department of Defense and Labor's Armed Services Vocational Aptitude Battery Norming Advisory Group. He is also a member of the editorial review boards of nine journals, including *Applied Psychological Measurement*, *Journal of Applied Psychology*, and *Personnel Psychology*.

Fritz received his PhD in quantitative psychology from the University of Illinois at Urbana-Champaign. He was an assistant professor at Yale University's School of Organization and Management. In 1982, he returned to the University of Illinois, where he is professor of psychology and of labor and industrial relations.

Amy Powell Yost is an industrial psychologist with over 12 years of experience in the design, development, and validation of psychological tests and assessments. She is currently a selection consultant at Capital One Financial Corporation, where she oversees the development, validation, and use of the company's selection systems. Prior to Capital One, she was a senior project director in research and development at Psychological Assessment Resources, a test development and publishing company.

Amy received her MS in psychology from Texas A&M University. She earned her PhD in I-O psychology from the University of South Florida.

Amy is a published test author (*The Self-Directed Search Career Explorer* with John Holland and the *Self-Directed Search (SDS) Professional User's Guide* and the *SDS Technical Manual* with John Holland and Barbara Fritzsche). She has also coauthored articles published in the *Journal of Applied Psychology*, *Journal of Vocational Behavior*, and *Journal of Personality and Social Behavior*.

Workshop 12 (half day)

Marrying Assessment and Technology: For Better and Worse

Presenters:	**Ann Howard, Development Dimensions International**
	Frank J. Landy, SHL/Landy-Jacobs
	Douglas H. Reynolds, Development Dimensions International
Coordinator:	**Tim Patton, Development Dimensions International**

The objective of this workshop is to excite participants' imagination about the innovative use of technology in assessment, while raising their sensitivity to a variety of potential pitfalls. The Web, as well as other technologies, offers I-O psychologists many exciting and novel avenues for assessment. Moreover, they make possible numerous efficiencies in the entire selection process. While technology opens many new doors for assessment, it also raises unexplored legal, ethical, and practical concerns. Through examples and case studies, the workshop leaders will generate discussion around the questions, concerns, and issues raised in the development and application of these new technologies. Anyone with an eye toward the future integration of technology and assessment will value and benefit from this experience.

Key workshop components include the following:
- New developments and extensions of the automation of assessment processes
  - Overview of a range of technology and assessment areas: where the existing opportunities for interdisciplinary collaboration are
  - How we can deliver assessments in new ways
  - Examples across the range of the assessment market
  - What will soon be feasible that was not before
  - Market and social trends affecting the recruiting/selection business and the role of I-O psychology
- Extending assessment beyond automation
  - Making assessment centers more efficient
  - Disaggregating traditional assessment exercises
  - Animated assessment: potentials and pitfalls
  - Commingling tests and simulations
  - Things we still can't do
- Legal, ethical, and practical considerations: the bright and dark sides
  - Legal considerations raised by current applications (e.g., differential access to technology, answering when an applicant becomes an applicant, automated selection algorithms, standardization benefits), the practical and legal distinctions between selection and screening
  - Legal considerations raised by potential new directions in using technology
  - Ethical issues (e.g., privacy, confidentiality)
  - Practical issues (Development costs/time)

Ann Howard, PhD, is manager of assessment technology integrity at DDI. Her professional experience includes serving as president of the Leadership Research Institute, a nonprofit organization that she cofounded in 1987. She was formerly with AT&T, where for 12 years she directed two longitudinal studies of managers that relied extensively on assessment center methodology as a research tool.

Ann is the author of more than 75 publications on topics such as assessment centers, management selection, managerial careers, and leadership.

She is the senior author (with Douglas W. Bray) of *Managerial Lives in Transition: Advancing Age and Changing Times*, which received the George R. Terry Award of Excellence from the Academy of Management in 1989. She has edited two books: *The Changing Nature of Work* (1995) and *Diagnosis for Organizational Change: Methods and Models* (1994).

She is a frequent presenter at conferences and workshops, including the International Congress on Assessment Center Methods, which she cochaired in 1987. She has had leadership roles in a variety of professional organizations and is a past president of both SIOP and the Society of Psychologists in Management (SPIM).

Ann received her PhD from the University of Maryland and her MS from San Francisco State University, both in I-O psychology. She holds an honorary doctor of science degree from Goucher College.

Frank Landy has a PhD in I-O psychology from Bowling Green State University and is a well-known practitioner, scientist, lecturer, and author of numerous books and articles in the field of I-O psychology. Among his many areas of expertise are test validation, job analysis, performance measurement, and employment litigation. Frank has appeared as an expert witness in numerous cases. In addition to his position as CEO-Litigation Support Services, he is a Fulbright scholar and professor emeritus of psychology from the Pennsylvania State University, and has been president of SIOP. He has worked closely with the Department of Justice, EEOC, and other policy-level groups in the drafting, revising and interpreting of employment-related litigation (e.g., ADA, ADEA, Civil Rights Act of 1991). He actively continues such relationships today.

Douglas H. Reynolds, PhD, is manager of assessment technology at Development Dimensions International (DDI). His department designs, develops, and validates behavioral and psychological assessment products and implements these assessments across a wide range of human resource programs. Recently these efforts have focused on the development of Internet-delivered assessment systems that are used in conjunction with automated recruiting, tracking, and screening systems. Clients for these products include General Motors, Arthur Andersen, Ford Motor Company, Bank of America, and Pfizer. Prior to joining DDI in 1996, Doug was a senior scientist at the Human Resources Research Organization (HumRRO) where he directed personnel research and development projects for the U.S. government and military and developed tests for several professional associations. Doug's work has appeared in the *Journal of Applied Psychology*, *Personnel Psychology*, *Military Psychology*, *HR Executive*, and in several book chapters. He received his PhD in I-O psychology from Colorado State University in 1989.

Workshop 13 (half day)

Strategic Development of High-Potential Talent

Presenter: **Ben Dowell and Eric Elder, Bristol-Myers Squibb Co.**

Coordinator: **William Shepherd, ePredix, Inc.**

Leadership development is fast becoming the number-one priority for any organization that seeks to maintain a competitive edge. Organizations are facing a growing scarcity in available talent, while at the same time experiencing increased demands on their internal resources. For I-O practitioners, the challenge is both simple and daunting: How do we help organizations meet the leadership demands of the future?

This workshop focuses on how I-O practitioners can help organizations meet this goal by accelerating the development of high-potential talent. The tone of the workshop will be practical, hands-on, and interactive, based on learnings from Bristol-Myers Squibb's Accelerated Development Program. The workshop is directed to I-O practitioners (both internal and external) who seek to learn more about processes and tools that can be used to strategically develop high-potential talent within organizations.

Topics will include the following:
- Designing a leadership development program to accelerate the development of high-potential talent
- Developing a profile of future success
- Conducting in-depth, leadership development assessments
- Integrating data from multiple assessment sources
- Providing assessment feedback
- Conducting development planning by focusing on needed work experiences
- Facilitating learning from experience
- Dealing with dilemmas that arise when developing high-potential talent
- Providing ongoing coaching of high-potential talent

Ben Dowell is vice president of the Center for Leadership Development at Bristol-Myers Squibb Company. In his current position he is responsible for leading a group which provides consulting to the management of Bristol-Myers Squibb focused on the development, renewal, and continuity of leadership and operating culture across the company. He has been with Bristol-Myers Squibb since 1989 in a variety of HR generalist and HR development roles. Prior to Bristol-Myers Squibb, Ben held a number of management development and HR generalist positions in various divisions of Pepsico. He began his career with Pepsico in 1978 with Frito-Lay and then moved to Pepsico Foods International and then Pizza Hut. Prior to Pepsico he was assistant professor of administrative sciences in the Graduate School of Business at Kent State University and managing partner of The Kent Group, a consulting firm he cofounded. Ben received his PhD in I-O psychology from the University of Minnesota.

Eric Elder is a director within the Center for Leadership Development at Bristol-Myers Squibb Company. He is responsible for supporting the implementation of leadership development initiatives throughout the organization. Some of his key responsibilities include serving as coordinator and internal coach for an accelerated development program designed for high-potential senior managers; consulting on executive assessment, coaching, and integration programs; and providing internal consulting to the company's Pharmaceutical Research Institute (PRI) on issues relating to leadership development and talent strategy.

Before joining Bristol-Myers Squibb in 2000, he worked as an external consultant to a variety of organizations within the United States and abroad. Most recently, he was a consultant with RHR International, where he provided executive assessment and coaching services. Before joining RHR, he was a HR consultant with Towers Perrin. He also worked in various positions as a consultant, senior consultant and manager within Development Dimensions International's (DDI) selection and assessment business. Eric received his PhD in social psychology from the University of Texas at Austin in 1991.

Workshop 14 (half day)

Goodbye Yellow Brick Road: The Diverse and Winding Paths to Strategic HR

Presenters: Veronica Schmidt-Harvey, Mary Federico, and Ralph Mortensen, Aon Consulting

Coordinator: Steven M. Johnson, JCPenney Company, Inc.

It's almost become a cliché that HR teams should be strategic partners with line management. While some HR executives and HR/OD specialists succeed in that worthy task, many fall short. A common obstacle is that HR staffs develop their internal strategy first and then try to sell it to management. This workshop will explore techniques for making corporate strategy the essential platform for all HR activity.

This workshop is designed for HR and OD specialists. The presenters will use a combination of models, case studies, and dialogue to explore the critical linkages between enterprise direction and HR activity. Participants will use the exercises as a starting point for examining their own environments, challenges, and opportunities in moving HR professionals from "overhead staff" to true business contributor roles.

During this workshop, participants will focus on the following:
• Understand a business strategy analysis template
• Apply that template to examples of such organizational changes as mergers, acquisitions, and reorganizations
• Examine the elements of successful organizational change

- Experiment with aligning their own HR initiatives with strategic business imperatives
- Examine the gaps between their plans and overall strategy
- Share experiences with other participants
- Create an action plan for working within their home organizations.

Veronica Schmidt Harvey, PhD, is senior vice president of Aon Consulting and consults in the areas of competency modeling, job analysis, employee selection and retention, test validation, and performance management. Her work is focused on improving the performance of organizations through assessment, selection, and development of people. She has directed projects for both *Fortune* 500 companies as well as private and public organizations.

Veronica received her PhD in I-O psychology and a master's degree in counseling psychology from Iowa State University. She is currently the director of the Houston office of Aon's Management Consulting Group. Specializing in applications of industrial psychology for nearly 20 years, she has worked in both corporate HR, as well as HR consulting.

Veronica has served as adjunct faculty for Iowa State University and Drake University and has conducted presentations and seminars for both corporations and a variety of local and national HR associations. Professionally active, she is currently on boards for the Houston Human Resource Association and the Employment Management Association of Houston.

Mary Federico is vice president of Aon Consulting and received her MA in organizational psychology from Columbia University's Teachers College in New York City.

As part of Aon's Management Consulting Group, Mary consults with clients primarily in the areas of change management; organization effectiveness, including leadership and team effectiveness; "people" strategies; and Six-Sigma leadership. She uses her knowledge of organizational dynamics, technology, and business to provide her clients with a consulting perspective that integrates these disciplines. She has had considerable experience in helping technologically and financially focused leaders attend to the "people side" of their change initiatives, ensuring that they understand its importance to project success. Her clients have included multiple domestic and global *Fortune* 1000 companies.

Prior to joining the firm, Mary spent 12 years in the telecommunications industry, including over 8 years with AT&T, where she consulted with *Fortune* 500 clients.

Ralph A. Mortensen, PhD, is assistant vice president of Aon Consulting and is responsible for project and client management and product development with an emphasis on executive assessment and development. He brings nearly 25 years of professional experience to Aon Consulting and currently works as part of the Management Consulting Group.

Prior to joining Aon, Ralph was a consultant with RHR International for

over 12 years. He specialized in individual assessment, executive coaching, team development, and organizational diagnosis for over 50 clients. His experience spans many industries and all organizational levels from the shop floor to the boardroom. He has consulted in Canada, Western Europe, and Australia in addition to the United States.

He has served as a university management professor and worked for a decade in the banking and public utility sectors as a HR analyst and research manager. He has seen the deregulation of both industries from the inside, as well as living with several of his hiring decisions and two HR information system implementations.

Ralph has a PhD in I-O psychology from Wayne State University. He is licensed as a psychologist in Ohio. He is a former president of the Michigan Association of I-O Psychologists. He is an experienced speaker to both regional and international audiences.

Workshop 15 (half day)

Program Evaluation for Human Resources: The Art and Science of Measuring Success

Presenters: **John C. Scott, Applied Psychological Techniques**

                          Jack E. Edwards, U.S. General Accounting Office

                          Nambury S. Raju, Illinois Institute of Technology

Coordinator: **Jeff Stanton, Syracuse University**

During the last 10 years, private- and public-sector organizations have come under increased pressure to do more with less. While many novel— as well as traditional—methods have been used to identify assessment and implementation strategies for increasing the efficiency and effectiveness of human resources (HR) in organizations, little has been done to document the strategies that are used to achieve these goals. At most, organizations and the program evaluators in those organizations have been provided case studies of some effective organizations.

Although the technology of organizational program evaluation has advanced rapidly, there are many individuals who, despite their formal methodological training, need guidance in how to assess HR programs. This workshop will provide a practical, user-friendly, but scientifically rigorous approach to organizational program evaluation. The treatment of this subject will aim to bring the science of program evaluation to practitioners and the practical considerations of conducting real-life program evaluations in organizations to the academic/research community.

John C. Scott is vice president and cofounder of Applied Psychological Techniques (APT), an HR consulting firm that specializes in the design and

validation of selection and assessment technologies, staffing for organizational change, performance management, and employment litigation support. Prior to cofounding APT, he was a managing principal for the New York office of HRStrategies, where he directed consulting services in the areas of selection development and validation, skills assessment, survey design, performance management, and executive assessment. John was formerly a senior research psychologist for Wisconsin Electric Power Company and held an adjunct faculty position at the University of Wisconsin. Earlier, he managed the abilities test product line at the Riverside Publishing Company and directed the development and nationwide standardization of the Stanford-Binet Intelligence Scale, 4th edition. He is the coeditor of *The Human Resources Program-Evaluation Handbook*. He received his PhD from the Illinois Institute of Technology in 1985.

Jack E. Edwards is a senior social science analyst at the U.S. General Accounting Office in Washington, DC. His prior positions include chief of the personnel survey branch at the Defense Manpower Data Center, personnel research psychologist at the Navy Personnel Research and Development Center, and tenured associate professor of I-O psychology at the Illinois Institute of Technology. He has examined theoretical and practical concerns in program evaluation, survey methods, personnel selection, performance evaluation, and utility analysis. Jack has coauthored/edited three books: *The Human Resources Program Evaluation Handbook*, *How to Conduct Organizational Surveys: A Step-by-Step Guide*, and *Improving Organizational Surveys: New Directions, Methods, and Applications*. His articles have appeared in journals such as *Journal of Applied Psychology*, *Personnel Psychology*, *Applied Psychological Measurement*, and *Personnel Journal*. He received his PhD from Ohio University in 1981.

Nambury S. Raju is a Distinguished Professor in the Institute of Psychology and a senior scientific advisor at the Center for Research and Service at the Illinois Institute of Technology, Chicago. Prior to joining academia in 1978, he worked at Science Research Associates from 1961–1978, specializing in test development and validation. He has strong interests in personnel selection and psychometrics, especially in the areas of reliability, selection and validation, item bias, validity generalization/meta-analysis, and utility of organizational interventions. He served on the Department of Defense Advisory Committee on Military Personnel Testing from 1989–1992. He recently served on a National Academy of Science Committee to evaluate the National Assessment of Educational Progress (NAEP). He currently serves on eight editorial boards including *Educational and Psychological Measurement*, *Applied Psychological Measurement*, *Journal of Applied Psychology*, and *Journal of Educational Measurement*. Nam has over 150 publications and presentations and is a Fellow of APA and SIOP. He received his PhD from the Illinois Institute of Technology in 1974.

Workshop 16 (half day)

Diversity Best Practices: Building "Stickiness" into your Organization for Diverse Talent

Presenters: **Mary P. Nelson, SC Johnson**

                        John C. Peoples, Global Lead Management Consulting

Coordinator: **Kris Fenlason, 3M**

Demographic data indicate that by 2008, women and minorities will represent 70% of new entrants into the workforce (Catalyst, 2000). This has highlighted the business imperative to create a work environment that both attracts and retains diverse talent. In particular, building organizational loyalty or "stickiness" within your diverse talent base is critical to sustaining a marketplace advantage.

This workshop provides an in-depth look at the elements and process used to develop and execute a plan to attract, and in particular retain, diverse talent in organizations. Theory, research, and real-life examples will be used to illustrate approaches to this challenge.

Session goals are the following:
- Provide a working definition and strategic framework for diversity
- Outline the business case for diversity
- Review best practices for retention
    - Understanding the issues: research plans to evaluate the current environment
    - Creating management alignment: the strategic plan
    - Equipping the organization: driving awareness and providing tools
    - Developing affinity: individual and organizational actions to drive loyalty
    - Measuring and creating accountability: carrots and sticks in the organization

A general understanding of diversity issues is assumed but no detailed knowledge is required to participate. The session will provide both a strategic overview, useful for those with program-level accountability and specific tactics for those who are charged with executing a diversity retention plan.

Mary Nelson is director of diversity for SC Johnson. Her company has been named one of The *Fortune* 50 Best Companies for Minorities and *The Working Mother* 100 Best Companies for Working Mothers in 2001 and prior years. Her work has been focused on building a corporate environment that attracts, develops, and retains a diverse workforce to create competitive advantage. She has an MBA from the University of Chicago, and is currently pursuing her master's in counseling psychology at Northwestern University. She has over 15 years of experience as a marketing manager work-

ing both in the U.S. and abroad. Mary assumed responsibility for diversity issues at SC Johnson in 2000.

John Peoples is managing partner for Global Lead Management Consulting; a full-service firm that is dedicated to helping individuals and organizations maximize their potential. He works with a variety of corporations across industries in developing and executing strategic initiatives that enhance the diversity and effectiveness of their respective talent pools. The firm's clients include SC Johnson, Procter & Gamble, Nokia, T. Rowe Price, The Limited, Inc., and many others. He is a graduate of the University of Virginia with degrees in economics and African-American studies and spent 10 years with a global consumer products company prior to joining Global Lead.

Workshop 17 (half day)

The Work–Life Challenge: What's Hot and What's Not

Presenters: **Andrea Konz, SC Johnson**

Karol Rose, lifecare.com

Nora Spinks, WorkLife Harmony

Coordinator: **Monica Hemingway, Dow Chemical Company**

With employees placing an increasing emphasis on their quality of life outside of work and organizations challenged to increase productivity and reduce costs, having a work–life strategy is not just a "nice-to-have," it's a necessity for achieving business success and a key competitive advantage in attracting and retaining top talent. This interactive workshop is designed for applied professionals seeking to create (or improve) an organizational environment that supports a work–life perspective. The presenters will use a combination of research findings, organizational case studies and professional experience to discuss:

- The evolution of work–life research and practice—history and new directions
- Going beyond cost/benefit analyses to make the business case for work–life
- What companies around the world are doing with work–life programs and policies—what works and what doesn't
- Opportunities for I-O psychologists and roles they can play in designing and implementing work–life programs
- Influencing top management and supporting middle management in their journey towards a more supportive work environment
- Creating culture change to support work–life initiatives and change the way work is done

Andrea M. Konz, PhD, is currently director of organizational effectiveness at SC Johnson where she has worked in HR for 13 years. Andrea

received a master's degree and PhD from the University of Maryland in I-O psychology. Andrea's work is heavily focused on her organization's "Best People, Best Place" HR strategy. Specifically, she manages selection, assessment, performance management, feedback, and coaching processes to increase the talent level in the organization. In addition, she spends a significant amount of time on enhancing the company's culture globally via executive team development, business facilitation, change management initiatives and work–life programs.

Karol L. Rose is the managing director of lifecare.com. Previously, as a partner at PricewaterhouseCoopers, she led the Work–Life Effectiveness Consulting Group. Karol has been consulting on work–life issues for more than 25 years, assisting companies in defining workplace strategies and goals, identifying needs and resources, selecting or evaluating vendors, determining appropriate cost-effective workplace policies, programs, and benefits and creating appropriate change management techniques including work–life training. Karol has an MA in early childhood education from Peadbody College and an MEd in special education from Columbia Teachers College. She is the author of several books, including *Work/Life Effectiveness: Program Models and Policies* (April 2000), as well as numerous articles in professional journals. She is a member of the Alliance for Work–Life Professionals (AWLP) and the International Women's Forum.

Nora Spinks, is president of Work–Life Harmony Enterprises, an organization that provides national and international leadership in the work–life field. One of Canada's leading authorities on work–life issues, Nora is well known as an author, speaker, and trainer on creating supportive work environments, facilitating organizational change, managing workplace flexibility, fostering employee commitment, and achieving work–life harmony. Working with leading corporations, governments and progressive labor unions, Nora has been instrumental in setting the standards for work–life initiatives across Canada. She recently completed *The Manager's Work–Family Tool Kit* published by the Vanier Institute of the Family. She is a member of the Board and the Work-Family-Education Committee of The Learning Partnership. Nora has a recreation diploma RPO from Seneca College.