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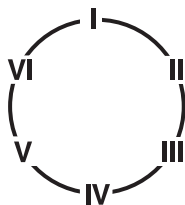
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The Industrial-Organizational Psychologist

Vol. 39/No. 4 April, 2002

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A MESSAGE FROM YOUR PRESIDENT

Bill Macey

As I sit down to write my last column, I suppose I shouldn't be surprised by the feeling that the past year has gone all too quickly. The experience of being your president has been far more rewarding than I could ever have imagined. I've had the opportunity to make so many wonderful friends through SIOP and that has only accelerated in the last year.

The only unfortunate thing about the role is that just as soon as you kind of get it all figured out the term is nearly over. But, before I sign off, I need to express my gratitude to all those who made this such a great year.

Time to Say "Thanks"

I've learned that there is a special bond among those who've been SIOP president. Soon after being elected, many past presidents called me to offer their support. I've been able to take many of them up on that, and I'm grateful for their encouragement. I'm particularly grateful to **Nancy Tippins**, our immediate past president and **Ann Marie Ryan**, president elect. Nancy and Ann Marie have thoughtfully listened and shared their views as we discussed any number of issues. I can't thank them enough for the guidance.

Most of what gets done every year is the result of a large number of individuals who contribute their time and considerable talents. The Long Range Planning Committee (LRP) is particularly instrumental in determining the Society's future and is comprised of the members-at-large along with the secretary, financial officer, president, past-president and president-elect. This year, LRP was chaired by **Mike Burke**. The other members-at-large included **Katherine Klein** and **Bob Dipboye**. Mike, Katherine, and Bob took on the very large task of putting together SIOP's application for renewal of industrial-organizational psychology as a specialty. Our application was several hundred pages long and took the better part of the year to put together. Mike, Katherine, and Bob did all this while also serving in coordinating roles with committee chairs and providing frequent commentary on any number of the issues. I'm both thankful for and amazed at all they accomplished.

From an organizational and administrative perspective, the Executive Committee tried a different approach to coordinating across committees this year. The new approach included a modest reorganization of committees into four distinct clusters with the purpose of achieving greater efficiency while maintaining the level of involvement and engagement among the committee chairs. SIOP realized considerable cost savings as a result by reduc-

ing time spent at meetings and corresponding travel costs. Each of the members-at-large served as a cluster coordinator; Mike Burke served as cluster coordinator for the “Communications/External Affairs” cluster, Katherine Klein for the “Science and Practice Issues” cluster, and Bob Dipboye for the “Membership Issues” cluster. **Cathy Higgs** served in a special role as coordinator of the “Professional Development” cluster. Though I’ve known Cathy for many years, I continue to be amazed at her organizational prowess. Cathy created a structure and process for coordination among committee chairs that I’m certain will serve as model for many future Executive Committees.

Janet Barnes-Farrell more than ably served as secretary and leaves the position with a legacy of incredible attention to detail. Janet also has the knack of appreciating the full range of issues impacting decision making. This skill played a critical role as the Emergency Action Committee considered its options at various points in the year. **Ray Johnson** has brought a new level of structure and organization to the financial officer’s position that has resulted in a significant impact on the stewardship of our resources. Moreover, Ray gladly (and tirelessly) worked through our process twice this year as we changed the committee budgeting cycle.

Our APA Council Reps (**Wayne Camara**, **Kevin Murphy**, and **Jim Farr**) continued in the tradition of representing us in the byzantine structure and process of APA governance. Jim replaced **Neal Schmitt** and **Mary Tenopir** on January 1st when their terms ended (APA Council Reps serve on Executive Committee coincident with their terms on APA Council). I will miss seeing Neal and Mary at Executive Committee meetings though I know we can count on them for their sage advice. Speaking of APA, I would have been in dire straits had it not been for the advice and contributions of **Heather Fox**, chair of APA/APS relations. In addition to simply being a valued resource on APA issues, Heather coordinated the nomination process for APA boards and committees which has increased our visibility and voice within APA. I owe thanks to **Diane Maranto** as well, who has provided the Executive Committee important counsel on how science is represented in APA.

This past year certainly was a time of significant challenges. **Mort McPhail** and **Laura Koppes** co-chaired the task force that prepared our response to APA’s Report and Recommendations of the Commission on Education and Training Leading to Licensure. This was a hugely important effort completed under demanding time constraints. Mort also served as chair of the State Affairs Committee and Laura chaired Education and Training. I feel guilty for having asked two such busy people to have taken on more but knew that as a result the end product would be exceptional and successful.

The importance of SIOP visibility has been an issue for years and a focus since Kevin Murphy led our strategy planning efforts several years back.

Gary Carter and the Visibility Committee have addressed this directly by working to promote both SIOP and the profession. As I write this, they have made progress on no less than 13 specific initiatives and also coordinated with other committees on the implementation of other related initiatives as well. Our visibility is also certainly enhanced by our publications. Neal Schmitt (Organizational Frontiers Series), **Eduardo Salas** (Professional Practice Series), and their respective editorial boards have continued to produce series representing the best our profession has to offer. With plans to build on their success, **Elaine Pulakos** has taken on the imposing task of building the Solutions Series from scratch. This represents a significant opportunity to build the SIOP “brand,” and I am very grateful for the time and energy Elaine is putting toward this increasingly expansive project.

Just a few years ago, the SIOP Foundation was just a concept. Now, we have a number of major awards funded by the Foundation with several just recently introduced. SIOP owes special thanks to **Irv Goldstein** and **Paul Thayer** for their continuing efforts in service of the Society and the Foundation. Irv has served as chair of the Foundation Committee since its inception and Paul represents the Foundation at Executive Committee meetings. Both Irv and Paul have brought a tremendous level of energy that has already directly resulted in many tangible benefits to the membership.

The balance of science and practice is essential to our profession. **Steve Brown** and the Scientific Affairs Committee have focused on maintaining the balance and ensuring science and practice are blended in the Society. Another activity critical to the Society’s planning process that involved virtually all the committee chairs was the survey effort, which was highly successful both in terms of level of participation and value of information gathered. I owe special thanks to **Janine Waclawski**, who was somehow able to balance the needs of the different SIOP committees with the practical constraints of survey administration. The survey was just one of the many initiatives of the Professional Practice Committee, chaired by **Wanda Campbell**. Wanda and her committee also monitored a variety of issues facing SIOP, ranging from executive coaching to international affairs. Additionally, Wanda served on the *Principles* Task Force and also prepared a detailed SIOP’s response to Division 13’s proposed Education and Training Guidelines. I guess this proves the adage that if you want a difficult job done well, give it to Wanda!

Much of the work within the Society similarly focuses on elaborating SIOP views to the larger constituency of professional psychology. **Deirdre Knapp** kept her eye on the evolving APA Ethics Code and successfully negotiated a version that meets the diverse needs of not only SIOP but other important constituencies within APA. This was a hugely important effort that will have enormous impact for years to come. Similarly, the *Principles* Task Force, led by **Dick Jeanneret**, has created a document that will

undoubtedly serve the interests of our members and our clients for many years to come.

A major part of what we are is represented in how we recognize our peers for their achievements. **Jan Cleveland** and the Fellowship Committee significantly enhanced the fellowship review process while coordinating the nominations and review of an outstanding slate of candidates. **Tim Judge** and the Awards Committee likewise brought forward an outstanding group of awards candidates. Few events at the conference better capture what we are as a profession than the awards and fellowship announcements at the conference each year. I look forward to joining with you in recognizing the achievements and contributions of SIOP's best. I'm certain that **Andy Vinchur**, our SIOP historian, will be there to document the proceedings. Andy's role is an important one because the record of so much of what happens is easily lost in the rush to simply get things done.

SIOP is a self-renewing organization, the result of the continuous and quite intensive activity of our Membership Committee, co-chaired by **Beth Chung** and **Irene Sasaki**. The continuous renewal of our Society membership takes much more than just ongoing effort; it reflects a focus on developing and implementing new initiatives to attract members such as the Member-to-Member program, and I am extremely grateful to Beth and Irene for moving this and other important initiatives forward. Thanks are also due to **Dana McDonald-Mann** for her leadership of the Committee on Ethic and Minority Affairs in providing mechanisms for enhancing the representation of ethnic minorities. **Dave Dorsey** and the Electronic Communications Committee have likewise focused on outreach, and with the help of Larry Nader in the Administrative Office have redesigned the Web site and created a student electronic mailing list, an achievement for which I am sure many will offer special thanks. **Karen Paul** has re-initiated a larger effort to coordinate the broad range of SIOP communication activities that will enhance our SIOP brand and ensure the success of our efforts to stay current.

Much of what we think of as SIOP falls under the broad category of the SIOP Annual Conference. In his first year as conference chair, **Jeff McHenry** and his committee have prepared for yet another blockbuster event. To say the least, the conference is a complex undertaking and is critical to the success of the Society. Jeff has somehow managed to delicately balance the many risks associated with such a large undertaking with the need to involve diverse interests of our members and many sponsors. This year has been highlighted by many innovations. The SIOP Program Committee, chaired by **Adrienne Colella**, introduced electronic submission and review procedures. Conference and workshop registration was available online. All this was delivered on time and at low cost. Moreover, these innovations passed the most important test, of ease of use, by those of us who are electronically challenged!!! Of course, some of us will choose to register on-site and will

undoubtedly find it a seamless process. We owe our thanks to **John Cornwall** who is back in a repeat role as chair of Conference registration.

Many of those attending the Conference attend the preconference workshops as well. This year's slate of 17 workshops offers an excellent slate of continuing education opportunities thanks to the efforts of **Kalen Pieper**, the Workshop Committee, and the invited presenters. Unfortunately, I'll miss this year's workshops, as I'll be attending the Doctoral Consortium held across the street in the Hilton Hotel. This year's consortium is the product of **Donna Chrobot-Mason's** and **Charlotte Gerstner's** leadership. Though I will miss these workshops for the first time in a long while, I know there will be many more SIOP-sponsored opportunities for obtaining continuing education credit. Because of **Karen Barbera's** efforts, these include obtaining credit for attendance at two selected conference sessions. Of course, many attend the conference for other purposes as well. Those looking for employment opportunities from either side of the interview table will have **Linda Sawin** to thank for so carefully coordinating placement activity.

Of course, our professional interests are also represented at the APA Convention and APS Conference. As you may be aware, there will be a new convention format at this year's APA Convention in Chicago. **Rosemary Hays-Thomas**, Division 14's program chair, not only led the effort for the Division 14 program but also has played a significant role in the development of cluster programming as well. I am indebted for her willingness to take on this dual responsibility. I also owe thanks to **Mike Coovert**, our APS program chair, for coordinating our I-O interests at the conference. Mike's efforts represent a terrific example of how a dedicated SIOP member can find a way to improve our visibility and participation in the broader professional community.

I owe **Debbie Major** a big thanks and a sorry for all the times I asked for a deadline extension. I know I made Debbie's difficult job even harder. *TIP* is the primary vehicle by which we communicate with each other and the rest of the world. Debbie has done a remarkable job in making a great product even better.

I've repeatedly said that the front lines of SIOP are managed by the staff of the Administrative Office. I owe an endless litany of thanks to Lee Hakel, Esther Benitez, Jen Domanski, Gail and Larry Nader, and Lori Peake. Special thanks go to **Milt Hakel** as well for his continuous (and successful) efforts at making this a better Society. I am in absolute awe of his energy and commitment to SIOP.

Finally, I'd like to thank all of you who've taken the time to give me feedback. The e-mails I received often made my day, just knowing that so many members share a common goal of contributing to this wonderful professional Society. Thanks again!

Postscripts

Conference Notes

Well, we ran out of hotel space even earlier this year than last. I realize this sounds like a broken record, but the Executive Committee is doing all within its power (risk considered) to make available the space needed for growing conference attendance. As I write this, we just signed yet another contract with the Marriott at Eaton Centre for overflow rooms. The Conference Planning Committee has already signed significant contractual agreements for additional hotel space in Orlando. I'll leave it to Ann Marie to tell you more.

Scholarships

The Foundation has launched a drive to bring the Scholarship Fund from \$10,000 to \$200,000 within 2 years. Achieving this goal would create the opportunity to provide five \$2,000 scholarships per year. Please consider a significant donation to this drive.

The 2002 Membership Survey

Thanks to all those who completed the 2002 membership survey. This information is vital to making SIOP even more responsive to the members. Look for a summary of the findings in a forthcoming issue.

Solutions Series

Elaine Pulakos provided an open-ended invitation for proposals for the HR Solutions Series in the last issue of *TIP*. Look for Elaine at the conference to discuss your thoughts and suggestions.

APA Council

The apportionment ballot results were just recently compiled. The great news is that SIOP has regained the seat lost in the last election and gained an additional one as well. Thus, SIOP will have five Council Representatives beginning in January 2003. This is a direct reflection of your votes and will make a difference in how I-O psychology is heard at APA.

Changing of the Guard

Ann Marie will be your new president near the time *TIP* is in the mail. SIOP couldn't possibly be positioned with more effective leadership. Congratulations and best wishes, Ann Marie!

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FROM THE EDITOR



The Joy of “Conferencing”

Debra A. Major
Old Dominion University

Despite my best efforts to avoid it, I always seem to end up traveling during the 2-week period between the *TIP* submission deadline and my deadline for getting *TIP* to the SIOP Administrative Office for printing preparations. This time, I almost didn't go. Given my work on *TIP*, the responsibilities of my “day job,” and the challenge of potty training my son before his third birthday, I just had a lot going on. Moreover, in these tough economic times, my university's position on covering professional travel expenses is a little “vague.” Nonetheless, I did attend an academic conference entitled “Persons, Processes, and Places: Research on Families, Workplaces, and Communities.” I'm so glad I did! Although the conference title was intentionally general and inclusive, the conference itself was devoted exclusively to the topic of work and family life. In addition to the handful of I-O psychologists in attendance, the conference attracted researchers from other branches of psychology (e.g., developmental, clinical, and social), political science, labor–industrial relations, management, demography, social work, sociology, women's studies, and numerous other disciplines I'm sure I'm neglecting to mention. What a rare treat to spend 2 full days focusing on one topic from multiple perspectives and interacting with people interested in integrating those perspectives to advance our understanding of work and family life. I left the conference feeling energized and wondering if other I-O psychologists have such opportunities for multidisciplinary interaction regarding their areas of interest. I hope so.

You might think that, just having returned from one conference, I might be less than enthusiastic about preparing for the upcoming 17th annual Conference in Toronto. Well, you'd be wrong. I can't wait for SIOP! True, our Conference really couldn't be billed as “multidisciplinary,” although our field is inherently so. Nonetheless, SIOP always has a lot to offer. To me, attending the SIOP conference always feels like “going home.” It's the place where members of my “professional tribe” gather once a year to share the latest advancements in research and practice, to network with friends and colleagues, and to celebrate the best I-O psychology has to offer. I appreciate the breadth of the conference and the opportunity it affords me to “keep current” in those areas of I-O psychology that are not primary research interests for me. (See **Lori Foster Thompson** and **Dawn Riddle's Early**

Careers column in this issue for more on the importance of keeping current and being broadly informed.) In addition, SIOP is just plain fun, and at least for me, it always has been. Of course, the nature of that “fun” has changed with age, interests, and resources. The first time I attended the SIOP conference (Boston 1989), I traveled there in a van stuffed full of fellow graduate students—a unique fun all its own. Now it’s fun to see those same peers as “colleagues,” to visit with faculty mentors who “knew you when you didn’t know anything,” and to catch up with my own academic progeny who are a consistent source of inspiration. But by far the most fun is taking new I-O students to SIOP for the first time and sharing in that key socialization experience that helps establish them as members of the I-O profession. In Toronto, let’s all be on the lookout for student members and new members of SIOP and make them feel welcome.

The April Issue

Lori Peake in SIOP’s Administrative Office is usually instrumental in producing *TIP*. This time, however, she had a more pressing project to manage. Lori was busy giving birth to Jacob Scott Peake. Congratulations! I’m indebted to Julie Allison who ably filled in for Lori on this issue and am forever grateful for the consistent contributions of Lee Hakel and Gail Nader. My research assistant, **Rebekah Cardenas**, also deserves an enormous “thank you” for her support.

This issue of *TIP* marks the premier of **Leading Edge**, a new column authored by **Jason Weiss** that is devoted to the discussion of technological advancements and how they affect our field. As someone who is not particularly technology-minded, I’m in awe of Jason’s inaugural column for making the future of computing both understandable and exciting.

I’m not sure how many members I currently have in the “cover to cover” club, but I know many of you are reading *TIP* because you send me great suggestions. I’ve attempted to incorporate two of them in this issue. **Jim Morrison** wrote to alert me to the potential “erosion of the egalitarian ambiance of our official publication” that comes from an overuse of title and degree labels. Taking Jim’s comments to heart, we’ve made a concentrated effort to avoid referring to fellow SIOP members as “Dr.” and/or “PhD.”

If things work according to plan, we’ve also operationalized **Joel Wiesen’s** suggestion that we add the *TIP* volume and issue number to the bottom of each page. Thanks for your comments and feedback. I hope to receive more in person in Toronto. In the meantime, take a look at what this issue of *TIP* holds for you.

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The Top I-O Psychology Doctoral Programs of North America

Robert E. Gibby
Bowling Green State University

Charlie L. Reeve
Purdue University

Eyal Grauer, David Mohr, and Michael J. Zickar
Bowling Green State University

The task of identifying the best doctoral programs in various psychological disciplines has received a great deal of attention over the past 2 decades. In the area of industrial-organizational (I-O) psychology alone, several studies have attempted to rank graduate programs based on three main criteria: (a) program reputation as judged by psychology department chairs (e.g., *U.S. News & World Report*, 1995; 2001), (b) editorial board membership of faculty in I-O graduate programs (e.g., Jones & Klimoski, 1991), and (c) research productivity. With regard to the latter criterion, rankings have been based on counts of articles published in I-O-related journals (Levine, 1990; Winter, Healey, & Svyantek, 1995) and of student paper presentations at professional conferences (Payne, Succa, Maxey, & Bolton, 2001; Surette, 1989).

Of course, much like Division I-A football polls, ranking of I-O psychology programs is not without controversy. Rankings based on program reputation have been sharply criticized for what amounts to criterion deficiency and criterion contamination (see Cox & Catt, 1977; Winter et al., 1995). In particular, reputational rankings may be based on outdated perceptions of faculty prestige (rather than productivity), biased by general perceptions of the university as a whole rather than the program in question, and rely on raters who are unlikely to be fully informed of the intricacies of each program. Because of these reasons, program reputations are usually considered a deficient index of a program's quality (Winter et al., 1995).

Rankings based on faculty membership on the editorial boards of academic-based journals present an alternative method devoid of many of the problems associated with reputation-based rankings. However, this method is not without fault, either. Such an index gauges the productivity of the faculty member only indirectly, and does not fully gauge the faculty member's contribution to the program. In fact, involvement on editorial boards may take away time otherwise spent engaged with graduate students and the institution. Further, this method penalizes programs with younger faculty who may be more productive but less well-established. Although this method of ranking captures some appropriate criterion space, it is clearly not sufficient.

Considering the limitations and types of information provided by reputational and editorial board rankings, and based on the assumption that the primary purpose of a doctoral program is research, others have offered rankings of I-O graduate program quality based on research productivity. The advantage to this method is that it is somewhat more objective than the prior two criteria. Publications are seen as the direct result of research productivity and offer some control for the quality of research (assuming low-quality research will not make it through the peer-review process; an assumption that is not always appropriate). Prior studies using this method, however, have restricted their investigation to only a few outlets. For example, Levine (1990) counted articles published only in the *Journal of Applied Psychology*. Surette (1989) only tabulated student presentations for a single conference, the Annual Industrial-Organizational Psychology/Organizational Behavior Graduate Student Conference. Howard, Maxwell, Berra, and Sternitzke (1985) and Winter, et al. (1995) were somewhat more comprehensive, but still limited. Both of these studies offered rankings based on published articles in 5 top I-O-related journals (i.e., *Academy of Management Journal*, *Academy of Management Review*, *Journal of Applied Psychology*, *Organizational Behavior and Human Decision Processes*, and *Personnel Psychology*). Additionally, the Winter et al. (1995) study attempted to correct for differences in author contribution by using an index to assign more or less credit for authorship based on the total number of authors and the target author's rank order. The presumption being that a sole-authorship reflects more work by an individual than a person who was 5th author out of 12.

The purpose of the present study is to update and extend previous investigations of program research productivity. The last investigation of research productivity based on journal publications ended with the year 1995. As much can change in 6 years (e.g., faculty move, retire, pass away, new faculty are hired, research programs can end or start), we felt an update was needed. Secondly, the current study extends prior work by using a more comprehensive assessment of research productivity. Whereas previous work relied on a limited time frame and set of publication outlets, we provide program rankings based on two time frames (last 5 years and total career) and two sets of publication outlets (Top 10 I-O journals and total publications).

Method

The present study sought first to update the ranking system used by Winter et al. (1995). The rankings reported by Winter et al. assessed research productivity up to 1995. Therefore, the same 5 journals¹ were consulted for the years 1996 through 2000 to obtain indices of research productivity for each I-O program. Within these journals, each article was checked for the

¹It is important to note that these five journals were independently found to be the most influential I-O journals by Zickar and Highhouse (2001).

author's institutional and departmental affiliation. Points were awarded only to faculty and graduate students of psychology programs and not to those of business schools or other disciplines. Points for each article were assigned to the authors within graduate psychology programs according to Howard, Cole, and Maxwell's (1987) formula:

$$\text{credit} = (1.5^{n-i}) / (\sum_{i=1}^n 1.5^{i-1})$$

where n is the total number of authors on the published research and i is the author of interest's position in the total group of authors. Therefore, according to the formula, a second author on an article consisting of a total of three authors was awarded 0.32 of a point. To obtain a ranking of the graduate program, the point totals of faculty and students (according to their institutional affiliation) were summed.

The second goal was to provide a ranking of programs based on a broader set of publication outlets. The rationale being that articles are published occasionally by I-O psychologists in other I-O journals, as well as non-I-O-related journals, such as *American Psychologist* or *Journal of Personality and Social Psychology*. In addition, book chapters, books, and edited books are an important component of research productivity within departments (Nederhof, 1989). As such, we calculated four indices of institutional productivity. The first two indices were based on publications in the top 10 I-O journals as indexed by Zickar and Highhouse (2001). Rankings for the top ten journals were determined for both the past 5 years, and for the entire career of the faculty member regardless of whether or not the faculty member had resided at another institution prior to their current institutional status. The third and fourth indices ranked programs based on total publications for the time periods 1996–2000 and total career. Therefore, each institution received a rank in four different categories (2 time periods x 2 productivity indices).

Finally, these four ranks were then summed and divided by four, yielding an average rank for the institution across the four indices. To correct for differences in the number of faculty, the resulting average rank was then divided by the number of faculty at the institution to provide an average per capita productivity rank of the graduate program. Although this may seem like a lot of rankings, we felt it was better to look at programs from multiple perspectives. Each index provides a different type of information about the program (e.g., recent productivity versus consistency over time).

To calculate the indices, the Web sites of 19 of the top 20 graduate programs, according to the results of the top five journal rankings, and the Georgia Institute of Technology (which received inclusion based on its 10th-place ranking in the 2001 *U.S. News* index) were consulted for a listing of current faculty members. Columbia University, which was in the top 20,

was excluded from the present investigation because of the lack of a PhD program in I-O psychology. All faculty listed as members of the I-O department were entered into PsychInfo (and Historical PsychInfo where necessary) to obtain a comprehensive listing of publications including journal articles, book chapters, books, and edited books for each faculty member (errata, obituaries, letters to editors, dissertations, and comments were not included). Emeritus faculty were not included in the determination of point totals. Once this list was generated, research productivity point totals based on Howard et al.'s (1985) formula were obtained for each of the four productivity indices.

Results

Productivity ratings from the top 5 I-O-related journals are provided in Table 1 alongside the rankings provided by *U.S. News and World Report* (2001). As can be seen in Table 1, there is a disagreement in the rank ordering between the current top 5 journal rankings and the *U.S. News* (2001) rankings. In addition, two institutions in the *U.S. News* list are not in the top 10 based on publication rates in the top 5 journals. Of important note, however, is the fact that the top five journal rankings were the only rankings that captured student involvement in research, as they were not focused on faculty but on departmental affiliation.

Table 2 presents I-O graduate program rankings based on publication in the top 10 I-O journals for the last 5 years and for total career. As displayed in Table 2, 8 of the top 10 programs from the top 5 I-O journal rankings remained in the top ten, with the University of South Florida and the University of Georgia moving ahead of Florida International University and the University of Michigan. In addition to changes in rank ordering between schools for the top 5 and top 10 I-O journal rankings, there exist discrepancies between career and overall productivity within schools. Table 2 yields some indication of how productive an institution has been historically (based on career output in the top 10 journals) as compared with its research productivity in top I-O outlets over the past 5 years. Considering this point, it is apparent from looking at Table 2 that some programs have slowed productivity over the past 5 years, while other programs have increased publication in top I-O outlets.

Table 3 presents rankings based on total publications in the past 5 years and total career. It is clear from Table 3 that certain programs have been productive in the top 10 I-O journals as well as all indexed research outlets historically and over the past 5 years. Specifically, Michigan State University and the University of Illinois at Urbana-Champaign remained in the top 5 for all five rankings computed in the present study.

Table 1.

Productivity Ratings of Psychology PhD Graduate Programs in the Top Five I-O Psychology-Oriented Journals, 1996–2000

<i>Institution</i>		<i>Total points in top five journals</i>	<i>U.S. News ranking</i>
1	Michigan State University	30.26 (1)	1
2	University of Illinois at Urbana–Champaign	26.64 (3)	6
3	Bowling Green State University	11.28 (4)	4
4	Florida International University	9.40 (20)	—
5	University of Akron	7.20 (9)	8
6	University of Minnesota	7.12 (7)	2
7	University of Michigan	6.25	—
8	University of Maryland	5.72 (13)	4
9	Pennsylvania State University	5.01 (2)	3
10	George Mason University	4.93	8
11	Texas A&M University	4.78 (16)	—
12	Purdue University	4.41 (8)	—
13	New York University	3.58 (11)	—
14	Tulane University	3.28	—
15	University of South Florida	3.21 (19)	7
16	Colorado State University	2.91 (5)	—
17	University of Connecticut	2.71	—
18	University at Albany–SUNY	2.57	—
19	Columbia University	2.50	—
20	University of Georgia	2.47 (10)	—
21	University of Calgary	2.44	—
22	DePaul University	2.42	—
23	Central Michigan University	2.40	—
24	Rice University	2.22	—
25	Illinois Institute of Technology	2.04	—
26	Georgia Institute of Technology	2.03	10
27	Wright State University	2.00	—
28	University of Houston	1.96	—
29	Louisiana State University	1.95	—
30	Ohio University	1.82	—
31	Kansas State University	1.61 (17)	—
32	University of Missouri–St. Louis	1.50 (6)	—
33	Portland State University	1.39	—
34	University of Waterloo	1.32	—
35	Rutgers University	1.20	—
36	Wayne State University	1.14	—
37	Claremont Graduate University	1.00	—
38	Clemson University	0.92	—
39	Virginia Tech	0.92	—
40	George Washington University	0.88	—
41	University of Central Florida	0.88	—

Note. Parentheses represent the top 20 rankings provided in Winter et al. (1995).

Table 2.

Productivity Ratings of Faculty in Psychology PhD Graduate Programs in the Top Ten I-O Psychology-Oriented Journals, 1996–2000 and Career

	<i>Institution</i>	<i>Top ten journals research output: 1996–2000</i>	<i>Top ten journals research output: career</i>
1	Michigan State University	18.04	71.82 (1)
2	Bowling Green State University	11.13	24.52 (8)
3	University of Minnesota	10.64	40.11 (3)
4	University of Illinois at Urbana–Champaign	9.88	33.36 (5)
5	University of Maryland	8.78	32.12 (6)
6	Pennsylvania State University	6.75	45.79 (2)
7	University of Akron	6.38	25.76 (7)
8	University of South Florida	6.28	33.50 (4)
9	University of Georgia	5.43	16.27 (12)
10	George Mason University	4.07	22.24 (9)
11	Florida International University	3.91	9.83 (18)
12	Colorado State University	3.78	15.49 (14)
13	Tulane University	3.69	12.01 (16)
14	University of Michigan	2.93	10.58 (17)
15	Georgia Institute of Technology	2.52	19.16 (10)
16	University of Connecticut	2.4	9.41 (19)
17	New York University	1.36	12.45 (15)
18	Texas A&M University	1.27	17.21 (11)
19	Purdue University	1.26	15.65 (13)
20	University at Albany–SUNY	0	2.75 (20)

Note. Parentheses indicate the institutional rank ordering of career output in the top ten journals.

Last, we calculated each program's average ranking based on the four indices we used (shown in Table 4). The average rank provides an index of how productive programs were across all four of the research productivity indices shown in Tables 2 and 3. The average per capita ranks provided a measure of the productivity of the graduate program considering the number of current faculty present in the program; allowing for a more even comparison of productivity that is not confounded by department size. It is not surprising, considering the above discussion, that Michigan State University and the University of Illinois at Urbana–Champaign tied for top spot in the per capita rank.

Discussion

It is believed that this set of rankings provides a current and broader index of graduate program quality in I-O psychology. A great deal of effort went into designing rankings yielding different information. To begin, the top 5 journal rankings encompassed student involvement in research, as they were not focused on faculty but on departmental affiliation. In addition, the top 10 journal rankings provided an index of faculty research productivity

on a broader range of the top I-O research journal outlets. Also, the overall productivity rankings provided an index of the total research production of faculty members in graduate I-O programs. Lastly, the average rank and per capita ranks provided a summarized ranking of productivity in graduate departments across all four cuts of the data (two top ten journal time frames and two overall productivity time frames) that were made in the present study.

Table 3.

Overall Research Productivity of Faculty in I-O Psychology Doctoral Programs Based on Total Publications, 1996–2000 and Career

<i>Institution</i>		<i>Total research output: 1996–2002</i>	<i>Total research output: career</i>
1	University of Illinois at Urbana–Champaign	58.55	248.37 (1)
2	Michigan State University	41.63	135.50 (2)
3	Bowling Green State University	28.34	57.39 (14)
4	University of South Florida	25.73	120.15 (3)
5	University of Akron	24.24	82.00 (7)
6	University of Michigan	23.61	65.23 (9)
7	University of Minnesota	23.29	82.34 (6)
8	Georgia Institute of Technology	22.58	83.74 (5)
9	Colorado State University	21.92	64.90 (10)
10	University of Maryland	21.42	78.31 (8)
11	University of Georgia	20.02	64.05 (11)
12	Pennsylvania State University	18.41	112.89 (4)
13	New York University	13.17	61.96 (12)
14	George Mason University	11.83	61.70 (13)
15	Florida International University	11.2	25.05 (18)
16	University of Connecticut	9.71	51.07 (15)
17	Tulane University	5.35	19.84 (19)
18	Purdue University	3.43	30.00 (17)
19	Texas A&M University	2.3	36.10 (16)
20	University at Albany–SUNY	1.6	9.18 (20)

Note. Parentheses indicate the institutional rank ordering of total research output for career.

Differences between the various rankings can be explained with further analysis. For example, Michigan State University tops most rankings except the overall research productivity for all publications, which is topped by the University of Illinois at Urbana–Champaign. Many of the Illinois publications, though, were published by faculty affiliated with the I-O program (which is a social–organizational program), but were published in non-I-O-related journals. Therefore, the discrepancy in rankings is informative to the nature of the various programs.

Table 4.

Average and Per Capita Ranks of Productivity

	<i>Institution</i>	<i>Average rank</i>	<i>Rank</i>	<i>Average per capita rank</i>	<i>Per capita rank</i>
1	Michigan State University	1.5	1	2	1
2	University of Illinois	2.8	2	10.3	9
3	University of Minnesota	4.8	3	2	1
4	University of South Florida	4.8	3	6.8	4
5	Pennsylvania State University	6	5	7.5	7
6	University of Akron	6.5	6	12.3	13
7	Bowling Green State University	6.8	7	6.8	4
8	University of Maryland	7.3	8	6.8	4
9	Georgia Institute of Technology	9.5	9	9	8
10	University of Georgia	10.8	10	12	12
11	Colorado State University	11.3	11	11.5	11
12	University of Michigan	11.5	12	17.8	19
13	George Mason University	11.5	12	14.5	16
14	New York University	14.3	14	4.3	3
15	Florida International University	15.5	15	10.3	9
16	Texas A&M University	16	16	14.8	17
17	Tulane University	16.3	17	12.3	13
18	University of Connecticut	16.5	18	17	18
19	Purdue University	16.8	19	12.5	15
20	University at Albany–SUNY	20	20	20	20

It is hoped that these rankings provide a useful alternative index to the rankings recently published by *U.S. News & World Report* (2001). However, a note of caution should exist for the rankings presented in the current study. Specifically, the present rankings are limited because they get at student involvement only via the top five journals' rankings. In addition, the rankings neglect other sources related to the quality of graduate education. Clearly the criterion space is much larger and likely multidimensional. Other factors such as number, variety, and quality of courses offered, faculty-student interpersonal relationships, student funding, and research and travel support are important factors when considering overall program quality.

Although we feel program research productivity is an important factor in program quality, we do not assume that we are measuring all important aspects bearing on overall program quality. Our results should not be interpreted as such. Also, it should be noted that as with any set of rankings, the criteria most important to the consumer should be taken into consideration, as all rankings have limitations (Winter et al., 1995).

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Will the Real SMART Goals Please Stand Up?

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Among the myriad of I-O psychology practices, goal setting has provided unparalleled utility. Backed by years of research data supporting its viability, goal-setting techniques work and work well (Locke & Latham, 1990). Because it works so well, goal setting is an extremely popular intervention across all types of professions. Surely, most of us at one point in our careers have expounded upon the virtues of goal setting and its impact on motivation and cognition. One tool that has simplified teaching the principles of goal setting (especially to non-I-O psychologists) is the use of what have been called “SMART goals.” The acronym and mnemonic device, SMART embodies the fundamental practices necessary for achieving increased motivation and improving the odds that one will actually accomplish a given set of goals. This has been an invaluable tool for quickly communicating years of robust research regarding what makes for an effective, motivating goal, and appears in countless training and self-help materials.

Recently however, I learned that *my* SMART goals might be rather dumb! Having worked with SMART goals for a number of years, I came across an interpretation in a managerial training manual that was slightly different from my own understanding. This material explained that T in SMART stood for *Trackable*. How could this be? I always thought that the T represented *Time-bound*, referring to the notion that including a time frame inherently increases motivation. Well, it occurred to me that maybe I didn’t really know SMART goals after all. Intrigued (code for ego-threatened) and a bit befuddled, I decided to do some research, albeit unsystematically, via the Internet.

I was interested in knowing how others were representing SMART goals and if my understanding was simply an anomaly. So I fired up my preferred search engine using the search term “SMART goals.” I examined the first 40 Web sites that contained information about SMART goals, which included a full range of sites from fitness information, to state agency planning manuals, business articles, and university counseling centers. Here’s what I found.

The most common representation (approximately 10 sites) represented SMART goals as: *Specific, Measurable, Attainable, Relevant* and *Time-bound*. Beyond this representation however, there was considerable variance including the following:

- S** Simple, specific with a stretch, sensible, significant.
- M** Meaningful, motivating.
- A** Acceptable, achievable, action-oriented, accountable, as-if-now, agreed, agreed-upon, actionable, assignable.

- R** Realistic, reviewable, relative, rewarding, reasonable, results-oriented, relevant to a mission.
- T** Timelines, time-frame, time-stamped, tangible, timely, time-based, time-specific, time-sensitive, timed, time-scaled, time-constrained, time-phased, time-limited, time-driven, time-related, time-line, timed and toward what you want, truthful.

Looking at these various representations, I soon realized that the individuals responsible for communicating this information knew at least one thing about goal setting—goals should be SMART. That is, goals should be set based on some representation of these letters. Although several representations come close to capturing the basic premise of goal setting, many stretch even liberal interpretations of the research (e.g., Simple? Truthful?). Maybe I'm being a bit too cynical, but I'm not sure some of these representations go much beyond "do your best" goals, which we know are not effective (Latham, 2001).

So it seems SMART goals have experienced an "acronym drift" of sorts, whereby mass representations of the tool have strayed far from the research on which it was based, much like an old-fashioned game of telephone we played as children. I won't conjecture on the evolutionary factors that have influenced this drift, but it seems safe to say that SMART goals have taken on multiple lives. I fully support tools that increase our ability to communicate complexity in a meaningful and useful way; however, when the tool becomes the practice, and the thinking behind it wanes, this is anything but smart. Further, based on the current scientific state of goal setting, SMART goals may not fully represent the latest research that includes for example the importance of efficacy and feedback (E.A. Locke, personal communication, November 9, 2001). Could it be time for a SMART goals overhaul? I did encounter a few Web sites that included "efficacy" and "rewarding" yielding "SMARTER" goals. Nevertheless, who knows how long this expanded representation might last before it drifts as well.

Practically speaking, the representations I found are likely to "do no harm" to the individuals consuming them; yet I couldn't help but think how people might be cheated out of an authentic opportunity to achieve goal success by being exposed to real SMART goals. Of course, given that my "research" was less than scientific, I don't want to jump to any unfounded conclusions. After all, part of the value of SMART goals is that it focuses people on the act of setting goals and prompts discussion of these goals with others—which in and of itself holds merit. In all, only one thing remains clear, not all SMART goals are created equal.

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Implications of the Results of a Job Analysis of I-O Psychologists

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In the spring of 2000, the board members of the Texas Industrial-Organizational Psychologists (TIOP) commissioned a study of the job of I-O psychologist. They felt it would be useful to meet the pressures on our profession for licensing, as feedback to university training centers, for performance appraisal of our own people, to differentiate ourselves from other psychologists, and just for clarification of the KSAs required to succeed in our profession. The members agreed upon an open-ended approach using questionnaire and interview techniques. The research process was designed to be operational in nature, rather than scientific in the sense of seeking breakthroughs in job analytic technology.

Participants were asked to divide their jobs into categories or duties, to describe each, as well as to answer questions as to what was the most difficult part of the job, the most critical, the portion for which newcomers seem least prepared, and the most time consuming. In addition, each participant was asked to contribute critical incidents of poor and excellent performance. Sixty members of SIOP in Texas responded to either a questionnaire or a telephone interview. Roughly one-third were also members of TIOP. Approximately half of the participants were licensed psychologists.

The results from the study are displayed in Table 1 under the following categories: (a) common tasks or duties, (b) relating to audiences, (c) competencies, and (d) specialty areas. All were derived from content analysis of the responses of the participants by the interviewer (an I-O psychology graduate student) plus two I-O psychologists. Table 1 cross-classifies the results by type of inquiry. The reader will note that categories (b) relating to audiences and (c) competencies were influenced in their formation by critical incident analysis but also reinforced by other types of inquiry. The basic datum in the table is *% participants responding*.

The “part of job” column numbers are the percentages of people who indicated that the item was part of the job; the total for all items exceeds 100%. Logically the next four columns should total 100% since they asked for only one response per participant. However, some people indicated no response for some columns and others indicated two. For example, only 79% of the participants indicated a “most difficult” part of the job and only 88% indicated a “most time-consuming” part of the job. However, there was a total of 107% “most undertrained” and 114% “most critical” responses. Because most participants produced two or more critical incidents, this column totaled 255%.

Notice that categories derived from the “part of job” questions tend to be in the categories of conducting and administering projects, analyzing data, performing specific technical functions, and so on. Categories derived from the critical-incident questions tend to surface in the form of professional competencies. Asking the participants about what is difficult, critical, or undertrained produced results that tend to overlap with and reinforce the competency list.

In symposia at the 2001 meetings of SIOP and the Texas Psychological Association, the TIOP Board explored the results. Some of the topics that were discussed include implications for performance appraisal, training, and licensure.

Training

From the most undertrained category, the most prominent areas identified were job knowledge, problem solving, client relations, administrative skills, and interpersonal skills. Although entrants were not identified as being overwhelmingly deficient in any of these areas, the findings seem to suggest that there is room for improvement in university training programs, especially in applied areas. Interpretation of the responses to both the job-knowledge and the problem-solving categories suggest that many entrants have difficulty applying their knowledge to real-world situations. Since it is unlikely that these novices suffered from a lack of understanding of I-O psychology theory, principles, and methodology, the answer to improvement must lie with how these concepts should be implemented. Thus, more emphasis should be placed on the practitioner side of our scientist–practitioner model.

Table 1.

Study Results (Percentage of All Respondents)*

<i>Category</i>	<i>Part of job</i>	<i>Most difficult</i>	<i>Most under- trained</i>	<i>Most time- consuming</i>	<i>Most critical</i>	<i>Derived from CIs</i>
Common Tasks and Duties						
Administrative Management	77		7	41	7	
Project Design & Development	48		2			
Data Collection & Analysis & Diagnosis	42			7		
Personnel Management	13			3		
Program Management	13		7	2		
Making Int. & Ext. Presentations	12		2			
Report Writing	8		5	10		
Personal Professional Development	5					
Relating to Audiences						
Marketing**	18	10	5		7	7
Client Relations**	20	7	23		17	23
Competencies						
Professional Judgment & Problem Solving**		22	10	2	10	45
Managerial Judgment**		20	2	2	7	27
Interpersonal skills**			13		2	22
Work Habits***			2		17	37
Integrity and Ethics***		2			7	33
I-O Knowledge***		13	18		25	28
Professionalism***					5	18
Personal Maturity***						15
Specialty Areas						
Teaching	37				5	
Research	30			7	5	
Individual Assessment	20			2		
Coaching and Counseling	18		3			
Legal Expertise	18		3			
Test Development	18			5		
Training	18	5				
Direct Interventions	13		5	7		
Total	428	79	107	88	114	255

*Each datum is expressed in terms of percentage of persons responding.

**Managing relationships with others

***Self-management

The next most problematic area, client relations, reinforces the idea that practitioner training needs improvement. The 1998 SIOP Salary Survey (see Burnfield & Medsker, 1999) indicated that about two-thirds of all I-O psychologists are employed as internal or external consultants, and are heavily involved in client relations. In addition, a substantial number of academic I-O psychologists do consulting. New I-O psychologists, therefore, need to have a better understanding of how to initiate and maintain client relationships, to identify client needs, to avoid jargon, and to develop and sell business. Thus, training efforts should be focused on providing more intensive applied experiences that will allow them to learn to relate effectively to clients.

In comparing SIOP's *Guidelines for Education and Training at the Doctoral Level in Industrial-Organizational Psychology* (1999) training recommendations with the job analysis results, three suggestions for change can be made. First, the *Guidelines* identify "judgment and decision making" as a critical competency, but basically from an academic perspective. The results of our analysis suggest that the *Guidelines* and university training programs should be revised to incorporate more applied personal development experiences in problem solving and decision making.

The second suggestion is for improved client and interpersonal relations training. While relationship skills are given proper emphasis in the *Guidelines*, the development of client-relations skills is a difficult issue for training programs because opportunities to have such experiences are limited in academic settings. Opportunities may even be limited in internship and practicum settings, as supervising psychologists understandably may be reluctant to turn over their clients or potential clients to interns. Therefore, methods of teaching client-relations skills must be developed and shared if we are to prepare our students to enter work with effective consulting skills. Arranging for participation in student consulting groups could facilitate earlier development of such skills.

Finally, since the job analysis indicated that administrative activities were the most time consuming for our I-O psychologist sample, it is suggested that they be given more emphasis. Currently, the *Guidelines* intermingle administrative skills with consulting skills. We suggest that administrative skills be placed in a separate category where they can be expanded to include office management, budgeting, and basic accounting.

Licensure

While not specifically advocating the licensing of I-O psychologists apart from psychologists as a whole, these results have implications for a variety of licensure issues. Since this job analysis was conducted on I-O psychologists practicing in Texas, the following discussion focuses on

licensing issues relevant to the state licensing act for psychologists in Texas. However, the results should be applicable to other states as well.

In Texas, the *practice* of psychology is licensed, meaning that licensing is required for individuals offering psychological services to “individuals, groups, organizations, or the public.” Psychological services are broadly defined (e.g., “application of established principles, methods, and procedures of describing, explaining, and ameliorating behavior,” although some special areas are mentioned (e.g., career counseling and testing). The licensing requirements cover I-O practice, but do not differentiate, with the exception of school psychology, among specializations in psychology. Were the state to pursue the licensing of I-O psychologists as a specialization within the field of psychology, the results of the TIOP job analysis could be used to define the practice parameters for the specialization. Possible action steps include:

- Encouraging unlicensed I-O practitioners to become licensed by focusing on licensable I-O practices.
- Requiring non-I-O psychologists who wish to practice in the field to pursue additional training/experience that would qualify them for the I-O licensing.
- Requiring I-O-focused continuing education programs to meet state-mandated annual continuing education requirements.

Current licensing examinations contain a small proportion of items directed toward I-O psychology. The results of the TIOP job analysis could be used to compose examination items germane to the I-O field. Assuming no specialty licensing, the job analysis could be used to improve current exam content. If I-O psychologists were licensed as a specialization, the job analysis results could be used to assist in the creation of a specialization examination.

Texas state law already differentiates the supervision requirement for licensing I-O psychologists—exempting them from formal internship requirements, but not from formal supervised experience. The TIOP job analysis results could be used to define content areas requiring supervisory oversight, and thus, could encourage nonlicensed I-O specialists to complete additional supervised experiences.

The Texas state licensing law has a provision for investigating complaints against practicing psychologists. The TIOP job analysis could be used to develop I-O practitioner assessment devices that could be useful in the investigation of complaints regarding I-O practice.

The TIOP job analysis identified a variety of I-O practice areas that are potentially licensable because they fall into the broad category of “psychological services.” The job analysis also compared the ongoing practice activities of licensed and unlicensed I-O practitioners. There was approximately a 50–50 split between the licensed and unlicensed practitioners in the study sample. There was virtually no difference between the two groups in their

practice activities. The implication of this finding is unclear. Should unlicensed I-O practitioners be required to pursue licensing? Could licensed I-O practitioners give up their licenses without fear of violating state law? Does licensing make a difference at all given that many non-I-O psychologists and nonpsychologists practice in the I-O field without regard to licensing?

Performance Appraisal

Finally, there is the issue of performance appraisal. Table 2 presents a usable arrangement of the results of the job analysis into four categories as follows: (a) competencies, (b) common tasks and duties, (c) relating to audiences, and (d) performing in specialty areas.

With respect to the job analysis, the competencies were derived from the behavioral capacities suggested by critical incidents and given in answer to the special questions (i.e., “most difficult,” “most undertrained,” etc.). The common duties and tasks derived mostly from the “part of job” question. Relating to audiences was derived from all sources, and specialty areas were derived from answers to the “part of job” question.

With respect to competencies and relating to audiences, it is interesting that the subcategories of marketing, client relations, managerial judgment, and interpersonal skills have to do with managing relationships with others. Professional judgment and problem solving deal with relationship management in that it involves making inquiries of others. Work habits, integrity and ethics, I-O knowledge, personal maturity and professionalism would seem to be lumped under a self-management concept.

From the job analysis results, both of these concepts (i.e., managing relationships and self-management) are well documented in answers to the “most difficult,” “most undertrained,” and “most critical” questions, as well as the results from critical incident analysis. Table 2 is intended for use as a performance appraisal document in which each performance category is rated on a 7-point scale. At the right side of each category is a suggestion for weighting the particular performance for entry, journeyman, and managerial levels of I-O psychologists. For example, under “competencies,” managerial judgment is not weighted for an entry-level psychologist, has a normal weight for a journeyman-level psychologist, and has a double weight for a managerial-level psychologist.

All job analysis sources were used to create detailed definitions of each of the performance categories, and these are presented in Exhibit 1.

Table 2.

Performance Appraisal Format for I-O Psychologists

	<i>Suggested weights</i>			<i>Rating*</i>
	<i>Entry</i>	<i>Journey</i>	<i>Managerial</i>	
Competencies				
Managerial judgment		x	xx	_____
Interpersonal skills	x	x	x	_____
Professional judgment & problem solving	xx	xx	xx	_____
I-O knowledge	xx	xx	xx	_____
Work habits	x	x	x	_____
Personal maturity	x	x	x	_____
Professionalism	x	x	x	_____
Integrity & ethics	x	x	x	_____
Common tasks and duties				
Administrative management		x	xx	_____
Personnel management		x	xx	_____
Program management		x	xx	_____
Project design & development		x	xx	_____
Report writing	x	x	x	_____
Data collection, analysis, & diagnosis	x	x	x	_____
Personal professional development	x	x	x	_____
Making internal & external presentations	x	x	x	_____
Relating to audiences				
Marketing		x	xx	_____
Client relations	x	x	xx	_____
Performing in specialty areas				
Training	x	x	x	_____
Direct interventions	x	x	x	_____
Test development	x	x	x	_____
Legal expertise	x	x	x	_____
Coaching and counseling	x	x	x	_____
Individual assessment	x	x	x	_____
Teaching	x	x	x	_____
Research	x	x	x	_____
Other (specify: _____)	x	x	x	_____
Other (specify: _____)	x	x	x	_____
Total				_____

*Suggested rating scale: 7 = Well Above Average; 4 = Average; 1 = Well Below Average

Conclusion

Hopefully the TIOP results will contribute to a degree of conceptualization of the job so that persons, firms, and agencies seeking more objective information about the practice of I-O psychology can be at least partially satisfied. In addition, newcomers to the field now have at least one systematic view as to what will be expected of them as developing professionals.

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Exhibit 1

Performance Areas and Behavioral Capacities of I-O Psychologists

Competencies

Managerial Judgment: Working with people, motivating, communicating, rewarding, reprimanding staff, making personnel decisions, and obtaining quality performance from subordinates; general leadership abilities.

Interpersonal Skills: Working and communicating effectively with colleagues and work teams; developing effective working relationships, facilitating groups, and communicating effectively with a wide variety of individuals and audiences.

Professional Judgment and Problem Solving: Asking good questions, synthesizing information obtained, and drawing appropriate conclusions.

Job Knowledge: I-O psychology content including theory, practice, statistics, methodology, and legal knowledge.

Work Habits: Initiative, thoroughness, and preparation. Possessing self-motivation, self-starting capacity, and a willingness to learn. Conscientiousness, skill at double checking and follow through, ability to plan project details, and meet deadlines. Supporting clients and handling “midstream” problems, completing project research in advance of presentation.

Personal Maturity: Self-control, accepting change, operating under stress, and avoiding overreacting to project “midstream” problems.

Professionalism: Ability to address problems directly, to know what behavior is appropriate in a professional situation and to execute it, avoiding behavior that distracts the client. Facing criticism of one’s work without taking it personally. Referring matters outside of one’s capabilities.

Integrity and Ethics: Behaving in an ethical manner; representing oneself and one’s products truthfully. Using approaches pertinent to the requirements of the situation rather than products that might be more convenient or profitable; following one’s standards and rejecting assignments that require compromising one’s ethics and personal standards.

Common Duties and Tasks

Administrative Management: Planning, organizing, billing, collecting, filing, purchasing, documenting, “business management,” communicating philosophy and guidelines, handling departmental administration, evaluating performance, representing the organization at functions.

Personnel Management: Recruiting, selecting, training one's staff, managing work force, supervising and developing other psychologists, coaching, and guiding staff members.

Program/Project Management: Guiding strategy and overseeing quality of organizational effectiveness programs of any type.

Program Design/Development: Designing and developing programs such as leadership development, succession planning, team building, performance management, employee relations, selection systems, assessment centers, promotion systems, change management and 360-degree feedback, compensation systems.

Technical Report Writing: Writing clearly, effectively, and accurately.

Data Collecting/Analysis/Diagnosis: Performing data collection (using surveys, interviews, and other techniques) and conducting data analysis related to program evaluation, training needs analysis, and organizational analysis.

Personal Professional Development: Seeking opportunities for continuing education, attending seminars and staying current with research literature.

Making Internal and External Presentations: Making internal and external presentations, making reports to management, offering presentations or giving speeches at professional conferences, trade shows, conventions, and so forth. Ability to present information in an interesting and accurate manner.

Relating to Audiences

Marketing: Developing prospects, writing proposals, presenting capabilities, fundraising, and promoting one's organization. Ability to sell the product or organization to the client and to recognize when to suggest new services.

Client Relations: Maintaining positive working relations with clients, communicating with clients about the work and anticipated results, delivering executive briefings in nontechnical language.

Performing in Specialty Areas

Training: Delivering seminars and workshops, performing supervisory or management training.

Direct Interventions: Performing direct interventions including organization development.

Test Development: Writing test items and questions, developing new instruments, developing selection tools and procedures, developing questions for structured interviews, developing materials and exercises for assessment centers, and developing promotional examinations.

Legal: Serving as an expert witness, preparing expert testimony, researching and presenting on legal questions.

Coaching and Counseling: Performing executive coaching, counseling and consulting with individual staff or managers, coaching one-on-one or with teams to help them deal with problems.

Individual Assessment: Conducting psychological assessments of individual candidates for purposes of selection, promotion, or counseling.

Classroom Instruction: Teaching undergraduate or graduate courses on a full-time or part-time basis.

Research: Conducting basic research in the field in which the primary purpose is knowledge acquisition or theory building rather than satisfying client needs.

The Schizophrenic Organization

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What is organizational schizophrenia? I propose that this condition exists in many, many organizations due to the opposing pulls of employees' need to have a personal life and the organization's need to have employees accessible and working on an almost constant basis. Most organizations acknowledge the necessity for a balance between employees' work lives and personal lives. This is demonstrated through the myriad of programs and services offered to address this issue. But they also have a 24/7 (24 hours a day, 7 days a week) mentality that tends to overwhelm even the best-designed programs and services.

Although the term schizophrenia is a category of mental disorder, some of its key characteristics apply to today's organizations. Schizophrenia, in the clinical sense, implies a split between a person's thought and emotions. Schizophrenics display inappropriate thought patterns that often do not match the emotions displayed. Or they display emotions that fail to match the situation.

Today's organizations display some of these same key characteristics when the question of work-life balance is addressed. The thought part can be compared to organizations' recognizing and addressing its employees' increasingly difficult balancing act of being a good employee as well as having a fulfilling personal life.

Most organizational responses to this need involve providing resources such as onsite services (e.g., child care, dry cleaning, mailing facilities, oil change services) or referral services (e.g. child care, employee assistance programs, elder care). Many of the larger corporations have an extensive array of benefits to address exactly this need.

According to a 1997 Bureau of Labor survey, 29% of medium and large private organizations now offer some form of family benefits (child care, adoption assistance, long-term care insurance, flexible workplace). Health promotion programs are offered in even greater numbers: 61% offer employee assistance programs (usually focused on mental health counseling services), 36% offer some type of wellness programs, and 21% provide their employees with a fitness center.

An Internet search quickly reveals how big the issue of work-life balance has become. A number of academic centers have been instituted to study and document today's trends (e.g. Boston College Center for Work & Family, Parents, Children and Work at the University of Chicago and NORC, Center for Working Families at the University of California-Berkeley, and Cornell Employment and Family Careers Institute). There are also

literally hundreds of Web sites and consulting firms providing work-life balance information and services to organizations.

However, the inappropriate match to these offerings is the increasing demand placed on employees in their workplaces. A number of studies have shown that average work hours have increased in the United States (Bluestone & Rose, 1997; Schor, 1991). A recently released study conducted by the International Labor Organization (as cited in Greenhouse, 2001) found that "American workers have increased their substantial lead over Japan and all other industrial nations in the number of hours worked each year." Americans now work 36 more hours a year than they did in 1990. This translates to almost a whole week more. They now work 1,979 hours a year (almost 49.5 weeks) on average.

Bluestone and Rose (1997) found that the combined work hours of "prime age" families in which both husband and wife were working has increased dramatically. According to their calculations, "the typical dual-earner couple at the end of the 1980s was spending an additional day and a half on the job every week" (p. 12). This is a huge increase that obviously affects the ability to balance work and personal life.

The trend for many years was a decrease in hours worked per week. Only recently has this trend reversed itself and revealed that more hours are now expected. From 1989 to 1996 the average workweek increased to 41 hours with the average overtime reaching 4.7 hours per week in 1994 (Bluestone & Rose, 1997). Bluestone and Rose (1997) cite a 1990 *Fortune* magazine poll of *Fortune* 500 CEOs who reported that almost 90% of their high-level executives worked greater than 50 hours a week with almost 60% of middle managers reporting these hours. Thus, the 35 or 40-hour work week is a thing of the past.

Reasons for this increase in working time are varied. Greenhouse (2001) cites unnamed economists' reasons: mothers with young children returning to work sooner and for more hours per week, the increase in number of salaried professionals, and the fact that many low-wage earners work more than one job. In my view, globalization, competition, deregulation in many industries, and of course, the constant downsizing and reengineering efforts occurring with regularity within today's organizations are additional reasons.

However, other researchers have suggested that the sheer number of hours worked is not the primary factor for work-life conflict. Friedman and Greenhaus (2000) surveyed 860 business professionals (employed alumni of Drexel University and the University of Pennsylvania) on a variety of work and family issues. They conclude that although number of hours is important, the true problem is "the psychological interference of work with family and of family with work" (Friedman & Greenhaus, 2000, p. 6). They argue that our continuous thought involvement with work is a central force in exacerbating the conflict between work and personal life.

Whether the central problem is a lack of time or more simply a constant involvement with work (whether in person or in thought) advances in technology are also responsible for the heavy involvement in work. Through the miracle of technology, employees can be accessed anywhere at any time. The notion of a job being 24/7 is getting more and more play in business magazines and conversations. Just the existence of the term 24/7 says something about the state of the American workplace. The idea that people are expected to be available and working all day every day makes it difficult for anyone to find a balance when their work life is so demanding. Although these types of demands are relatively new, they are gaining current acceptance and use. Employees are not only expected to have plenty of face time, they are also expected to be available any time when they are off-site.

Additionally, the advent of “personal” communication systems—faxes, cellular phones, e-mail, pagers, beepers—have brought the workplace into people’s homes, automobiles, and all facets of their lives. Now it is difficult to be out of touch whereas it used to be that if someone wasn’t available by phone, they weren’t available.

What is the remedy? It is hard to envision major changes occurring without a radically different perspective taking shape. One possibility is the return of strong unions to combat these overzealous demands. A good example of this is the recent unionization of psychologists in New York State. Another potential trend comes from one aspect of globalization; perhaps the European tradition of more vacation time and time away from work will influence American culture. Let’s hope that this European model will prevail.

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Ubiquitous Computing

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The idea behind ubiquitous computing is to surround ourselves with computers and software that are carefully tuned to offer us unobtrusive assistance as we navigate through our work and personal lives. Contrast this with the world of computers as we know them now. Some are very obtrusive—remember the car that called out, “Door is ajar... Door is ajar...” until someone finally kicked the door shut? Others attempt to offer assistance but deliver only frustration, like that new Web camera’s automatic installation routine that didn’t *quite* perform all of the configuration necessary—and didn’t offer any guidance on what else needed to be done.

We are caught in an interesting trap. On one hand, we are beguiled by the promise of greater productivity and convenience. On the other, we are frustrated by tools that are brittle and unintuitive. Though much software is easier to use than ever, it feels as though we are far from the science fiction dream of unobtrusive computers that let us work naturally and that operate as seamless extensions of our personal work styles. There is hope, however. The ubiquitous computing movement is focused on this seemingly distant vision and may help us achieve the greater productivity that sits with it on the horizon.

We’ll start our discussion by reviewing the technology and themes underlying ubiquitous computing. We’ll then describe a vision of how these may play out in the workplace, followed by some implications we see for I-O psychology. Finally, for readers interested in delving deeper into the world of ubiquitous computing, we will list some resources offering additional information.

Ubiquitous Computing: The Basics

Ubiquitous computing (often abbreviated to “ubicom”) refers to a new genre of computing in which the computer completely permeates the life of the user. In ubiquitous computing, computers become a helpful but invisible force, assisting the user in meeting his or her needs without getting in the way.

On his Web site (<http://www.ubiq.com/hypertext/weiser/UbiHome.html>), Xerox PARC's Mark Weiser, the originator of the term "ubiquitous computing," described it this way: "... [Ubiquitous computing's] highest ideal is to make a computer so imbedded, so fitting, so natural, that we use it without even thinking about it."

Nanotechnology and Wireless Technology

If computers are to be everywhere, unobtrusive, and truly helpful, they must be as small as possible and capable of communicating between themselves. Technological movements supporting these goals are already well underway under the rubrics *nanotechnology* and *wireless computing*.

Nanotechnology

The trend toward miniaturization of computer components down to an atomic scale is known as nanotechnology. Nanotechnology involves building highly miniaturized computers from individual atoms or molecules acting as transistors, which are the heart of the computer chip. The number of transistors in a chip is indicative of its power. Therefore, nanotechnology's extreme miniaturization of transistors allows for impressive levels of computing power to be put into tiny packages, which can then be unobtrusively tucked away.

Wireless Computing

Wireless computing refers to the use of wireless technology to connect computers to a network. Wireless computing is so attractive because it allows workers to escape the tether of a network cable and access network and communication services from anywhere within reach of a wireless network. Wireless computing has attracted enormous market interest, as witnessed by consumer demand for wireless home networks, which can be purchased for several hundred dollars. The second author has a three-computer wireless network in his home.

Context-Awareness and Natural Interaction

Small computers that communicate wirelessly provide a necessary infrastructure for ubiquitous computing. However, infrastructure is only half of the battle. As noted above, the ubiquitous computing movement aims to make computers more helpful and easier to use. Indeed, computers should be able to accurately anticipate the user's needs and accommodate his or her natural communication modes and styles. These themes are captured with-

in the ubiquitous computing movement's focus on context-aware computing and natural interaction.

Context-Awareness

The promise of context-awareness is that computers will be able to understand enough of a user's current situation to offer services, resources, or information relevant to the particular context. The attributes of context to a particular situation vary widely, and may include the user's location, current role (mother, daughter, office manager, soccer coach, etc.), past activity, and affective state. Beyond the user, context may include the current date and time, and other objects and people in the environment. The application of context may include any combination of these elements. For example, a context-aware map might use the information that the user is away from home, has no appointments, and that the time is 6:00 in the evening to determine that the user could soon be interested in dinner. It would then prepare to offer the user guidance to nearby restaurants should he or she make such a request.

Natural Interaction

Currently, using the computer is part of the task we are attempting to accomplish—something else to focus on, learn, or do in order to accomplish a goal. The idea behind natural interaction is for the computer to supply services, resources, or information to a user without the user having to think about the rules of how to use the computer to get them. In this way, the user is not preoccupied with the dual tasks of using the computer *and* getting the services, resources, or information. Donald Norman, a well-known researcher in human-computer interaction, once said that he doesn't want a word processor; he wants a letter writer—something that will allow him to get the job done of writing a letter, without the instrument getting in the way.

The Promise of Ubiquitous Computing in the Workplace

The elements of ubiquitous computing—nanotechnology, wireless computing, context-awareness, and natural interaction—offer a powerful set of tools to achieve the promise of ubiquitous computing. To provide a better sense of what this future holds, let's take a look at how ubiquitous computing might play out in the workplace.

The Desk Job

It's the beginning of the day and Elaine has a major presentation to work on for a sales call. Two weeks ago, when the meeting was set up, she instructed her calendar to schedule two additional meetings with her team to

prepare for the presentation. It is about time for the second meeting, and she walks into the conference room that her calendar had reserved. The display on the conference room door lists the title of the meeting and checks off attendees as they enter. The giant "workboard" on one wall of the room has preloaded all of the documents related to the presentation and is waiting for input. When everybody has arrived for the meeting, the display on the conference room door lists the meeting as "in progress" and dims the window to minimize distraction from the busy hallway outside.

As the team reviews the presentation, Elaine spots a section that flows poorly. After discussing it with the team, she calls to the workboard and tells it to move the section on product features to just before the section on optional services. The meeting covers several additional topics and then disbands 10 minutes early. The workboard automatically saves the updated files as the attendees exit the room.

On the way back to her desk, Elaine stops by her friend Roger's desk to ask him a question. Sensing her approach, Roger's computer works in the background to load documents that the two of them have worked on together in the past 2 weeks, should any of them be required. Elaine is greeted excitedly by Roger, who is rushing to a meeting of his own. "We really need your input on pricing for this service," says Roger. "Can you join us?" Elaine can spare some time, so she elects to participate in the meeting.

When Elaine enters the conference room, her calendar automatically updates to include the new meeting. After Roger introduces the topic, Elaine says, "My team came up with a template to determine pricing for a slightly different service. Maybe we can use it as a starting point." Elaine approaches the workboard, and a list of her public files appears. The files are sorted in alphabetical order, with the files whose contents are related to the topic of the meeting highlighted. Elaine touches the template file, and the document opens. After some discussion, the template is modified and is ready for testing. Meeting attendees pitch different "what-if" scenarios, which are automatically entered into the template and processed, with the final price displayed. Once everyone is satisfied with the revised template, the meeting breaks up.

To thank Elaine for her help, Roger offers to buy her lunch at the cafeteria. Elaine accepts the invitation, saying that she'll be ready as soon as she checks her video mail. As she approaches a nearby public communications portal, the screen shows the four new video mails waiting for her. One video mail is from a longstanding client. She touches the message and watches as the client recounts a story of superior service received from one of Elaine's direct reports, Dave. Elaine tells the video mail system to add the message to her file on Dave, and records a thank-you message to the client. Business done, Elaine and Roger take the elevator down to the cafeteria.

Implications for I-O Psychology

Though Elaine's workplace sounds very attractive, the question remains as to what ubiquitous computing will mean to I-O psychology. We see two major implications. First, ubiquitous computing will change the workplace that serves as our subject matter. The workplace described above doesn't seem all that different from a modern office setting—more streamlined, certainly, but still recognizable. This is because we had great difficulty imagining how a future working environment might differ radically from our own. Yet, as we know, technology can enact quick changes to the workplace and make it look very different, very quickly. As I-O psychologists, we must recognize these changes and form strategies to address them as they affect our mission.

A second implication we see is in the promise ubiquitous computing holds to enable new approaches to I-O psychology. The core themes of ubiquitous computing, natural interaction and context-awareness, clearly offer a lot of power for us to harness. Examples are easy to generate—a quick brainstorm led to ideas that spanned a number of core I-O activities. Rather than present a laundry list of ideas, we will propose just one, a fictional just-in-time training system called “UbiquiTrain,” and develop it in some detail.

UbiquiTrain

The UbiquiTrain system is based on a database of training content to which users connect via desktop computers and wireless handheld systems. UbiquiTrain loads training content according to an algorithm that includes a number of context-related cues. The first cue centers on the user's schedule. For example, if there is an upcoming meeting called by the user, UbiquiTrain would load training content on how to lead meetings. As the meeting time approaches, this training content floats to the top of the list of topics available. A second cue invokes the context of the user's current activities. If the user is working on a task related to an item on his or her to-do list, UbiquiTrain would load corresponding content, as well. For example, the user working on a proposal would cue UbiquiTrain to call up training content on written communication in general and proposal writing in particular. UbiquiTrain holds content at the ready should users ask for it. The system does not demand the user's attention.

As befits the nature of ubiquitous computing, users interact with UbiquiTrain in the way that feels most natural to them. Some users talk to the system, asking it to show them a particular piece of training content. Others, not yet comfortable with talking to a computer, use the touch screen. UbiquiTrain reacts to the user, as well. Noting the confusion on the user's face as it explains how to deal with attendees who derail meetings, for exam-

ple, UbiquiTrain tries explaining the concept a different way. It then offers a short video example. Observing that the user is nodding, UbiquiTrain resumes the normal course of training. Of course, if users are looking for information on a particular topic, they can skip straight to the content simply by asking for it. UbiquiTrain is flexible enough to understand the different ways users might request a given piece of content.

UbiquiTrain is more than a means to deliver already-developed training content. The system also offers important benefits in training needs assessment by monitoring trends in training content demands across users. The system takes action when it senses a trend in demand for certain broad areas of training content among members of particular departments or among workers with similar duties across different departments. As a means of respecting users' privacy, the system polls them and asks if they would like to request in-depth training on the topic, taking suggestions for areas in which users might want particular detail. If sufficient interest is found, the results are then forwarded to the group responsible for training in the organization. By observing trends in content demand, UbiquiTrain can also sense when its database is incomplete. If users ask for content that doesn't exist in the database, the request is logged. If a sufficient number of similar requests are received, the system generates a requisition for new content. In this way, the database stays current with the needs of its users.

Finally, UbiquiTrain can help evaluate the training it has delivered. The most overt way is to ask the user for feedback on the training received. A second way is have the user request relevant coworkers to evaluate him or her in a given area at a given time, if appropriate. The rating task, of course, is administered by UbiquiTrain through the coworkers' computers or handhelds. Raters can choose to make their ratings and comments anonymous, if they wish. Once all of the data are compiled, UbiquiTrain feeds them back to the user and offers appropriate development suggestions. The system makes use of the data, as well, to track the effectiveness of the training it has delivered.

Clearly, UbiquiTrain offers important benefits to all constituents. Users have a convenient, up-to-date training tool that unobtrusively responds to their needs. At the corporate level, the training needs within the organization are easily tracked and clearly delineated and can be analyzed to fine detail. Ubiquitous computing serves I-O psychology very nicely, indeed.

Concerns

The power ubiquitous computing promises carries with it significant risks. One such risk is associated with the amount of privacy that must be sacrificed to see the benefits of truly helpful computers. Another is that

early, “bleeding edge” applications of ubiquitous computing will turn out to be more ambitious than effective, leading some to prematurely conclude that the idea is a failure. We address each of these concerns below.

Privacy Issues

Simply put, the more software tracks users, the more opportunities exist to trample on their right to privacy. To some degree, these issues are already being argued in the contexts of corporate e-mail snooping and the use of IT software that can track user activity down to the level of individual key-strokes. However, factoring in the idea of software that can track and act upon a user’s physical presence and form of activity leads to privacy concerns of a magnitude beyond those currently debated. The privacy implications of ubiquitous computing implementations must always be accorded the most careful consideration. Without powerful standards surrounding user privacy, the future world of ubiquitous computing may very well shift from one of ease and convenience to one where each of us has an inescapable sense of being watched, at best, and no control over our personal information, at worst. Such prospects are clearly far from desirable.

Growing Pains

Systems that can act as subtly as those described will not come without a substantial developer learning curve. As system developers learn from their mistakes, there will undoubtedly be at least one premature declaration that truly ubiquitous computing is an impractical ideal and that the interim efforts are too riddled with problems to be usable. We cannot guarantee that ubiquitous computing will fulfill its promise. However, we would argue that it *ought* to do so, based on the strong trend we have observed toward more powerful, more usable software. The first author recalls a word processor from about 1984 that required the manual entry of printer codes for boldface and italic fonts. Advanced ideas like templates and styles—and, come to think of it, tables—were far from consideration as features. Modern word processors are very powerful, flexible, and easy to use compared to anything that has come before. Usability is definitely a recognized goal in software design, and much has been learned to make new software—even unique, new applications—very easy to use. It should only get better.

Final Thoughts

The promise of ubiquitous computing is of a life in which our endeavors are powerfully, though subtly, assisted by computers. The idealistic visions painted by the ubiquitous computing movement stand in stark contrast to what we see when we boot up our computers each day. There is an immediate barrier because you have to know how to use a computer to use a com-

puter. If you sat down in front of a computer without knowing how to use a mouse, would you be able to get anything done? It's unlikely. The computer won't help you, either, since you have to know how to use the computer to ask it for help on how to use it! When computers do offer assistance, it still tends to fall short of the mark. Much application software tries to cater to new users and power users alike by offering simple, task-focused "wizards" and detailed help systems. Unfortunately, the wizards are often too limited to offer sufficient power for day-to-day use, and the help systems often don't cope well with the many ways in which a user can express a need for a given piece of information. The next step, of course, is to go down to the local bookstore and buy a book that is four inches thick and weighs five pounds and that promises to give straightforward instruction on how to use the program in question. Most of us get by just fine on the tasks we are well-used to performing. However, there *should* be an easier route.

We are still a long way away from seeing the promise of ubiquitous computing fulfilled. Yet, physical barriers to ubiquitous computing are falling, thanks to technological advances such as nanotechnology and wireless computing. Further, as we have argued, software is getting easier to use all the time. As the themes of context-awareness and natural interaction are adopted by hardware and software makers, we will begin to see successive approximations of ubiquitous computing. There are many issues to resolve and a steep learning curve to face as we consider this close integration of computers into our lives. As I-O psychologists, we will benefit ourselves and our field by carefully examining the promises and implications that ubiquitous computing holds for us, and then adapting our products, services, and policies appropriately.

Suggested Readings

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Note: The authors have compiled a folder of links to ubiquitous computing-related Web sites. Please e-mail Jason Weiss at Jason.Weiss@ddi-world.com if you would like these links forwarded you.

Authors' Notes

Philip Craiger is director of the Ubiquitous Computing Lab at University of Nebraska–Omaha, and head of Ubiquitous Computing Center of the International Academy for Advanced Decision Support.

Acknowledgements

The authors thank Bob Walters for providing the inspiration for the UbiquiTrain example.

A Word About Leading Edge

This is the first article in a regular column I am writing on advances in technology that hold promise for I-O psychology. I see these articles as a sort of successor to the **Traveling in Cyberspace** columns written by Philip Craiger, with my occasional assistance. **Traveling in Cyberspace** began in 1995, around the time of the popular emergence of the World Wide Web. We had just put *TIP* and *SIOP* on the Web, and we were eager to write about the ways in which we saw the Web transforming work processes.

Since then, the Web has gone from a nifty idea with lots of potential (“Check it out... You can *hyperlink* to other documents!”) to a backbone supporting a multitude of business processes. More relevant to our purposes, the Web has made significant inroads on many aspects of our work as I-O psychologists and sits at the heart of many of the services we deliver. It’s amazing to look back a mere 7 years and consider both how far the technology has advanced and how crucial it is to us now.

For all that, the Web is only the latest technological tool to find an appreciative audience. Other technologies currently in development promise additional, powerful benefits. That’s where this column comes in: My goal is to explore significant new technologies that hold promise for I-O psychology. This promise could be fulfilled by improving research and practice, by helping us be more personally productive, or by some other means entirely. By bringing these technologies to light, I hope to spark further discussion on how we can harness them and, perhaps, even some efforts to adopt these technologies and start realizing the gains they hold in store.

If there is a particular technology you would like to see discussed, or if you would like to talk in greater depth about anything already covered, I encourage you to e-mail me at Jason.Weiss@ddiworld.com.

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International Collaboration

Mark A. Griffin and Boris Kabanoff
Queensland University of Technology



A global vision is important, if not essential, in all scientific fields. How well does the field of I-O psychology embrace a global view? In particular, what is the state of international research collaboration in our field? A column in *TIP* dedicated to the topic is certainly a positive indicator. However, from our own experience as I-O psychologists working in Australia, we know that participating in a global research community can be difficult. We raise some issues of international participation and collaboration in this issue. In coming issues we will present a series of profiles that highlight successful, international collaborations, both among researchers and practitioners of I-O psychology. The researchers and practitioners in these profiles will explore the benefits, costs and successful strategies for international

collaboration and suggest ways that the field can enhance the degree to which I-O psychology crosses international boundaries.

International Collaboration in JAP

What message does *JAP*, the flagship journal of I-O psychology, provide about international collaboration? In the 2 years 2000 and 2001 there were 146 papers published in the journal. Of first authors, 129 were based in the U.S. So, researchers from outside the U.S. led less than 12% of papers. This percentage may be revealing but doesn't really tell us much about international collaboration. To further explore collaboration, we counted the number of papers where there was a coauthor from a different country than the first author. Interestingly, only 9 papers involved one or more coauthors from different countries. That is, only 6% of papers in these 2 years involved international collaboration, at least by this definition. Of course there may be other forms of collaboration—you can travel to another country, gather data there (perhaps with some cooperation from a native researcher or institution) but then write the paper by yourself. Although this might also be considered a type of international collaboration, we tend to think that shared authorship is the indicator of a deeper, more equal, and more important form of collaboration.

We do not have rigorous benchmarks with which to make comparisons. However, we make two general observations based on this brief bout of data collection. First, there seems to be relatively little international collaborative research taking place based on the evidence of outputs in the premier research outlet. Given the number of researchers actively attending conferences and sharing research around the world, it was somewhat surprising to find so little evidence of active collaboration. Second, it seems that the amount of international collaboration may be lower than in some related fields. For example, there appears to be a larger proportion of internationally authored papers in the premier management journal based in the U.S., based admittedly on a brief scan of the latter (perhaps we'll provide some comparative data in a future issue).

We conclude that levels of international collaboration could be increased. There are many potential reasons to explain why collaboration rates might be low and to justify our belief that higher levels of international collaboration would benefit the field of I-O psychology. We present some of our reasons below and look forward to the contributions of various colleagues in coming issues on this topic.

What Are the Barriers to International Collaboration in I-O Psychology?

Some barriers to collaboration are easy to identify. Consider how difficult it can be to form research partnerships with people in the same building working in a similar topic area. Multiple work demands quickly detract from the time commitment required for effective collaboration. Competition is also a reality (admit it!), while mentoring younger researchers also takes time. Next, consider the barriers to working with others in the same organization but in a somewhat different field. Typically, the effort required for collaboration faces further institutional obstacles. Now consider, all these barriers together with the added problem of different countries and concomitant differences in times, cultures, and expectations, among many other factors.

The simple fact of large distances can explain some of these barriers. No doubt, technological advances help to reduce these barriers. Yet we know these advances are insufficient on their own to recreate the reality of personal collaboration.

If some fields are more successful than others in developing collaborations, then there must be factors other than distance at play. Perhaps one of the key differences we see is that the professional nature of I-O psychology creates local differences and conditions. I-O psychologists have specific training requirements and government regulation in most countries of which we are aware. These differences and local requirements may make collabo-

ration particularly difficult at a practical level and may have an indirect impact on research-oriented collaborations.

There are many other potential barriers. However rather than provide a pessimistic list of negatives, we next consider some of the drivers of successful collaboration and some way these factors might be enhanced.

Enhancing International Collaboration in I-O Psychology

We consider two aspects of international collaboration that have significant personal meaning for us. The first is the role of graduate school in developing research partnerships. Graduate school is an experience that has a permanent impact on most of us. My own experience (Mark speaking here) as a graduate student at Penn State not only shaped my research skills but was also the opportunity to begin some long-term research partnerships. These partnerships strongly influence the way I value international collaboration and the positive outcomes it can provide to all partners in such work. However, completing a graduate degree is a rather heavy-handed strategy for enhancing collaboration among individuals from different countries. It is disappointing that there appear to be so few opportunities for graduate students in I-O psychology to share experiences across cultures and countries in a systematic way. Greater use of internships, credits for international exchange, and research placements with advisors at international institutions would be both beneficial and attractive to students. Perhaps the different training requirements across countries, as noted above, create some artificial barriers to this kind of exchange. Nevertheless, the benefits of international exchange for developing long-term international exchange must outweigh these difficulties. We know that some researchers and practitioners actively encourage these exchanges and welcome news of how these activities operate.

In a sense, I can attest to the point Mark is making (Boris speaking here) being someone who completed his postgraduate studies in Australia. Most of my international collaborations have been the result of “special events” or “special circumstances.” My most recent and ongoing collaboration with Joe Daly from Appalachian State arose from my directly “advertising” for a research partner in the newsletter of a professional body—I wanted to compare espoused values of Australian and U.S. firms by analysing their annual reports, and Joe was brave and adventurous enough to put his hand up to be the “U.S. connection.” We actually met face to face for the first time some 12 months after we had begun our collaboration, as I recall—luckily we liked each other! Recently Joe was able (partly funded by an NSF Grant) to spend the better part of a year here at QUT to continue our work on organisational values, so who says advertising doesn’t pay! Reflecting further on this, I have to say that sabbaticals (though I have had few of them internationally) have not really worked for me in terms of producing international collaborations—despite being wonderful experiences in their own right and

various attempts during them to make things happen. Overall, I think Mark is certainly right—developing research partnerships at graduate school is a very important path to international collaboration. Somewhat paradoxically, psychology's relative maturity and strength as a discipline in quite a few countries may actually inhibit the numbers that do their graduate work in another country, unlike newer fields, like management.

Coming Issues

Our observations in this article are based largely on our own experiences. Others' experience may be different and illuminating. We would be particularly happy to hear from *TIP* readers about issues of international collaboration and to incorporate as many viewpoints as possible. E-mail us at b.kabanoff@qut.edu.au or m.griffin@qut.edu.au. In coming issues we will provide profiles of successful international collaboration. These articles will provide a forum for participants in these collaborations to discuss the barriers to collaboration and to suggest mechanisms for enhancing collaboration.



ON THE LEGAL FRONT

Two January 2002 Supreme Court Rulings: **Toyota v. Williams & EEOC v. Waffle House**

Art Gutman
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In *Williams v. Toyota* (2000), the 6th Circuit favored the plaintiff's claim that carpal tunnel syndrome substantially interfered with her major life activity of performing *manual tasks*. In *EEOC v. Waffle House* (1999), the 4th Circuit favored the employer's claim that an employee's prior agreement to binding arbitration precluded *victim-specific relief* in an EEOC-sponsored ADA lawsuit. The Supreme Court overturned both rulings, unanimously in *Toyota* (January 8, 2002) and 6–3 in *Waffle House* (January 15, 2002). Both cases were previewed in this column in July 2001.

Toyota v. Williams

The term I used in previewing *Toyota v. Williams* (2002) was “transparent.” I felt the Supreme Court would interpret the 6th Circuit ruling as an attempt to circumvent established precedents when *working* is the substantially limited *major life activity*. In prior cases, courts routinely obeyed an EEOC regulation requiring exclusion from a broad range of jobs when working is the targeted major life activity. Indeed, the 6th Circuit did so in *McKay v. Toyota* (1997), a case, like the present one, that involved carpal tunnel syndrome. In *McKay*, the 6th Circuit obeyed the EEOC regulation and ruled that the plaintiff was not substantially limited with respect to working because her educational background qualified her for various higher level jobs other than the one in question.

More recently, in *Sutton v. United Air Lines* (1999), Justice O'Connor questioned the EEOC's authority to even define *being disabled*¹ within the meaning of the ADA. O'Connor further questioned whether working itself is a valid major life activity in Title I of the ADA. Or as stated by O'Connor:

Because parties accept that the term “major life activities” includes working, we do not determine the validity of the cited regulations.

¹Congress authorized EEOC regulations for only Title I of the ADA (on Employment). Since the definition of “being disabled” applies to all five ADA Titles, O'Connor opined that the EEOC did not have congressional authority to regulate any aspect of that definition.

We note, however, that there may be some conceptual difficulty in defining “major life activities” to include work, for it seems “to argue in a circle to say that if one is excluded...that the exclusion constitutes an impairment, when the question you’re asking is, whether the exclusion itself is by reason of handicap.”

Accordingly, I expected that working as a major life activity would be addressed at some future time and that this (*Toyota v. Williams*) was the time. I thought the Supreme Court would view “manual tasks” as a surrogate for “working” and rule that neither manual tasks nor working are major life activities for Title I of the ADA. But, to paraphrase the Hertz commercials, that’s not exactly what happened.

The Lower Court Rulings

This was the third dance for Ella Williams and Toyota. In 1990, she took a job requiring use of pneumatic tools. This caused Williams much pain and her physician ordered work restrictions. Williams performed lighter duties for 2 years before filing for Workers Compensation. That claim was settled and she returned to work only to later file an ADA claim (that was also settled). After returning to work for a third time in 1993, Williams joined a work team responsible for performing four major job tasks. For whatever reasons, she performed only the first two tasks, and did so without pain. Then, in 1996, Toyota mandated that all team members rotate through all four job tasks. Unfortunately for Williams, tasks 3 and 4 caused her significant pain. As a result, her physician ordered a no-work restriction and Toyota fired her for poor attendance.

At trial, Williams claimed she was substantially limited in six major life activities, including: manual tasks, housework, gardening, playing with her children, lifting, and working. The district court ruled that housework, gardening, and playing with children are not major life activities and that Williams was not substantially limited with respect to either lifting or working. Critically, the district court also ruled that Williams’ claim of being substantially limited in manual tasks was inherently contradicted by her ability to perform two of the four job tasks.

The 6th Circuit ruled that in order to be substantially limited in performing manual tasks, Williams had to prove substantial interference with “a class of manual activities affecting the ability to perform tasks at work.” The 6th Circuit then reversed the district court, ruling that Williams was unable to perform tasks associated with assembly line, manual product handling, and manual building trade jobs that required tool gripping and repetitive motion with hands and arms extended at or above shoulder level for extended time periods. This part of the ruling suggested (to me) that “manual tasks” were merely surrogates for “working” itself.

The Supreme Court Ruling

The Supreme Court expressed no opinion on “working, lifting, or other arguments for disability status,” thus leaving for another day the question of whether *working* can ever be a major life activity in an employment claim. Instead, the focus was on (a) manual tasks as a major life activity and (b) the criteria for substantial limitations in this domain.

On the first issue, the Supreme Court chose a strange solution. Even though manual tasks are cited in the EEOC regulations, the Court eschewed a ruling (implied in *Sutton*) on the validity the EEOC’s authority to define “being disabled.” Instead, the Court deferred to the original 1977 Department of Health, Education and Welfare (or HEW)² regulations for the Rehabilitation Act of 1973. The logic for doing so was statutory language within the ADA that states:

Except as otherwise provided in this chapter, nothing in this chapter shall be construed to apply a lesser standard than the standards applied under title V of the Rehabilitation Act of 1973...or the regulations issued by federal agencies pursuant to such title.

And, as fate would have it, the HEW regulations contain examples of major life activities that (in the words of Justice O’Connor) include “walking, seeing, hearing, and, as relevant here, performing manual tasks.”

Having taken an obscure route to affirm that manual tasks are a major life activity, the Court addressed the second issue—the criteria for being substantially limited in this domain. The Court saw no statutory or regulatory guidance and decided to provide it. According to Justice O’Connor:

Nothing in the text of the Act, our previous opinions, or the regulations suggests that a class-based framework should apply outside the context of the major life activity of working. While the Court of Appeals in this case addressed the different major life activity of performing manual tasks, its analysis circumvented *Sutton* by focusing on respondent’s inability to perform manual tasks associated only with her job. This was error. When addressing the major life activity of performing manual tasks, the central inquiry must be whether the claimant is unable to perform a variety of tasks *central to most people’s daily lives*, not whether the claimant is unable to perform the tasks associated with her specific job. Otherwise, *Sutton’s* restriction on claims of disability based on substantial limitation in working will be rendered meaningless because an inability to perform a specific job always can be recast as an inability to perform a class of tasks associated with that specific job [italics added by author].

²The HEW ultimately became Health and Human Services (or HHS)

In short, O'Connor questioned whether working is a valid major life activity in *Sutton v. United Airlines* (1999), but did not rule on that issue either there or in the present case. However, O'Connor did rule that the "class-based framework" used by the 6th Circuit applies *only* to working and not to manual tasks, thus applying the logic from the EEOC regulation she objected to in *Sutton*. Of course, the end result was the same from Ella Williams's perspective, since the ruling means substantial limitations for manual tasks implicates only tasks that are "*central to daily life*." Examples of such tasks include household chores, bathing, and brushing teeth. Unfortunately for Williams, these are all tasks that she could admittedly perform.

EEOC v. Waffle House

In previewing *EEOC v. Waffle House*, (1999) I felt it would be remembered as the climactic sequel to *Gilmer v. Interstate* (1991) and *Circuit City v. Adams* (2001). I also felt the ruling could go either way (i.e., it was not a "slam dunk"). Off the record, I thought that no matter who won, the decision would be 5–4. Furthermore, to win this case, I thought the EEOC needed a defection from one of the five justices in the *Circuit City* majority and that the most likely candidate from that group was Justice O'Connor. The major surprise (at least to me) was that both O'Connor and Kennedy defected (joining Breyer, Ginsburg, Souter & Stevens), leaving Rehnquist, Scalia, and Thomas on the losing end of a 6–3 decision.

The Gilmer and Circuit City Rulings

Robert Gilmer, agreed, as a condition of his original employment (as a securities dealer) to arbitrate any future "dispute, claim, or controversy" involving himself and his employer. When fired at age 62, Gilmer filed an Age Discrimination (or ADEA) claim with the EEOC. The Supreme Court, interpreting the Federal Arbitration Act of 1925 (or FAA), ruled that Gilmer's original binding arbitration agreement applies to employment contracts and Gilmer lost his private right to sue in federal court. The ruling in *Circuit City v. Adams* (2001), though important in its own right, served primarily to generalize the *Gilmer* ruling (on federal employment claims) to state employment claims.

The *Gilmer* ruling unleashed a rash of binding arbitration agreements. The EEOC, in turn, took a strong stance against these agreements stating, in Policy Order 915.002 (1997) that:

An increasing number of employers are requiring as a condition of employment that applicants and employees give up their right to pursue employment discrimination claims in court and agree to resolve disputes through binding arbitration. These agreements may be presented in the form of an employment contract or be included in an employee handbook or elsewhere. Some employers have even

included such agreements in employment applications. ...The Commission is not unmindful of the case law enforcing specific mandatory arbitration agreements, in particular, the Supreme Court's decision in [*Gilmer v. Interstate*, 1991]...Nonetheless, for the reasons stated herein, the Commission believes that such agreements are inconsistent with civil rights laws.

The Policy Order contains various reasons why the EEOC will vigorously oppose mandatory arbitration agreements, and its prosecution of the *Waffle House* case illustrates that resolve. Critically, neither *Gilmer* nor *Circuit City* precluded EEOC sponsored lawsuits, since the EEOC has independent statutory authority. Indeed, in *Gilmer*, the Supreme Court ruled that the EEOC may "bring actions seeking independent classwide and equitable relief." The question addressed in *Waffle House*, therefore, is the scope of that relief.

The Waffle House Ruling

In his employment application, Eric Baker signed an agreement to settle any future dispute or claim against Waffle House in binding arbitration. Sixteen days into his job Baker suffered a seizure and was discharged. Baker filed an ADA claim with the EEOC. After a failed attempt at conciliation, the EEOC filed suit on behalf of Baker alleging he was discriminated against because of his disability and that the violation was "intentional, and done with malice or with reckless indifference to [his] federally protected rights." The EEOC requested an injunction against Waffle House, as well as backpay, reinstatement, and compensatory and punitive damages for Baker. Waffle House, in turn, filed an FAA claim to hold Baker to his arbitration agreement.

The district court favored Baker, reasoning that the arbitration agreement was not part of the actual employment contract. The 4th Circuit ruled that the arbitration agreement was valid and binding, meaning that like Robert Gilmer, Eric Baker forfeited his private right of action.³ The 4th Circuit also ruled that although the EEOC has independent statutory authority, the remedies available to the EEOC are limited to injunctive relief and cannot include victim-specific relief (i.e., reinstatement, backpay, compensatory damages, and punitive damages). The court's reasoning was as follows:

When the EEOC seeks make-whole relief for a charging party, the federal policy favoring enforcement of private arbitration agreements outweighs the EEOC's right to proceed in federal court because in that circumstance, the EEOC's public interest is minimal, as the EEOC seeks primarily to vindicate private rather than public interests. On the other hand, when the EEOC is pursuing large-scale injunctive relief, the balance tips in favor of the EEOC enforcement

³Actually, arbitration agreements aside, the private right to sue is lost whenever the EEOC decides to sponsor a lawsuit within its allotted time frame (180 days). In such circumstances, individuals may intervene, but the case belongs to the EEOC regardless of the wishes of the claimant.

efforts in federal court because the public interest dominates the EEOC's action.

The 2nd Circuit previously rendered a similar ruling in *EEOC v. Kidder Peabody* (1998), but the 6th Circuit permitted the full compliment of victim-specific relief in *EEOC v. Frank's Nursery* (1999). Thus, the Supreme Court took this case to resolve the dispute among the circuit courts and ruled in favor of the EEOC (and the 6th Circuit).

Speaking for the majority, Justice Stevens viewed the 4th Circuit ruling as an ill-fated attempt to compromise between the goals of the FAA (to resolve private disputes) and the EEOC (to serve a public function). Or as stated by Stevens:

Rather than attempt to split the difference, we are persuaded that, pursuant to Title VII and the ADA, whenever the EEOC chooses from among the many charges filed each year to bring an enforcement action in a particular case, the agency may be seeking to vindicate a public interest, not simply provide make-whole relief for the employee, even when it pursues entirely victim-specific relief. To hold otherwise would undermine the detailed enforcement scheme created by Congress simply to give greater effect to an agreement between private parties that does not even contemplate the EEOC's statutory function.

Speaking for the dissent, Justice Thomas spoke to the interaction between arbitration rulings and EEOC lawsuits. For example, it seems reasonably clear that if a claimant pursues arbitration and loses, the principle of *res judicata* (or claim preclusion) precludes capture of victim-specific relief in a later EEOC lawsuit. It is also reasonably clear that if a plaintiff wins in arbitration, the monetary relief in such a claim mitigates potential monetary relief in a subsequent EEOC lawsuit if the remedies are overlapping. What seems unclear, however, is the fate of a larger award in a prior arbitration ruling versus a smaller overlapping award in a subsequent EEOC lawsuit. Of course, all three of these scenarios are theoretical, since Baker filed his EEOC claim instead of pursuing arbitration.

Conclusions

I still feel there was transparency in the Supreme Court's decision to review *Toyota v. Williams* (2002), and that its unanimous ruling signals a no-toleration policy toward any form of working as a major life activity in a Title I ADA claim.⁴ Justice O'Connor also expressed hostility toward carpal tunnel syndrome itself, stating the following:

⁴Title I of the ADA covers employment. This does not mean that working cannot serve as a major life activity for the other four Titles of the ADA.

While cases of severe carpal tunnel syndrome are characterized by muscle atrophy and extreme sensory deficits, mild cases generally do not have either of these effects and create only intermittent symptoms of numbness and tingling. ... Given these large potential differences in the severity and duration of the effects of carpal tunnel syndrome, an individual's carpal tunnel syndrome diagnosis, on its own, does not indicate whether the individual has a disability within the meaning of the ADA.

Ironically, Ella Williams was a probable loser even with proof of substantial limitations in performing manual tasks. Fundamentally, *being disabled* within the meaning of the ADA requires fitting into a narrow interval or band. At the lower end of this band, a physical or mental impairment must be sufficiently restrictive. At the upper end, it cannot be so restrictive as to preclude performance of essential job functions, either with or without accommodations. Had Ella Williams succeeded in elevating above the lower band, she would have likely been beyond the upper band, since her accommodation request was to eliminate two essential job functions.⁵

As for *EEOC v. Waffle House* (2002), it may well become one of the blockbuster rulings of the decade, considering what was at stake for plaintiffs. The *Gilmer* ruling still precludes the private right of action. However, had the EEOC lost to Waffle House, the only mechanism for obtaining victim-specific relief would be through arbitration. Therefore, this is a major victory for the EEOC, and the EEOC is likely to use it to challenge future attempts by employers to force arbitration agreements as a condition of employment.⁶ For their part, employers who pursue the binding arbitration route face the prospect of dual defenses, although it is likely that plaintiffs made aware of this ruling will hold off on arbitration in order to give the EEOC the opportunity to prosecute their claims.

As a final point to note, on February 4, 2002, as I was finishing this article for our much-too-patient editor, the 9th Circuit ruled on the Supreme Court remand in *Circuit City v. Adams* (2001).⁷ Interestingly, the arbitration agreement used by Circuit City, in addition to forcing binding arbitration, provides for meager remedies (e.g., 1 year back pay, 2 years front pay and punitive damages limited to \$5,000). The agreement also stipulates that the employee pay half of the arbitration costs. Had Adams been permitted to sue on the applicable state statute (the California Fair Employment and Housing Act), and had he prevailed, he would have been eligible for a much larger mone-

⁵Another way of viewing this quandary is that Ella Williams faced what the 5th Circuit termed an "insurmountable barrier" in *Prewitt v. Postal* (1981).

⁶It should be noted, however, that the EEOC approves of ADR (alternative dispute resolution) when it is voluntarily agreed to by a claimant.

⁷See *Circuit City v. Adams* (No. 98-15992). Electronic citation: <http://laws.findlaw.com/9th/9815992.html>

tary award and for attorney fees. The 9th Circuit ruled that “such an arrangement is unconscionable under California law” and declared “the entire arbitration agreement unenforceable.” The 9th Circuit also noted that its ruling is consistent with *Gilmer v. Interstate* (1991), where the Supreme Court ruled that:

By agreeing to arbitrate a statutory claim, an employee does not forgo the substantive rights afforded by the statute; he only submits to their resolution in an arbitral, rather than a judicial forum.

In short, even though an employee loses the private right of action by agreeing to binding arbitration, employers are not free to establish rules and/or remedies that are inconsistent with the state of federal statute that applies.

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EARLY CAREERS

Currency Exchange: The Importance of Being Up-to-Date and Broadly Informed

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A recent perusal through the latest edition of a full-length dictionary revealed three inadvertent omissions. Please update your lexicon accordingly:

1. **Ear-ly Ca-reers** (ûr'-lē kə-rîr's) n., [orig. 1999]: a *TIP* column with the main objective of addressing important issues, problems, and questions faced by I-O psychologists during the early stages of their professional lives; contains two segments. (a) Initial segment, titled **The Industrial-Organizational Psychologist**, (b) Second segment, titled **Career Gear**.
2. **The In-dus-trial-Or-gan-i-za-tion-al Psy-chol-o-gist** (thē ĩn-dûs'-trē-əl ôr-gə-nî-zā'-shən-al sî-kôl'-ə-jîst) n., [orig. 1999]: **Early Careers** column segment providing a personal and professional feature of a leading I-O psychologist (see also: **Richard J. Klimoski**), offering tidbits, insights, and tips that early career I-O psychologists may adapt whilst pursuing their own personal brand of success.
3. **Ca-reer Gear** (kə-rîr' gîr) n., [orig. 1999]: **Early Careers** column segment investigating a topic that featured psychologist deems important to early career types. The April 2002 segment is purportedly designed to help I-O psychologists "remain current" by summarizing areas of importance and reporting strategies for staying abreast of key changes.

Okay, maybe these dictionary omissions weren't quite so accidental. Nevertheless, we didn't think Merriam-Webster would mind a few small additions. As the preceding definitions suggest, **The Industrial-Organizational Psychologist** segment of this column traditionally portrays the personal and professional aspects of a notable I-O psychologist. We are delighted to report that Rich Klimoski from George Mason University graciously agreed to be featured in this issue. You'll soon learn that Rich is something of a vocabulary aficionado himself. In fact, under the right circumstances he'd forego the latest *Sports Illustrated* for a nice, sturdy, unabridged dic-

tionary! Read on for particulars related to this and other aspects of Rich's personal and professional existence.

As usual, we petitioned our featured psychologist for a **Career Gear** topic—an issue of significance that should be brought to the attention of early career folks. In response to this request, Rich highlighted the importance of remaining broadly informed throughout one's career. Drawing on input from several experienced I-O psychologists, the **Career Gear** segment of the current issue considers this matter in some detail.

The Industrial-Organizational Psychologist

Richard J. Klimoski: The Professional

We began our research for the first segment of this issue with just one basic question in mind: What kinds of professional feats has Rich Klimoski taken on during his career? Here's what we found out.

Richard J. Klimoski, Professor of Psychology, is currently interim dean of the School of Management at George Mason University. Prior to this, he served as the director of the Center for Behavioral and Cognitive Studies at George Mason University. He was also the associate dean for Outreach and Enrollment for the College of Arts and Sciences. Klimoski was on the faculty of The Ohio State University as professor from 1981 to 1995 and vice chair in the Department of Psychology from 1988 to 1995. He joined the faculty there in 1970 after receiving his PhD in psychology and management from Purdue University.



His teaching and research interests revolve around the areas of organizational control systems in the form of performance appraisal and performance feedback programs and team performance. His research has appeared in a variety of journals, including *Journal of Applied Psychology*, *Personnel Psychology*, *Academy of Management Journal*, *Administrative Science Quarterly*, and *Journal of Conflict Resolution*. He is coauthor of *Research Methods in Human Resource Management*.

Klimoski is a past chair of the Personnel/Human Resources Division of the Academy of Management and is on the Editorial Review Board of *Human Resource Management Review*. He has served on the editorial review boards of the *Academy of Management Journal* (1985–1987), *Journal of Applied Psychology* (1988–1994), *Personnel Psychology* (1977–1989), and *Administrative Science Quarterly* (1978–1988). He was editor of the *Academy of Management Review* from 1990–1993.

Klimoski is a SIOP Fellow and served as SIOP president from 1991–1992. He is also a Fellow of the American Psychological Society. He has served on the Board of Governors of the National Academy of Management (1993) and on the American Psychological Association's Council of Representatives (1994–1997).

As a principal in the consulting firm GLK and Associates, Klimoski has worked with a wide variety of organizations (both public and private) dealing with such issues as human resource management systems, job-related stress, and quality of work life. He has also served as an expert witness in employment practices-related litigation, including sexual and race discrimination and employee discharge.

Rich Klimoski: The Person

What type of person does it take to build that kind of bio? That's what we wanted to know, too! So, we caught up with Rich late one Monday afternoon and hit him with our usual interview questions, which are provided in bold italics below. His responses defined the personal side of the professional we've read so much about.

What do you do to relieve stress? "That's an interesting question," Rich responded. "It makes the assumption that everyone feels stress." Rich admitted that he occasionally feels busy or tired but not necessarily stressed. Upon reflection he suggested this might be due, in part, to certain activities in which he regularly engages such as court sports like racquetball and squash. "Physically demanding activities take your mind off things at the office." He also enjoys the companionship afforded by his favorite sports. "Being at the gym provides an opportunity to interact with others from all walks of life. It offers a chance to observe people with very different perspectives."

If you were stranded on a desert island and had one piece of reading material, what would it be? "You might think this is silly, but I'd take a large, unabridged dictionary," answered Rich. A dictionary? "I love words," he elaborated. "I love to play with words." In his defense, he explained that he has a low tolerance for repetition. Unless it's an unusually complex piece, he rarely reads a book (or sees a movie, or watches a television show) more than one time. Thus, getting stranded on an island with a novel, biography, or even the I-O handbook would provide one-time-only entertainment. With a dictionary, Rich reasoned, he could constantly challenge himself intellectually, learning new words, exploring the derivatives of words, making up elaborate crossword puzzles, and even trying to recite the entire dictionary.

What do you do during your time off? From gardening to construction to kayaking and collecting, Rich's interests are quite diverse. He's been known to work in the yard, under the supervision of his talented wife Gretchen. Following in the footsteps of his father and grandfather, he also likes intellectually challenging construction projects. "I wouldn't mind building a backyard deck," Rich mentioned. (Naturally, we gave him the addresses of two currently deckless backyards. We're still waiting to hear back; however, we're getting the distinct feeling that the deck thing was just a hypothetical example.)

Rich is also partial to flat water kayaking (kayaking in bays and estuaries versus the swift flowing, boulder infested, bone twisting rivers of white water kayaking), preferably in Cape Cod where he enjoys the tranquility and

closeness with nature. Though not much of a hunter, he is something of a gatherer. “I collect clocks, American antique clocks,” he explained. His collection contains somewhere in the neighborhood of twenty timepieces including mantel, shelf and table clocks, wall clocks, and tall case or grandfather clocks. He favors American-made clocks that are weight (in contrast to spring) driven. His oldest is a tall case clock from Connecticut dating from 1815. For obvious reasons, his wife Gretchen restricts him to two chiming clocks in the house at a time.

“Why clocks?” we asked. Rich first expressed an appreciation of the mechanical, architectural, historical, and functional nature of clocks (themes echoed by many clock enthusiasts). After a bit more probing, however, he broke down, admitting that punctuality has always been a problem for him (a theme echoed by many I-O psychologists)! In addition to clocks, he collects contemporary American art, pottery, and graphic art.

Do you have a nickname? If so, how did you get it? Although he doesn’t have an active nickname, Rich mentioned that he did have one in college—“RJ” (his first and middle initials). He didn’t mind the moniker at the time; however, the I-O psychologist formerly known as “RJ” noted that he did not encourage the nickname past his preprofessional years.

What is your favorite beverage? Diet coke... it’s what’s for lunch! And has been since his college days. During college, Rich found it difficult to make time for both lunch and the gym, so he compromised by combining his daily exercise and lunch requirements. At midday he opted to drink his meal (a diet coke) on the way to or from his workout. These days, Rich continues his time-honored tradition of downing a diet coke at lunchtime.

Do you have a routine that you like to follow? Rich generally starts the day with a quick glance at the *Washington Post*, “to see if there is anything important for George Mason.” Beyond that he admits to having “pretty predictable office hours during the week.” In a perfect world he still tries to complete his noontime regime at the gym; however, the demands of daily life sometimes prevent his favorite midday activities. After hours, nightly dining with his wife of 38 years is a must (even in an imperfect world). He sometimes continues working after dinner and regularly reads the *New York Times* before bed.

What factor(s) contributed significantly to your success? Rich was ready for this one, noting that this is “a very important question, and a difficult one.” He prefaced his reply with a warning: One of the most important factors is neither glamorous nor immediate. “Hard work. There’s no substitute for time on task. I heard a speaker say it takes 7,000 hours on a task to become a virtuoso in a field.” Indeed, it has been said that the only place where success comes before work is in the dictionary.

Beyond hard work, it is beneficial to build and maintain relationships. SIOP, for example, provides a “platform for both relationship building and professional development.” Rich has also found advantages to being broadly read and up-to-date with regard to I-O and management topics.

When I read something interesting, I ask myself, "Who else would be interested in this?" And then I make it a point to send it to them. This has two consequences: it helps me remember the point of what I read, and it helps in maintaining relationships.

What factors do you think might be critical to the success of others in general? Location, location, and location. "Location does matter," Rich indicated, admitting that this answer may not be popular with early career types. In reality, location impacts the opportunities to which you are exposed and the relationships you can potentially develop.

Describe a "dark professional hour" in your early career. What did you do to get through it? "Well, I've been blessed with only a few dark hours," Rich began. He continued by sharing his experience as an untenured assistant professor at Ohio State. It was early in his professional career, and Rich found himself "conflicted as to whether the academic life was for me." He was concerned about meeting expectations regarding productivity. Furthermore, as a new assistant professor he was close in age to his students; he had some difficulty finding a comfortable social distance. To top it all off, strong crosscurrents existed in the department, creating tension between applied and basic research. "It was a very scary time," Rich recalls. "The thing that convinced me to stay the course was my self-concept as an academic. I haven't regretted it."

We concluded the interview by asking Rich to choose a **Career Gear** topic that he felt was important to the development of early I-O psychologists. He highlighted the importance of staying up-to-date on issues impacting our discipline, related disciplines, and the world around us.

Career Gear

It's been said that it will soon take 50% of a workday to come up to speed with what transpired since you left the day before (McGuire, 1998). Although this sounds a little extreme, it highlights the notion that continuous learning is now more important than ever. Remaining up-to-date on the broad array of topics impacting our profession seems a rather daunting task. Who has time to read everything that's out there? No one we know. The trick is to: (a) identify areas of importance that you really need to stay on top of, and then (b) develop strategies for staying current in those areas. This **Career Gear** segment is intended to assist with these two objectives.

As I-O psychologists who are still a bit damp behind the ears ourselves, we invited a panel of more experienced scientists and practitioners to e-mail us their thoughts on the matter of remaining broadly informed. We are extremely grateful to the following people, who kindly provided their input: **Janet Barnes-Farrell** (Associate Professor, University of Connecticut); **Wanda Campbell** (Director of Employment Testing, Edison Electric Institute); **Laura Koppes** (Associate Professor, Eastern Kentucky University); Rich Klimoski (Professor and Interim Dean, George Mason University);

Jeff McHenry (HR Director, U.S. Sales and Service Division, Microsoft); and **Mort McPhail** (Principal and Vice President, Jeanneret & Associates).

Identifying Areas of Importance

Discussions with our panel members revealed five areas that warrant attention: (a) the psychology literature outside of I-O, (b) the I-O psychology literature, (c) the business/management literature, (d) policy debates that implicate our science or practice, and (e) current events.

The Psychology Literature Outside of I-O

A few of our contacts indicated that the acquisition and maintenance of knowledge across the broad areas of psychology is very important.

As a field that has benefitted greatly by creatively building on the theoretical models and approaches developed by others, I think that choosing to regularly look OUTSIDE our own highly specialized world of problems, theories, and techniques is something that we should remind ourselves to do [said Janet].

The benefits of this are wide-ranging. For example, exploring the psychology literature outside of I-O can assist with licensing efforts.

Regardless of one's focus in our specialty, to seek licensure (which I believe to be important and even necessary in some jurisdictions) one must take and pass the Examination for Professional Practice in Psychology (EPPP) [Mort pointed out]. This exam cuts across all of the broad areas of psychology, including statistics, learning theory, cognitive processes, physiological basis of behavior, clinical/counseling, and I-O. Most people will be required to have at least a year of post-graduate experience in order to qualify to take the examination. During that time, new graduates need to make the effort to remain (or become) knowledgeable in the relevant areas. If we are going to call ourselves psychologists, it seems incumbent on us to have at least broad knowledge across the areas of our profession.

Janet agreed, noting that "We are, after all, psychologists first and I-O psychologists second. It's pretty easy to lose sight of that, both during graduate training and afterwards."

The I-O Psychology Literature

Nearly all of our panel members indicated that up-to-date knowledge of the I-O psychology literature is paramount. Many believed that we should work to maintain current knowledge of the full range of technical literature in I-O after earning our masters/PhDs, regardless of whether we're working as academicians or practitioners. Laura noted, "As an academician who is preparing the next generation of I-O professionals, I need to be informed in all of the areas."

Mort concurred, explaining

As practitioners all we have to offer to clients are the science of our field and our ingenuity and acuity in applying it. The more tools we have in the form of the science we can bring to bear, the broader the range of problems we can address effectively. The more we have only a hammer, the more all problems start to look like nails. Since it is axiomatic that time will always be limited, the point when one leaves graduate school and enters practice is probably the point of maximal knowledge. Most practitioners (including myself) struggle to remain conversant and current with the literature and are often unsuccessful in doing so. New graduates are almost always more current (especially in the areas of their research concentrations) than they ever will be again. The longer that they can maintain that currency, the more valuable they will be to their clients.

What are the repercussions of failing to keep up with the latest I-O literature? Well, imagine the consequences that would occur if an I-O psychologist trained years ago did not stay tuned to the latest work on the role and effectiveness of alternative predictors in selection (for both predicting success and ameliorating disparate impact). As Mort pointed out,

We now can say with some certainty that cognitive ability and conscientiousness are both likely to be important parts of most selection systems. But that leaves a broad array of issues such as modalities, alternative constructs, compensatory models, selection strategies, and so forth. Failing to be knowledgeable in this area can have many deleterious results, including getting one's clients in legal trouble, inability to address complex problems with multiple stakeholders, and reduced effectiveness in identifying qualified hires/promotees.

Although he too appreciated the value of remaining current on everything I-O, Jeff pragmatically added, "Frankly, I don't think anyone in practice has the time to keep up with the full range of I-O literature. I'm not sure anyone in academia has that luxury, either." Jeff therefore placed special emphasis to the importance of staying apprised of the technical literature in your area of I-O specialization. According to him, this priority should remain at the top even when time is short. Laura highlighted the value of knowing our profession's history, too. She feels that this is a key feature of the broadly informed I-O psychologist. "All I-O types need to have a complete understanding of the history of I-O," Laura maintained. "Knowing our history will help us prepare for the future."

The Business/Management Literature

Several of our panel members discussed the need to remain aware of contemporary issues in management and commerce.

This is hard to quantify, [said Jeff], but one thing you have to stay on top of when you're in practice is whatever is trendy. For a while it was quality, then it was re-engineering, then it was competitive strategy, now it's 6-sigma (thanks to Jack Welch). I know it's easy to be a cynical PhD, but there's a grain of truth in almost all of this trendy stuff. So the secret to success is often leveraging what's good about it to help drive lasting change, while avoiding the excesses.

Policy Debates

Policy debates that implicate our science and practice are also important and worthy of precious time and attention. Licensure is a current example of just such a debate. To some degree, this debate's resolution hinges on input from I-O psychologists who are aware and broadly informed. Recent EEOC activity provides yet another example. Mort alluded to this issue, pointing out the consequences of ignorance in this area.

The EEOC has announced that they have undertaken a review of the issues regarding the definition of an applicant [he said]. This is a particularly vexing and difficult concern for employers because that definition has important implications for the record-keeping requirements imposed on them and for the basis on which they must compute the impact of their selection systems. With the advent of Web-based applications, resumes, and recruiting, the definition is not straightforward. There are also significant theoretical and practical implications in terms of the meaning and interpretation of validity evidence and the nature of new techniques and technologies for screening/selection. It seems to me to be important for I-O psychologists to be both informed about the discussions and involved to the extent possible in the debate and decision-making process so that we can avoid having poor decisions imposed on us and can help our clients to deal with the fall-out from those decisions when they are made.

Current Events

Finally, a number of our panel members touched on the importance of current events. "We do need to be aware of the happenings in our society and economy," said Laura. In particular, it is important to recognize current events that have the potential for marginalizing I-O contributions or enhancing them. Laura provided an example of the latter. "I've heard that when the economy slows down, our profession is negatively affected," she said. "I believe that during these times, we need to identify the ways we can contribute (e.g., research and practice with regard to downsizing, etc.)."

Strategies for Staying Current

By this point, you're probably wondering how anyone on earth could manage an early career, stay on top of all of the stuff mentioned previously,

and still have a nonwork life to boot. Fortunately, our practically minded panel recognized the challenges associated with their recommendations and offered some of their strategies for remaining broadly informed in each of the areas discussed earlier.

The Psychology Literature Outside of I-O

Rich acknowledged the difficulty of staying current in multiple areas of psychology. He also suggested that the annual psychology conferences can be useful methods for learning the latest.

Most problematic, I fear, is for I-O types to stay informed about developments in our parent discipline—psychology [said Rich]. It's easy to "tune out." In the "old days," when our annual conference was at the APA, I recall finding the program tracks in social, engineering, counseling, and quant very interesting and useful. Even now, I find reason to go to APS to learn what is new in decision sciences, cognitive, and learning psych.

In terms of preparing oneself broadly, reading the *Monitor*, *American Psychologist*, and *Psychological Bulletin* and being familiar with the APA Web site are all important [added Mort]. Specific preparation for the EPPP (licensure exam) is probably best done through one of the test prep services such as Academic Review.

Finally, attendance at university colloquia can be great ways to expand your knowledge of psychology and perhaps enhance your career as well. As Janet pointed out, "With a little intellectual work, research talks about the most distant kinds of topics can sometimes bring very interesting new insights to our own work."

The I-O Psychology Literature

Regarding the technical I-O areas, there is simply no substitute for the scientific journals. Our panel members listed some of their favorites, which included *Personnel Psychology*, *Journal of Applied Psychology*, and *Human Behavior*, as well as the American Management Association (AMA) and Society for Human Resource Management (SHRM) publications. This doesn't mean you have to read all of these journals from cover to cover. "I do not have the luxury of being able to read everything that I would like," Wanda admitted. "Since I don't have time to read all journals through and through, as a compromise, I review the table of contents of all journals that I receive to identify those most relevant to my needs and those that are of special interest."

It's also important to attend the SIOP conference, the continuing education workshops (in areas different from one's specialty), and the tutorials that are now offered. Picking through the books in the SIOP book display area can also be informative. And don't forget *TIP*! "*TIP* is a great source of infor-

mation,” said Wanda, who also mentioned that local I-O interest groups can be very useful avenues for staying on top of current developments in I-O.

In all of this, the new PhD need not become a master of the content [Rich offered reassuringly]. He or she may just need to have an awareness of developments and a way of retrieving details and SMEs when the occasion calls for it (e.g., in bidding on a project, setting up a study, or in looking for strategic partners to deliver I-O practice).

Wanda concurred, noting,

If I need specific information on an I-O topic, then I go to people who have a lot of experience. The new SIOP Consultant Locator System is great for identifying consultants who have expertise and experience in the areas of interest. APA’s PsycSCAN (a database containing abstracts and citations from 52 journals covering applied psychology and related areas of interest) is great for identifying published information. In addition, I always contact my I-O colleagues and see if they have any advice on articles, people, and so forth.

The Business/Management Literature

Business publications can be very informative when attempting to stay current on the latest management trends. “As an academician, I assign readings that benefit the students as well as help me stay informed,” said Laura. “I assign both theoretical and empirical research, as well as trade books being read by business. It’s also important to read business periodicals.”

Jeff agreed and recommended subscribing to a business publication such as *Forbes*, *Business Week*, *Fortune*, *The Wall Street Journal*, or even *Fast Company*.

You don’t have to read it cover to cover [he said], but spend at least an hour each week reading. Look at the business bestseller list. Every year there are 2–3 that are management-focused. Read these. Finally, listen to what the managers at work are reading, and do likewise. Don’t read cynically or judgmentally. Read curiously. Say to yourself, “There’s something worthwhile in this, and I’m going to figure out what it is and how to take advantage of it to do great I-O work.”

HR professionals outside of the field of psychology can also provide key insights.

They are my best source of information on things outside the field that may affect our discipline [said Wanda]. One of the most important things here is to get over the idea that anything important that happens does so in our field. If you treat these people with respect, you will find that they have a lot of expertise to share. You will also learn from a practitioner’s point of

view what works, what doesn't, and what the current fad is. If there is a real trend sweeping the country, I'll hear about it from these folks. I don't take the time to read about things unless they seem to be catching on.

Policy Debates

According to several of our panel members, there are a number of publications that new graduates need to become familiar with regarding policy issues, including Labor Law Reports from CCH Incorporated as well as government Web sites. SIOP is very good about getting word out (via *TIP* and the SIOP Web site) on important policy debates, such as the licensing issue that is currently being addressed.

Current Events

Finally, the newspaper is your best source for current events. "I generally skim over the business pages of two newspapers as well as the main section to see if there is anything major occurring that I should know," said Wanda.

As Mort pointed out, new graduates are almost always more current than they ever will be again. From the perspective of an early career I-O psychologist, there's something simultaneously comforting and disconcerting about this statement. On the upside, we enjoy cutting-edge knowledge across a range of I-O topics. On the other hand, our knowledge base will become progressively dated unless we make a concerted effort to remain broadly informed. As scientists and practitioners, we must strive to keep pace with current events, contemporary literature (in various areas of psychology and business), and important policy debates. Hopefully, the preceding discussion will help you decide where to focus your efforts and how to do so efficiently.

Conclusion

Well, one of us (we're not saying which) found a gray hair, so we've decided it is time to retire. No, we're not cashing in our 401Ks just yet, but we are saying farewell to our beloved *TIP* column. The next issue (July, 2002) will be our last. To mark our departure, we have arranged for an exclusive interview with a very special person who is near and dear to our hearts. (Don't worry, we promise to leave our parents, spouses, and kids out of this.) Until then, feel free to pass along your questions, comments, kudos, and criticisms—all of which are welcome and appreciated. We can be reached at Lori Foster Thompson (FosterL@mail.ecu.edu) and Dawn L. Riddle (riddle@luna.cas.usf.edu).

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A MATTER OF DIFFERENCE

Inclusion: What Can I and My Organization Do About It?



Martin N. Davidson
University of Virginia



Bernardo M. Ferdman
Alliant International University

Two years ago, at Rice University, one of us (Bernardo) facilitated a session at a small conference attended primarily by organizational and social psychologists on prejudice and discrimination in organizations. The title of the session was “Dialogue for Envisioning the Inclusive Workplace,” and the goal was to involve conference participants in describing the components of inclusion. After spending 2 days talking about discrimination, it was important to consider what might *replace* it. Participants were asked first to interview each other in pairs regarding their visions of inclusion and their hopes for organizations regarding the creation and fostering of inclusion, and then to extract key themes in small groups. Many excellent ideas were generated but what was most notable about the session was the great energy and emotion that emerged. This was an intense session; some people cried as they talked about the pain and frustration they experienced in their own careers as academics and their hopes for a better and more inclusive future. People need to feel *and* be included in their professional environments. What needs to happen to make this a reality?

Evidence is growing that inclusion matters to organizational effectiveness (see, e.g., Brickson, 2000; Cox, 2001; Creed & Scully, 2000; Davidson, 1999; Gasorek, 2000; Gilbert & Ivancevich, 2000; Meyerson, 2001; Mor-Barak, 2000; Robinson & Dechant, 1997; Wah, 1999). Inclusion opens the pathway for a variety of different individuals to marshal their personal resources to do what they do best. Based on their recent study, for example, Ely and Thomas (2001) argue for the importance of feeling valued and of being able to express one’s social identity at work as antecedents to building effective group functioning in organizational contexts. This is consistent with other studies, including those on quality, job enrichment, work motivation, and organizational development, that confirm similar relationships between utilizing one’s full range of talents and perspectives and the capability to commit to and to accomplish organizational objectives. We believe simply that the glue between these two is inclusion.

Inclusion can be described in a variety of ways. Mor-Barak and Cherin (1998), for example, see it as “the degree to which individuals feel part of critical organizational processes,” indicated by their access to information and resources, work group involvement, and ability to influence decision making. Pelled, Ledford, and Mohrman (1999) assessed inclusion on the basis of people’s job security, their access to sensitive information, and their influence on decision making. Gasorek (2000), in describing inclusion at Dun & Bradstreet, considers the degree to which (a) employees are valued and their ideas are taken into account and used, (b) people partner successfully within and across departments, (c) current employees feel that they belong and prospective employees are attracted to the organization, (d) people feel connected to each other and to the organization and its goals, and (e) the organization continuously fosters flexibility and choice, and attends to diversity. Similarly, at the Rice conference, participants mentioned a range of aspects of the experience of inclusion, such as feeling validated, accepted, heard, and appreciated; using one’s talents and making a difference (including being part of something that is working and doing a meaningful task); having some work autonomy; receiving feedback; having one’s input solicited and used; involvement in collaboration; openness for dialogue; and wanting to learn from others.

We believe that inclusion happens at two levels—the individual and the organizational. At the individual level, the need to be a part of the social whole has long been recognized as core to human psychological well-being. Affiliation and psychological attachment research has established this in a variety of ways. But while there are commonalities or general themes in terms of what people experience as inclusion—feeling valued, respected, recognized, trusted, and that one is making a difference—not everyone experiences these in the same way. As an introvert, one person may only need one or two social connections in order to satisfy her or his inclusion need. Others may have to interact with a wider range of the community in order to feel a full part of it. There aren’t rigid rules regarding what it takes to make someone feel included. You and I may experience inclusion in different ways and based on different antecedents. Indeed, part of the lesson of diversity is that if you treat me how you would like to be treated, if you follow the golden rule, you might not necessarily make me feel included. Instead, you might be imposing your values and your style on me. Rather, to make me feel included, it is important for you to figure out my needs and to try to address those. And I must do the same. As the Canadian Human Rights Commission (2001) points out in *A Place for All: A Guide to Creating an Inclusive Workplace*, “True equality means respect for people’s different needs” (p. 3).

We know that some people are more skilled at navigating the variables and the variability involved in inclusion. Some individuals behave in ways

that others—across a range of dimensions of diversity—consistently experience as inclusive, and they effectively promote a sense of inclusion in their workgroups and in their organizations. Such competencies can be developed and enhanced, especially in the context of an organizational culture that makes them a condition of success. Many if not most of the competencies essential for fostering inclusion are related to what many psychologists might call “process skills.” Several resources point to some of the components involved in such skills when applied to inclusion (e.g., Chrobot-Mason & Ferdman, 2001). For example, Wheeler (1999), in a simple and clear summary, points out that cultural competence includes “self-awareness and sensitivity to differences; the ability to see issues from another’s perspective, to deal with ambiguity and complexity, to develop people, and to manage conflict; ... [and] good cross-cultural skills” (p. 33). Being able to continuously learn about oneself and one’s impact on others, not only as an individual, but also as a member of a range of social groups, together with the implications of these group memberships for oneself and others is an important skill related to inclusion (Ferdman, in press). Interpersonally and in groups, being able to foster and engage in true dialogue (Isaacs, 1999), and to understand and productively work through conflicts (Stone, Patton, & Heen, 1999) are also critical skills. Meyerson (2001) describes the range of choices available to those who want to remain productive members of their organizations without giving up key pieces of themselves. Doing this for oneself and permitting others to do so are vital pieces of fostering inclusion.

Essentially, the principal point is that developing inclusion is everyone’s responsibility. We each need to do it, and we each have a responsibility to look inwards at our own role in and contribution to the situations in which we find ourselves. Mahatma Gandhi, the great Indian leader, has been quoted as saying that each of us must be the change that we want to see in the world. If we expect inclusion, we must learn to provide it, and in that way, model the necessary behaviors for those around us. Seemingly small, individual behavior can make a very large difference (as can omitting behavior). Something as straightforward as saying hello to our coworkers each day, acknowledging and checking in with people at meetings, or listening carefully to others until we understand them can go a long way toward fostering a sense of inclusion.

A key aspect that we believe connects all these skills is the inclination and the ability to treat each situation as new and different, and not to expect others to be just like us, but rather, to expect and value difference. Although we should certainly learn from prior interactions, we also need the ability to engage in the moment, and in Gurevitch’s (1989) terms, to “make strange” and allow ourselves to “not understand the other.” In doing so, we can permit others to define themselves and their needs on their own terms. And if I allow others to do this, I can then better address their needs rather than mine.

Yet, it is a naïve and possibly even dangerous oversimplification to think that addressing individual inclusion at the individual level is the complete answer to nurturing an inclusive organization or workplace. Doing this also requires systemic, proactive work at the organizational level (Dass & Parker, 1999). But if it is impossible or impractical to try to come up with a global and fixed set of rules regarding inclusion that will apply to everyone in all situations, then what is the organizational solution to building an inclusive environment? Here again, Wheeler (1999) provides a succinct and valuable summary. According to him, "Organizations that truly value inclusion are characterized by effective management of people who are different, ability to admit weakness and mistakes, heterogeneity at all levels, empowerment of people, recognition and utilization of people's skills and abilities, an environment that fosters learning and exchanging of ideas, and flexibility" (pp. 33–34). Similarly, Thomas and Ely (1996), list the preconditions that, in their view, enable organizations to learn from and fully utilize their diversity: (a) leadership must understand that workforce diversity includes diverse perspectives, opinions, insights, and approaches to work; (b) leadership must know that diversity brings with it opportunities and challenges that create a need for unlearning, relearning, and gaining new learnings; (c) everyone must be held to high standards of performance; (d) the work culture must encourage and foster personal development through training and education programs; (e) open communication, constructive conflict on work-related issues, and tolerance for dialogue must be encouraged; (f) employees must feel valued in order to contribute their highest level of performance to the organization; (g) a clear mission statement that provides a focal point for accomplishing business goals and guides decision making must exist; and (h) there must be nonbureaucratic ways for employees to constructively challenge current ways of doing business and reshape past policies and practices to be more inclusive and empowering. It is the processes and systems that are in place that encourage and require expression of individual-level skills, as well as provide the foundation for a suitable organizational culture that gives meaning to the words that so many organizations put on paper but do not always bring to life. The specifics of these processes and systems will vary from organization to organization. Yet the growing literature on diversity initiatives (e.g., Arredondo, 1996; Cox, 2001; Cross, 2000; Ferdman & Brody, 1996; Wheeler, 1995) provides some strategies for organizations interested in starting the process, a process that in reality must be ongoing and continuous.

While certainly organizations can and should do a great deal to foster work climates that are likely to feel inclusive, the actual experience of inclusion must be created in process, in each moment and in each interaction. In many ways, inclusion is a momentary, even evanescent creation, which depends on the particular people and the particular situation involved. At the

same time, the behavior and attitude of the moment may not mean much without a history and a future, without a structure and system around them that give them the appropriate meaning and weight. If I invite someone at work to give me input on a project, whether or not she experiences that as inclusive behavior will depend on many factors, including the tone I used in giving the invitation, my colleague's beliefs regarding my sincerity and how likely I am to use the input, my previous behavior in similar situations, the general nature of relations among people in the organization, and a host of other contextual variables. For this reason, the individual and organizational levels of inclusion are both critical. They are also interactive. To create an inclusive organization, it is not enough to work at the individual level, if the organizational systems do not support inclusion. And the reverse is also true: Organizational systems by themselves are insufficient, without behavior, thought, and feeling to match.

As we suggested above, a key component to all of this is ongoing dialogue, not just as a skill for individuals, but also as a discipline for organizations. At this year's SIOP Conference in Toronto, on Friday, April 12, 2002, we will be holding a special session, *Dialogue on Diversity and Inclusion in Organizations: SIOP and Beyond*, designed to engage participants in a conversation about what full inclusion might look and feel like at SIOP and elsewhere, as well as how we might ensure that each of us, with our differences, is highly valued and fully included. We hope to see many of you there.

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THE HIGH SOCIETY

A 20-Word Glossary for the SIOP Conference



Paul M. Muchinsky¹
University of North Carolina at Greensboro

If this is the April issue of *TIP*, you know it is SIOP Conference time. As a service to members of our Society, I present you with 20 words you may find useful as you navigate through the Conference. You may not have heard of the words before, but you will recognize their meaning.

1. SIOPt. The process of choosing which of two sessions that are scheduled at the same time you will attend.
2. SIOPtometrist. A presenter at a session who repeatedly references “vision” in a discussion of leadership.
3. SIOPugnant. The relationship between two alpha males engaged in a point-counterpoint debate whose self-important orations serve only to feed their already inflated egos.
4. SIOPaque. The characteristic of a presenter’s comments to deny any degree of illumination to the subject matter under consideration.
5. SIOPtimism. The belief that your submission to the program committee will be accepted for presentation at the conference.
6. SIOPinionated. The characteristic of a presenter who speaks in absolute terms with a self-anointed sense of authority. Often found in sessions where the presenter conducted LISREL analysis.
7. SIOPposable thumbs. The characteristic of primates who attend the conference that permits them to grasp inscrutable concepts, like the lower the reliability of a test, the higher will be its estimated validity upon application of the correction for attenuation.
8. SIOPus. A lengthy treatise, like the Conference program.
9. SIOPeretta. A much-ballyhooed session involving conflicting viewpoints which, upon actual presentation, was a demonstration of pedantic whining and puffery.
10. SIOPportunity. The discovery at the Conference of other people who have similar interests as you, which leads to an overture of future collaboration.
11. SIOPulence. The tendency by some people to be over-dressed for the Conference to give the impression they have made it big. They haven’t.

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

12. SIOPposition. The unerring capacity of the program committee to schedule two sessions you would like to attend at the same time.
13. SIOPhelia. A tragic femme fatale at the conference who strives to be both one of the good old boys and a new age feminist who doesn't sell out.
14. SIOPpressive. A description of some early morning or late afternoon sessions where the room has been darkened, it is hot, there is little air movement, the presentations are stifling, and you fight to stay awake.
15. SIOPtical illusion. The attempt by presenters to make two concepts which are virtually identical (like KSAPs and competencies) sound as if they are different. Often involves overheads containing a plethora of boxes and arrows.
16. SIOPerant conditioning. The stimulus is a fresh drink from the cash bar at the social hour. The response is being immediately trapped in a long, boring, contrived conversation while other people you would rather talk to are observed in the background.
17. SIOPossum. A discussant who sits very quietly during the presenters' papers, who then proceeds to make comments that bear absolutely no relationship at all to any of the papers he or she is supposed to discuss.
18. SIOPprobrum. Having an abstract be rejected for a poster session.
19. SIOPiate. An addictive cure-all whose application automatically makes something better, like a correction formula.
20. SIOPrah. A type of presenter who makes a complex topic sound understandable and interesting to someone who hasn't spent over 1 year studying it.

Have a nice Conference!



ON THE HORIZON

On the Horizon: Is There Really Anything New Under the I-O Sun?

Peter Bachiochi
Eastern Connecticut State University

The intent of this column in *TIP* is to cover what's hot in I-O and although I could go on and on about what I think is hot, I decided to ask some friends. I did an entirely unscientific survey of friends and colleagues in the I-O profession. Some are in academic positions, others work for large corporations, while others work in smaller consulting settings. The idea was to get a broad range of perspectives to shed some light on the question: "What do you think is the most important new development in the field of I-O psychology?"

Although journal editors might have trouble with the representativeness of my sample, I'm happy to report that the responses really do seem to mirror what folks in our little world are thinking about. I will freely admit that some key areas of innovation will inevitably be left out of this discussion, but I've chosen responses that are indicative of the direction in which I-O psychology is headed. Some respondents were honest enough to say that they really had no idea what was new in the field of I-O, so I guess a column like this one that discusses new developments in the field is really needed. Anyway, here's what folks had to say.

The first telling insight I gathered from the responses is that as much as we relish our "geek-hood," we hold some deep-seated guilt about it as well. When respondents commented on technological or statistically based innovations, they often prefaced their comments with statements like "I hate to say it, but..." or a self-effacing "consider the source." I like to think that I'm comfortable with my geek-hood, but I also know when to revel in it (SIOP events) and when to turn it off (nearly any other social situation). Still, we can't deny that technological and statistical innovations are driving some of the new directions in our field.

Let's first consider some of the recent technological advances. One respondent commented: "Sure, Web-enabled stuff (surveys, selection tests, etc.) are new technological developments, but they aren't new forms of I-O practice." This statement does beg the question, then, of whether or not the technology has changed inherently what we do or has just provided a new "envelope" in which to deliver it. Another respondent mentioned that "e-learning, or how you can take everything we do as I-O folk and put it on the

Web...has added importance today.” This second respondent added that as an international company, the Web-based opportunities for them have been particularly important. Both respondents make important points. For some in our field, the Internet has opened new avenues for doing business. Collecting survey data via the Web typically expedites the process and makes data entry often a thing of the past. The Web-based selection systems that are now available have also opened up the recruiting process and facilitated the screening process. The opportunities to use Web-based feedback systems have also changed the performance appraisal process for many companies. Unfortunately, some practitioners have latched onto the “Web-based revolution” to simply repackage their existing tools without taking full advantage of the reach that the Internet truly provides.

The wider availability (or at least the more regular use) of statistical tools among I-O psychologists has had similar effects. One respondent specifically mentioned hierarchical linear modeling and/or structural equation modeling stating, “I’m a big believer in the statistical tools available being really instrumental in our ability to better model the actual complexity of phenomena that we study.” She continued with a comment that was consistent with the previous discussion of technological innovations. “Of course, you could take that [advanced statistical tools] a step further and say that increased personal computing power is what makes the advances in statistical tools possible or practical in application.” The wider use of various statistical modeling procedures has clearly opened doors for I-O psychologists to explore more complex topics and to describe more accurately a wide variety of phenomena.

Another set of respondents took a very different angle in responding to my question. In different ways they all addressed the rediscovery by the field of I-O that we actually deal with people at work! At times we tend to get wrapped up in data, statistics, and references and lose sight of the fact that those data points came from individuals trying to make their way through the work-a-day world. It’s a pendulum that has been swinging back and forth throughout the history of our field. One respondent summed it up nicely by stating that the most important new development in I-O is “the rediscovery of worker well-being. We are paying attention to quality of work life issues again, rather than simply being the servants of power. The optimist in me says it is because we are recognizing that I-O psychology is the psychology of work (generally defined), but the realist says it is because management wants new ways to recruit and retain talent.”

Others viewed “new ways to recruit and retain talent” as an element in another important trend. Specifically, one respondent felt “the most important recent development in I-O is the way attention has been turned toward applicant attraction (i.e., applicant judgments of organizational attractiveness) and applicant reactions to selection procedures. Very little research

before 1990 had anything to say about these issues, whereas researchers now seem to recognize that applicants are as much “customers” of recruitment/selection processes as they are anything else.” Another respondent noted the renewed interest in “employer branding” (i.e., the need to sell your company to current and future employees) as another outgrowth of the growing interest in the individuals who are on the other end of HR processes and policies. Although I don’t see a full-blown “Workplace Humanism” movement at work, I tend to agree with the more optimistic perspective that companies have begun to acknowledge more directly the human side of their human resources.

A few other respondents commented on a related trend, the attention being drawn recently to emotional intelligence, emotions in the workplace, and affective events theory. As one of them commented, “There have been several books and special issues devoted to the regulation and display of emotions and emotional labor, as well as a general emphasis on what emotions and affective states are. I don’t know if I think this emphasis is getting us very far currently (primarily because of poor measurement issues and construct confusion, in my opinion), but I do like the focus back on the employee as a person who experiences and alters one’s environment.” I’m sure that greater attention will spur on more measurement work, which will in turn engage additional research on the topic.

The final two respondents that I would like to quote each mentioned issues that bear directly on the ability of our field to enhance its relevance to the companies that we work with and for. One of my more clinically inclined friends (and I mean that as a compliment) felt that the recent work on situational judgment is welcome and overdue. He mentioned that

During my 9 years of managerial assessment work in a wide variety of organizations, it has been my repeated experience that judgment is a primary factor in differentiating high performing managers from average and low performing managers. Yet specific and innovative ways to measure judgment related to the business world seem scarce. Judgment’s importance is especially salient at executive levels of an organization. Drive, aggressiveness, and social skills get most executives into their jobs. Judgment leads executives to success once they are in their jobs. I believe judgment is substantially distinct from other cognitive skills and more important. From my current vantage point, we need to continue to hone the operational definition of judgment and continue differentiating different types of judgment. We need to deepen our understanding of the processes and traits associated with successful judgment, especially in business contexts. In this way, we can do a better job of integrating psychology into what really goes on in most organizations.

The second person felt that

The most important new development is linkage research (i.e., linking soft social science data from surveys and other methods to hard business performance metrics like productivity, turnover, profitability, etc.). I think this is the most important because it is the crux of what will determine the relevance of I-O in organizations. Specifically, if we as practitioners cannot demonstrate impact on measures that organization leadership perceives to be the most important, we will have diminished impact and a diminished role in organizations going forward.

I honestly feel that these last two points get to the heart of the matter. If we as a field of psychology do not stay current and active in creating the new developments that impact the world of business, we won't be around much longer. From the responses above it seems apparent that we are making changes, using new tools, and exploring new areas for that express purpose: to contribute to the world of business and perhaps more importantly to the individuals that inhabit that world. Even though we are a little guilty about our geek-hood, I have to believe that we've been using the tools of our trade to make theoretical and practical advances that truly have improved the world you and I inhabit as employees.

I'm happy to play my part in maintaining the dialogue of what's new in the field of I-O psychology. If you have ideas for future columns or would like to comment about this column, please feel free to contact me at bachiochip@easternct.edu.

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TIP-TOPICS



Eyal Grauer
Bowling Green State University

Marcus Butts and Nancy Yanchus
University of Georgia



Spring is here and love is in the air, or so the saying goes. And we agree! We love the fact that the semester is almost over. We love it that we're progressing through our graduate school careers. And we love writing for **TIP-TOPics**! That's right! This issue concludes our first year as contributors to this column, and we've enjoyed every minute of it (including late night, 3-way, editorial phone calls). So, once again,

we'd like to thank **Debbie Major** for choosing us to work together on **TIP-TOPics**: We truly enjoy the process and fruits of this creative collaboration.

However, as much as we may enjoy writing for **TIP-TOPics**, it means even more to us if you love reading it! So, once again we worked to develop an issue that would entice your senses, expand your mind, and take you to the very limits of your being....!! Well, actually, we wrote a column that, while it may fail to be life-altering, may perhaps provide for a scintillating read on the way to the SIOP conference or on a study break during exams. And, as always, this issue provides pertinent information to you as an I-O student. **Scientists and Practitioners** provides an insightful and original look at the publication process by viewing it from the angle of both the scientist and the practitioner. **Career Corner** presents an engaging in-depth look at consulting careers by asking two I-O consultants to share their perspectives on and experiences in the field. **Psychology et al.** offers a humorous consideration of the meaningfulness of work and how that concept relates to meaningfulness in graduate school.

As always, we hope you enjoy this issue as much as we enjoyed writing it. Please send comments, questions, or ideas to: Nancy Yanchus (nyanchus@yahoo.com), Marcus Butts (mmbutts@arches.uga.edu), or Eyal Grauer (eyal@bgnet.bgsu.edu). We look forward to seeing you at SIOP!

Scientists AND Practitioners

It's time to revisit our scientist/practitioner discussion from yet another angle. In this issue, we want to provide you with a look at how the research publication process is viewed by those in academia versus an applied setting. Since we do not qualify as seasoned scientists or practitioners (yet), we decided to survey some individuals who have had quite a few years' experience in their respected areas for their views on the publication process. One

caveat before we move on though. The information we gathered by no means represents an adequate sampling of the views on publishing research. We are sure there are individuals who have had vastly different experiences than those that will be discussed here. Our intention is to offer some opinions about the process in order to provide some insight and to allow you to draw your own conclusions based on your experiences and prior observations. And finally, we want to thank **Lillian Eby**, **Andy Solomonson**, and **Cheryl Toth** for their contributions to this section.

The Scientist's Perspective

As many of you have probably witnessed first hand, I-O psychologists who are in an academic position publish at a frantic pace (especially those working towards tenure). In any given year, a professor may submit anywhere from 6–10 manuscripts for publication. These submissions are mostly empirical articles, which are sent to journals valued by the department and mainstream journals in the I-O field (e.g., *Journal of Applied Psychology*). However, some submissions are also made to specialty journals and non-mainstream journals that are regarded highly by the department. The value placed on the various types of journals can often depend on the department you are in, so we won't go into much detail about which ones may be more "important" than others. What it boils down to is that good solid journals are the targets of most publication submissions. With that said, we would be interested in seeing where *TIP* ranks on the journal hierarchy, but we're pretty sure *TIP* is in a league of its own! Also worth mentioning is that many academics submit book chapters for publication once every few years.

The time that goes into submitting a manuscript is difficult to estimate. If you were to include the entire process from idea generation and conceptualization to publication, many professors spend hundreds of hours per journal article. The writing process itself can be very cumbersome and may take anywhere from 30 to 60 hours depending on how many revisions are needed.

That brings us to the next labor-intensive component in the process, revising and resubmitting. I'm sure you all have heard horror stories about the revision process, but don't let those tales scare you (too much). The likelihood of an article being accepted depends on the journal to which it is submitted. In many instances a submission may be revised four to six times before it is accepted, but those numbers could be lower or higher depending on the journal (and, of course, the quality of the submission). Furthermore, there is always the possibility that your submission could be flat out rejected, and then the process starts all over again.

The Practitioner's Perspective

The publication process for practitioners is much more personalized than the process for academics. Many of the responsibilities and rewards for pub-

lication are dependent upon the organization and type of position held. In most cases, research publication is less central among the responsibilities of the practitioner; however, publication is still highly valued in an applied setting. Rather, publication efforts are often performed secondarily in regards to other job requirements. Also, many practitioners are expected to stay up-to-date on their specialty area and contribute to the external image of their company; thus, research publication is an avenue to accomplish those goals.

Practitioners generally send manuscripts to more profession-specific journals or trade publications rather than mainstream journals (although these may also be valued by the organization). Also, practitioners tend to submit market-oriented materials and conference papers/presentations. Typically, most of these submissions are shorter pieces that accommodate the time constraints of the practitioners, and they may also be oriented towards attracting new business for the organization.

The number of submissions by those in the applied setting often differs by their position, but in most instances the number of manuscripts sent per year is relatively low (i.e., no more than three). The duration of the publication process is quite short for pieces such as conference submissions and market-oriented materials because there is no revision process. Also, most submissions in the applied arena tend to focus on application of techniques developed by the organization or processes utilized by the organization.

Bridging the Scientists AND Practitioners Gap

Inevitably, publication behooves both scientists and practitioners. The processes and constraints may be different, but both areas strive to increase the knowledge of their audience in some respect. In general, the publication process is more central to the responsibilities of those in an academic setting, but it may also prove valuable for the credibility of practitioners and the image of their organizations.

One suggestion that was brought to our attention while collecting information on this topic was the need for more collaborative research and publication efforts between academics and practitioners. We aren't talking about practitioners just giving academics accesses to data, but rather, joint efforts being made in the entire publication process. Such a scenario would provide mutual benefits such as unification of scientist and practitioner perspectives, greater access to resources (e.g., client data, academic facilities), and distribution of the research workload. As many of you can attest to, those in academia have a multitude of ties to people in applied settings (and vice versa). These relationships are valuable alliances that should be tapped, when feasible, in an effort to engage in research activity that is mutually beneficial for both **Scientists AND Practitioners**.

Career Corner

At some point, sooner for some than others, we all must decide which career path to take: academic and/or consultant. Thus far in **Career Corner** we've provided you with a taste of what two jobs, one in each field, entail. Now, we'd like to give you a more detailed view of the consulting field. We asked two consultants to provide us with editorials about their experiences, and what knowledge they thought was important to share with students in I-O who might want more information about consulting careers. We hope you find these wise words as compelling and useful as we do.

Nita French, Principal, French & Associates

I've been a practitioner for almost 26 years, first as an individual contributor, then as an internal consultant on the staff of a large corporation, and now as an independent external consultant. Here's the low-down on the different consulting roles as I see it.

Internal consulting provides a bird's-eye view of corporate politics in action and the opportunity to live with the results of your work (for better or worse). It gives you a chance to work with people from different functions, develop longstanding relationships, and acquire expertise in a particular industry. Internal consulting jobs tend to be more stable than external ones, although the lower turnover may have more to do with the people in the jobs than the organizations themselves. That said, re-organizations are frequent, so don't get too attached to your department. Total compensation is generally good and consistent, but there is less opportunity here for really big dollars unless you leave consulting for general management. Amount of travel varies from assignment to assignment. The esteem in which you are held depends on how much your boss and upper management like you and your work.

External consulting, especially for large firms, often involves a lot of travel. Politics are present here, too, but here you're frequently involved in both your clients' and your own organization, and relationships are critical. The variety of clients and industries you're exposed to is interesting and stimulating. Oddly enough, you may work side-by-side with a consultant with an MBA or even a bachelor's degree, though consulting firms vary on the credentials they require. Base salaries are good, but the incentive compensation is even better. Here the coin of the realm is business development: The more your clients like you and the more business you bring in, the more money you'll make and the more you'll be valued.

The flexibility, autonomy, and variety that consulting offers—especially as an independent practitioner—appeals most to me. I can choose what and how much work to do, with whom to collaborate. For example, in litigation consulting, there are opportunities to consult with both plaintiffs and defendants. Once again, I have the luxury of looking at data myself (I love data, but most consultants can't afford to be seen with the stuff). I make a decent

living, can set my own schedule around my tap classes, and do very little traveling. Most importantly, I'm still having fun.

*Alison Mallard, Senior Consultant,
Corporate Insights & Development (CID)*

Loyal readers of the **Career Corner** have already gotten a glimpse of many aspects of consulting: the fast pace, variety of work, pressure to bill hours, and so forth. I won't label these factors good or bad, since one person's trash is another person's treasure. For me, the advantages far outweigh the disadvantages, and I especially appreciate the flexibility of the environment in which I work. I have had the opportunity to work on a variety of projects that range from job analysis to training program design to coaching. I consider my flexible schedule (30+ hours a week, limited travel) a great plus also. This brings me to one thing I really like about this profession: Consulting offers many choices, including the type of work you do, the setting in which you do it, and the resulting benefits and sacrifices. There are many options out there.

Although consulting careers come in varied shapes and sizes, many of the characteristics that define successful consultants remain the same. So, to help you decide if consulting is for you, I've put together a description of a few of the characteristics that you will be expected to demonstrate as a consultant. The list is based on an informal poll of some of my colleagues at CID. This is not an exhaustive list, but it certainly constitutes a solid start:

Integrity: You definitely encounter blurry lines in consulting. You have to be clear about your standards and consistently stick to them.

Positive Energy: When multiple priorities and deadlines are competing for your attention and energy, it can take a lot of drive, time, and optimism to keep up.

Discipline: Keeping the quality of your work at an outstanding level is critical. Discipline also means remembering your goals and doing the things you'd rather not. For some this may be networking and "meeting and greeting," for others it may be paying attention to details and staying organized, for still others, it may be knowing when to say when.

Problem-Solving Skills/Expertise: Others look to you to bring insightful questions, ideas, and suggestions to the table. Your job is to help clients think of things they have not yet considered and look at issues from different perspectives.

Sociability/Interpersonal Skills: An ability to sincerely connect with people is imperative. Even if you have brilliant solutions, if others dislike you, you can't help them.

Enterprising: It helps to be resourceful in finding solutions for you and your client. This includes identifying and seizing opportunities that others might overlook.

Focus on the Client: Helping clients, not selling to them, is the priority.

Consistently displaying all of these characteristics is a tall order. If you take a look at the consultants you admire, however, I would guess they come close.

Psychology et al.

In past issues, we have examined psychology and politics, and I-O and cognitive psychology. In this edition, we're going to take a different slant on **Psychology et al.** and examine the life and work of graduate students as they compare to a variety of existing jobs. We're going to pay particular attention to the "meaningfulness of work" and what it means to others. We will be using examples from movies and books as well as musings from friends and family. Enjoy!

In our experience, as soon as we explain our field as "psychology applied to work," people respond by saying, "Well, we could really use you around here!" (For a host of other potential responses, see Muchinsky, 2002). When talking to the general population about their jobs, I-O vernacular is seldom used. This is understandable, as 99+% of the human race do not spend their lives reading journal articles and contemplating thesis topics. People often discuss their job tasks, their likes and dislikes, and the problems incurred at their workplace. They do not speak of "affective commitment" or "occupational stress"—they speak of their job, and what it means to them. For example, a best-selling book marketed towards computer scientists called *Peopeware* (DeMarco and Lister, 1999) discusses many I-O related concepts—motivation, compensation, and ergonomics to name a few. Never did they mention I-O psychology, but this book has been described as the "Techie's Bible" by Silicon Valley-ites.

So what is meaningfulness? In simple terms, it is "what your job means to you." At a deeper level, it is much more difficult to define. It seems to be an amalgamation of component pieces—intrinsic and extrinsic motivation, job satisfaction, commitment, stress and coping, culture and climate, interpersonal relationships with coworkers and superiors, and organizational roles and norms—that influence people's perceptions of their workplace. While it may not be a construct, understanding meaningfulness of work helps us interact with people from all "works" of life (BADAM CHING!).

Graduate students and professionals often have different perspectives about why they are in graduate school or their current jobs; however, the similarities *between* groups are remarkable. For example, sometimes people try to make meaning of their work, and their work seems more worthwhile. If you look at being a waiter as "well at least I'm getting paid," the job does not seem meaningful whatsoever. Take the waitress from the movie *Office Space*. She found no meaningfulness working at Chachke's and had the hassles of an annoying boss as well. A contrasting example comes from the book *Gig* (Bowe, Bowe, & Streeter, 2001), an account of American jobs

told by the workers themselves. In the book, Jessica Seaver works at a restaurant, but she does not describe her job as an order-taker but rather she is a “server.” The difference is that she’s allowed to have a personality as a server. Jessica likens her job to being an entertainer, and sees her job as making people feel good. Another example from *Gig* is the Wal-Mart greeter, Jim. Jim is a retired school principal and simply enjoys interacting with others. Being a greeter does not offer the intellectual challenge of running a school, but it does provide an interpersonal aspect that is meaningful and important. Other examples of meaningfulness and making a difference can be taken from movies such as *Good Will Hunting* and *Dangerous Minds*, where the central characters wanted to make a difference in their students’ lives. A more recent cinematic example is from Ron Howard’s *A Beautiful Mind*, where a young John Nash’s motivation in college and graduate school was the hope of deriving a mathematical formula that would help the world.

The above examples show that making your work meaningful (if possible) is a legitimate coping mechanism. This is true in graduate school as well. A research or teaching assistantship can be viewed as an opportunity. Sure, there are laborious aspects to assistantships, but through learning how to research well and learning from experts in your field, great meaning can be placed in these activities. Comprehensive exams are an opportunity to study our field in great detail and make links between seemingly unrelated I-O topics. Some view this opportunity as a blessing—when else in your life will you have the chance to delve deeper into the topic you love?

There are those among us, however, who hold a different view. Some are cynical and make fun of the meaningless and apparent silliness of their jobs. The book *Day Job* is a fine example of this predicament (Baird, 1998). Mark Thornton describes his awful and mundane job of “Customer Service Agent.” While the book is indeed hilarious, it is only because we do not have Mark’s job situation that we can laugh at his anecdotes. In reality, many of us would not be able to handle a job like Mark’s.

Many workers minimize the influence of their work on their lives. That is, they make the meaningfulness extrinsic. For example, some people view their job as something they have to do to pay the bills or provide for their children’s education. This is a continuance commitment of sorts, although rarely described as such. A few lawyers and a former corporate chemist we interviewed described this situation in detail. In order to maintain their house and current standard of living, they said they had to keep working. Work became a means to an end, and something that had to be endured. In this situation, making work less meaningful kept people going.

In graduate school, some individuals consider earning a doctoral degree in the same way—as a means to an end—and this perspective affects their views and choices in grad school. In this case, graduate school’s meaningfulness is less for enjoyment and more a hurdle. If someone is interested in

being a consultant/professor, getting a PhD may just be a necessary step to his or her dream job. Teaching or research assistantships are something that must be done—the meaningfulness is completely extrinsic.

Of course, some people decide that their current job is not for them. They either switch positions, switch jobs, or switch fields of work. This happens in graduate school all the time. Students who find graduate school too stressful or not what they expected frequently drop out or leave early (e.g., with an MA). Individuals may transfer to different schools or departments and others leave the field of I-O psychology entirely.

Thus far, we have discussed how grad students and workers perceive their jobs. There is also another level that should be examined in some detail—the company level. Companies are aware of the importance of meaningfulness of work. Just look at job listings in the classified section—euphemisms like “sanitation engineer” abound! Some may call it “spin,” but attributing importance and meaningfulness to tasks and duties is what’s really going on!

While frequently it is up to the person to make their work meaningful, some organizations make a special effort to assign meaningfulness to their jobs. The book *Built to Last* by James Collins and Jerry Porras (1997) has a chapter dedicated to the practices of some of the most successful companies like Nordstrom, Proctor & Gamble, and IBM. One fitting example is how Disney indoctrinates its new...um...“cast members.” That’s right—a completely different language is learned and used. Employees are “cast members,” customers are “guests,” and a work shift is a “performance.” On-duty and off-duty is known as “on stage” and “backstage.” It is this special training that allows everyone to emanate the “Disney Magic.” Those who don’t like the culture leave, but those who stay believe in the importance of their role at Disney.

The company level can be compared to the graduate school level, and the example of Disney is analogous to the grad-school culture. Not all organizations, nor all graduate schools, strive to emphasize meaningfulness, and sometimes the emphasis causes certain prospective employees or students to turn down offers or reject admittance. But again, the importance of understanding how meaningfulness affects the individual and organizations is clearly important.

So what have we learned? Well, being in grad school and waiting tables have a lot in common. Even from the small sample we interviewed, it appears that those assigning meaningfulness to their jobs were much happier and satisfied with their working situations and were less likely to leave. This may not be a huge shock, and parallels portions of the motivation literature, but it is nice to see research applied to real-life situations. For you as a graduate student, trying to find meaningfulness in your graduate school experience is highly recommended. You should try to find meaningfulness and importance in your future job as well—make us **TIP-TOPics** editors proud!

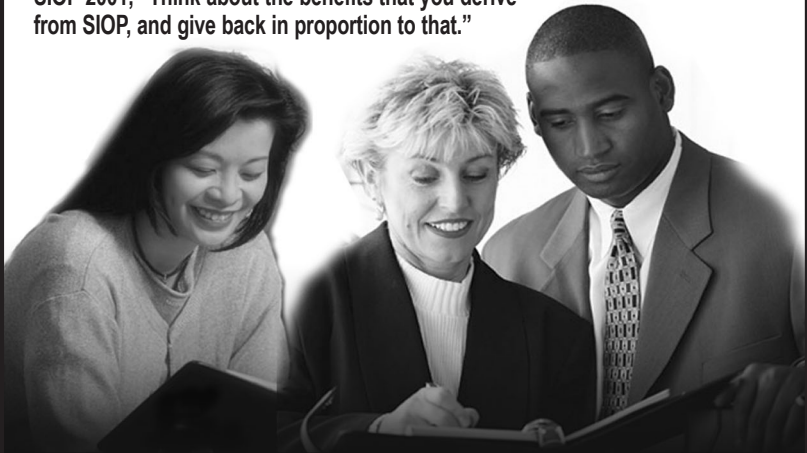
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MACRO, MESO, MICRO

Six Sigma

Matt Barney
Motorola

Six standard deviations from the mean—yeah, right! That might be your first reaction to this month's **Macro, Meso, Micro** title. But keep reading—I promise you it's much more than Dunnette's famous "Fads, Fashions & Folderol" (Dunnette, 1966).

Motorola created Six Sigma in 1986 to address quality problems. One engineer famously stood up at a company meeting and said, "Motorola's quality stinks." Customers complained that Motorola's products were unreliable and bug-ridden, and responded by flocking to the competition. Motorola CEO at the time, Bob Galvin, responded by pulling together statisticians and engineers to create scientifically based problem-solving methods, using good project management techniques. Ultimately, the goal was to design and improve organizational processes such that product defects were extremely rare. So rare are "Six Sigma" process problems, that there are fewer than 3.4 "defects" per million opportunities to create a problem. This equates to defects falling outside six standard deviations from the mean, on a normal curve (99.99966% for those of you rushing to check your z-charts).

It's hard for psychological interventions to achieve such near-perfection, but in physical sciences, this is not only feasible; it solves a seemingly impossible tradeoff. In Six Sigma, the scientific method is applied to processes to reduce the likelihood of mistakes. As a result of this research, processes are improved to the point where they use resources optimally, and produce almost no waste. Since there is very little waste in an optimized process, the costs of the process are also simultaneously lower.

Six Sigma projects are done in the context of an overall approach to improving the business, called a "Business Improvement Campaign." In a Six Sigma campaign, employees and leaders are trained in a variety of statistical methods, project management, process design, and problem-solving techniques. Once they have demonstrated their effectiveness at applying quantitative methods to business problems, they receive "Green Belts" and "Black Belts"—terms borrowed from the martial arts.

Stractics and The New Six Sigma

After Motorola initially achieved success with Six Sigma, Jack Welch, the new General Electric CEO at the time, promulgated Six Sigma as a set of analytical techniques for leaders to use while managing their businesses, not just in the factories. Since then, Six Sigma has become a \$200 million consulting business in North America alone (S. Hanley, personal communication, February 2, 2002).

Today, Motorola has transformed traditional Six Sigma into a combination of macro-organizational strategy and meso and micro tactics. Our strategic planning processes use balanced scorecards to communicate and measure our overall organizational approach to winning. On our scorecards, we identify business outcomes and process improvements that are required to realize the strategic goals. Executives serve as champions for scorecard improvements, and “Black Belts” are the ideal project leaders who mentor junior “Green Belts” in statistical problem solving. We integrate scorecards, process measures, and project metrics into a systemic review process to help leadership manage the organization quantitatively. We call this overall process of executing the strategy “Stractics,” because it translates the business strategy into tactical tasks.

Reinventing Six Sigma

Traditionally, Six Sigma was a successful quantitative alternative to the faddish 1980s “Total Quality Management” (TQM). Today, Motorola has learned that Six Sigma is useful in domains other than just product quality improvement and cost reduction. In the past, Six Sigma methods were used to make improvements based on customer feedback. But if you use Six Sigma methods on a set of terminally unprofitable customers you may miss the overall market opportunity. Also, in the past, Six Sigma methods were used to accomplish goals that the market doesn’t care about. For example, Motorola cell phones are just as reliable in Chicago winters and Amazon-rainforest summers—arguably much more reliable than our competitors. But if your cell phone breaks, who cares when you can get a new one for free? The new Six Sigma is used as a set of improvement techniques on any part of your business, not just the myopic focus on product quality.

Another important difference from TQM is that Six Sigma doesn’t try to introduce continuous improvement for its own sake. Modern Six Sigma uses the rigor of the scientific method, good problem solving, and project management to make business improvements wherever required by the business strategy. Today’s improvement projects aren’t limited to product quality and process improvement problems anymore. Finance, marketing, and HR are all good candidates for using Six Sigma methods, if needed. Similarly, Six Sigma is no longer limited to situations where calculating the famous defect levels is helpful.

Six Sigma and I-O Psychology

The new Six Sigma presents unique opportunities for I-O psychologists. First, to gain a seat at the strategic decision-making table, we need better ways to show the connection between our interventions and business outcomes. Six Sigma is based on the scientific method, and also includes problem solving and project management methods required to successfully implement an intervention. We I-O psychologists often don't get formal development in project management or structured problem solving, and Six Sigma methods can be helpful in ensuring our systems are implemented on time, at cost, and with good effect sizes. In this way, Six Sigma can be a useful methodology to structure our own applications of science. Using the language and frameworks of Six Sigma can immediately help others appreciate our suggestions about improving employee performance in organizations.

Second, it's inevitable that Six Sigma will increasingly be applied in human-intensive processes. Six Sigma experts are starting to realize that attributes of work and workers are the key drivers of business outcomes in consulting, medicine, biotechnology, and other "knowledge worker" processes. As non-I-O psychologist practitioners apply Six Sigma methods to processes where people make the difference, I have found them to be very appreciative of our expertise. In part, this is because traditional statistical experts and engineers know little or nothing about I-O theory or quantitative tools. When I've explained the quantitative methods in our toolkit—like psychometrics or latent variable models—they are very interested and become conscientious about using I-O theory and methods in their improvement projects. As a discipline, I believe I-O psychology would benefit from nurturing relationships with scientist-practitioners from kindred disciplines to increase the likelihood that our interventions make a difference. Further, in the new Six Sigma, making a difference doesn't have to force-fit into a "Six Sigma" defect calculation.

Similarly, our discipline can benefit from statistical methods from other quantitative disciplines prominent in classic Six Sigma. These techniques can give us new methods to analyze micro-level behaviors in the context of meso-level processes and macrooutcomes. For example, when industrial engineers optimize processes, they use a set of quantitative techniques called stochastic models. These models help one to understand the flow of work tasks across workers, equipment, and technology, which can optimize the overall performance of the system. Stochastic methods can be useful to us in understanding task interrelationships between and within jobs in a process. Similarly, response surface methods are standard statistical techniques used to identify the "sweet spot" between a set of independent variables, and some dependent measure of interest. Classically, Six Sigma Black Belts do experiments to understand the effect of varying the levels of gauges or temperatures and to identify the combination that gives the high-

est yield of output. I believe these methods can assist our ability to quickly find “sweet spots” in I-O interventions, and communicate the results. For example, when we do quasi-experiments, for example in designing training across media, regions, and instructors, response surface methods can be helpful for us in graphically depicting what levels of human resource-independent variables will maximize training effectiveness. This can be invaluable for communicating our recommendations to executives and managers.

Conclusion

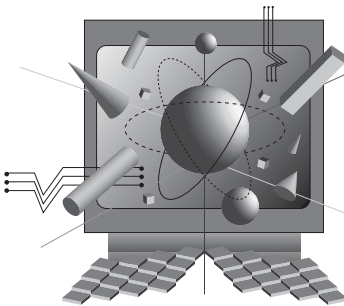
Six Sigma is a science-based set of interdisciplinary methods that are worthy of I-O psychologists’ attention. Importantly, they can give us an entry point into the boardroom, as we’re the scientists of people at work—a domain increasingly of interest to practitioners of Six Sigma. They also give us new methods—quantitative and problem solving—that can help us better integrate our work with scientist-practitioners from other disciplines.

Please keep e-mailing your comments and suggestions. You can reach me at matt.barney@motorola.com

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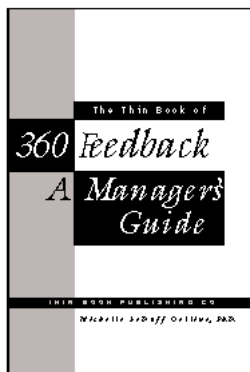


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EDUCATION & TRAINING IN I-O PSYCHOLOGY

Neil M.A. Hauenstein
Virginia Tech

Part of the challenge of academics is to find teaching strategies that convey the information effectively, maintain the student's interest and motivation, and dare I say, allow the student to take some ownership of the topic. In this issue Laura provides a written reprise of her 2001 SIOP presentation on the Jigsaw Classroom that provides an effective strategy for achieving the above goals. This column is intended as an open forum on education and training issues, so please do not hesitate to provide feedback or to volunteer to write an article for the column. Contact either Laura (Laura.Koppes@eku.edu) or me at nhauen@vt.edu. We're still looking for that "catchier" title for the column, so put your creative thinking caps on!



Using the Jigsaw Classroom to Teach the History of I-O Psychology and Related Topics

Laura L. Koppes
Eastern Kentucky University

The history of I-O psychology is an essential component of any I-O psychology or related course. According to Schultz and Schultz (2000), "Only by exploring psychology's origins and studying its development can we see clearly the nature of psychology today" (p. 2). After reviewing the first 50 years of the journal *Personnel Psychology*, editor **John R. Hollenbeck** (1998) stated, "... the impact that one has on the future seems to be closely related to one's appreciation of the past. This makes it all the more fitting, therefore, to reflect on and study our past . . ." (Editorial). Adequate coverage of our discipline's history is challenging, however, because of the vast amount of information from the past 100-plus years. This article describes a learning strategy that allows for intensive coverage of broad material and provides for active learning.



The jigsaw classroom is a cooperative learning technique in which students spend a portion of their time in pursuit of common goals (Aronson, Bridgeman, & Geffner, 1978; Aronson, Stephen, Sikes, Blaney, & Snapp, 1978). Students are placed in learning groups and each student in each group is assigned a unique and important part or segment of the material. Every student becomes an "expert" by learning one section. Once the student has learned the section, she/he then teaches it to the other group mem-

bers. Similar to the pieces of a jigsaw puzzle, the parts or segments must be combined before any of the students can learn the entire picture (or entire history, in this example).

I include an additional step when I use this technique. After the student learns the segment and before teaching her/his group members, the student meets with an “expert” of the same segment from another learning group. (I recognize that I am using the term, expert, loosely here!) The students share their knowledge about the segment to gain another perspective and possibly revise their information. The student then returns to her/his group and shares the information with the group members.

I use the jigsaw classroom to teach the history of I-O psychology with one of two frameworks. One approach to framing our history is to use Muchinsky’s (2000) chronological timeline. One hundred years are divided into six separate time periods (segments):

The Early Years (1900–1916)

World War I (1917–1918)

Between the Wars (1919–1940)

World War II (1941–1945)

Toward Specialization (1946–1963)

Government Intervention (1964–Present)

Using this framework, students are placed in six-person learning groups. Each student is assigned a time period/segment. Using the textbook and other assigned readings, the student is asked to identify important events and individuals in the discipline during the period. Then, the student confers with another student (i.e., expert) from a different learning group, who was assigned the same time period. The experts return to their home groups and teach about the time period to their group members. While the students are teaching each other, I listen to the discussions for evidence of learning and understanding of relevant material. Following the jigsaw groups, I supplement the learning by providing additional information and explanations.

A second framework is to examine significant developments and persons within the overall social, cultural, and political contexts of the times, an approach referred to as a new history of psychology (Furumoto, 1988). Pate and Wertheimer (1993), for example, stated, “The history of a discipline such as psychology involves describing major discoveries, illuminating questions of priority, and identifying ‘great individuals’ in the context of a national or international *Zeitgeist*” (p. xv). In order to understand the social-historical context of I-O psychology, students examine dynamic forces that shaped the discipline during the past 100 years in the United States (i.e., socioeconomic, business, technological, legal, military, psychological, intradisciplinary forces). To save class time, the students read materials before they arrive to class (e.g., Katzell & Austin, 1992; Koppes, in press). Within this framework, students are placed in seven-person learning groups,

with each student assigned one force. To facilitate the process, I give each student a set of questions to answer. For example, a student focusing on technological forces may answer the following questions:

1. What are 2 paradigm shifts in the history of computer technology in organizations? How did these shifts affect work?
2. What are 2 examples of technology's influence on the work of I-O psychologists?

Below is a diagram that depicts the steps for using the jigsaw classroom with a 3-person group and a total of 4 groups in the class.

Step 1 (home group 1):

	Expert A	
Expert B		Expert C

(this would be the same combination for the other 3 home groups)

Step 2 (expert A group):

	Expert A	
Expert A		Expert A
	Expert A	

(this would be the same combination for Expert B group and Expert C group)

Step 3 (home group 1):

	Expert A	
Expert B		Expert C

(this would be the same combination for the other 3 home groups)

Aronson, Bridgeman, and Geffner (1978) and Aronson and Bridgeman (1979) identified several beneficial effects of using the jigsaw classroom such as improved student attitudes, increased self-esteem, and improved performance. According to these researchers, two possible explanations for these positive outcomes include (a) the students are active in their learning, and (b) the technique provides for collaborative or interdependent learning. Although I have not collected empirical data to assess the effectiveness of the jigsaw classroom for learning, qualitative data have revealed that this technique is effective in covering breadth and depth of material, facilitating students' learning, and creating positive student reactions.

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From the Halls of Montezuma to the Shores of Tripoli— Is There A Role for I-O Psychology in the War Against Terrorism?

Michael M. Harris
University of Missouri–St. Louis

Just out of curiosity, are you familiar with the phrase in the beginning of the song “From the Halls of Montezuma to the Shores of Tripoli?” Do you know where it comes from? It is from the U.S. Marines’ hymn (go to this Web site if you want more information and the complete set of verses: www.marineband.usmc.mil/aud_hymn_more.html). Did you guess correctly?

As I write this column, it has been close to 4 months ago that the September 11th tragedy occurred. Of course, the events of that day will continue to affect us one way or another for years to come. Just the other day, in fact, the U.S. public was warned to be on the lookout for the possibility of even more deadly attacks. To me, this sounds like we are in a “war,” whether or not we like it. At the same time, I sense that aside from those individuals directly affected, for many people, other than some inconvenience at the airport and the lethargic economy, life is returning to “normal.”

When I was a child, I recall my father talking about John F. Kennedy’s assassination and how he would never forget where he was when he heard the news. I expect that in many ways, the September 11th tragedy is similar. I’m sure I will never forget where I was when I first heard, which was sitting in front of the computer at home, when my stepson called from overseas. My wife repeated his words as she talked on the phone: “Did we hear anything about a plane crashing into the World Trade Center?” We assumed (or, hoped) that he was joking (he has been known to have an unusual sense of humor at times) because we couldn’t believe such a thing would happen. Where were you when you first heard about this event? Do you think you will ever forget? Please let me know by e-mail (mharris@umsl.edu).

One personal reaction I had recently was in preparation for a course that I teach on global management issues. In preparing my PowerPoint slides for class, I wondered whether I needed to revise my notes pertaining to safety when traveling in other countries (yes, professors do revise their notes from time to time). After all, I wondered, is it really safer here in the U.S.? After some thought, I plan to provide quite similar information about safety issues in international travel and living. Given such incidents as the recent kid-

napping of an American reporter, I would maintain that international travel is still potentially more dangerous than traveling in the U.S. But I am anxious to hear my students' thoughts in light of September 11.

This column, of course, is about the role of I-O psychology in the aftermath of September 11, and particularly, in regard to its role in combating terrorism. My initial thoughts were focused more on how I-O psychologists might help in response to the events that occurred that day, but as I continued to work on this column and respond to ongoing issues, I am even more interested in how I-O psychologists may be of help in the future as the "war on terrorism" continues. Some thoughts regarding the more proactive approach are offered towards the end of this column. Readers interested in more writing on this topic should also examine the previous issue of *TIP* (January, 2002), where at least two of the columns contained pertinent information.

With this background in mind, here are the questions I queried my respondents about:

1. How have you been involved as an I-O psychologist in addressing employee fears, concerns, problems, and so forth in light of the September terrorist attacks (e.g., training programs, hotline calls, etc.)?
2. What theories/practices could I-O psychologists use in this regard? In other words, how could we contribute here? Could I-O psychologists be providing greater expertise in this area than we are currently doing due to lack of training or experience?

How Have You Been Involved as an I-O Psychologist?

Of my three respondents, each reported a very different experience. One had no involvement at all in addressing issues related to September 11. A second respondent was involved in his capacity as a manager, rather than as an I-O psychologist. A third respondent served as an I-O psychologist in some capacity.

In terms of the first individual, he noted that his company had employees who were directly affected by the events of 9/11. His company had undertaken a variety of programs and initiatives on their behalf but that he had no involvement in those activities. The second respondent had the responsibilities that would fall on a line manager. These included such activities as implementing corporate work schedule policies and handling various emergency issues. He also had the authority to grant time off if an employee in his unit requested it.

My third respondent pointed to his involvement in several current and ongoing activities related to the events of 9/11. One activity is the procurement of green cards and H1B visas for noncitizen employees. Have you ever been involved in this kind of activity? I'll bet that not many I-O psychologists have had direct involvement in this activity! He told me that was one topic he knew practically nothing about until 9/11, when INS (in case

you didn't know, INS stands for Immigration and Naturalization Service; this is their Web site: www.ins.gov/graphics/index.htm) started to crack down on visas. Now he has become far more knowledgeable about the laws regarding these documents, as well as the costs involved and the time it takes to receive them. And there are some interesting aspects to them, as I recently learned in a follow-up conversation on behalf of a friend of mine (non-I-O psychologist) who is hoping to work in the United States.

Another way in which he has been involved and will continue to be involved is in regard to the effect on employee morale. (I'm not sure when I last used the term "morale"—do you use that term in your professional capacity? Why don't we tend to use that term anymore?) Specifically, he was going to be conducting an employee survey and realized that events of that day were probably going to influence survey results. His understanding of 9/11 might therefore affect how those results will be interpreted. Second, he noted that as the company moves back to various sites after temporary relocations, his help may be needed to address different reactions from employees. It was somewhat unclear, however, just what involvement I-O psychologists might have in dealing with these issues, but it seems likely to me that events of 9/11 might affect organizational commitment, satisfaction, and possibly even turnover decisions. (It would also seem that there may be some interesting research to do here as well.)

This respondent also noted that the events of 9/11 frequently came up when he was collecting critical incidents for a recent competency modeling project. He expressed surprise at how many participants offered incidents pertaining to 9/11 as examples of either good or poor leadership. At least in terms of work, then, 9/11 appears to have had some effect.

Could I-O Psychologists Be Contributing More in the Aftermath of 9/11?

I received a fairly strong response to this inquiry from two of my respondents. One respondent noted that we get quite concerned when non-I-O psychologists work in areas that we as I-O psychologists feel represent our fields of expertise. But he felt we have gone beyond our expertise in some areas (perhaps executive coaching), and he felt that there are at least some aspects of the 9/11 aftermath that we should avoid involvement in as I-O psychologists (e.g., in employee counseling) because we are not sufficiently trained.

A second respondent echoed similar thoughts and advised I-O psychologists to stay clear of an employee counseling role. In light of the comments above, and given **Bill Macey's** column in the previous issue of *TIP*, there appear to be plenty of areas in which we can contribute as I-O psychologists without straying too far from our field of expertise.

So, how can I-O psychologists contribute here? Because of my original focus for this column, I think I received relatively few suggestions. One

respondent raised an interesting possible contribution that concerns the effect of 9/11 on communication tactics. As is widely known, the airline industry has suffered greatly since 9/11, as people have reduced the number of flights taken. This appears to be particularly true at the international level. This respondent noted that with traveling reduced, and the fact that companies are decreasing the number of expatriate employees, face-to-face communication between employees will be far less frequent and commonly replaced by e-mail, teleconferencing, and perhaps other forms. How that affects relationships, motivation, and performance, he noted, has yet to be understood, but I-O psychologists may be able to play an important role here.

Completely independently of my inquiries, and in tandem with a more proactive approach, I received an e-mail, as did a number of other I-O psychologists, regarding a request from APA to help a government agency regarding psychological assessments. After some exchanges with Kurt Salzinger, who is the APA contact, it appeared that what was being requested was expert advice, in connection with 9/11, on how to detect whether someone is telling the truth or lying in a nonemployment context. Although there is a relatively large literature on faking in personality tests, there is almost no literature on the role of faking in the employment interview, despite the degree to which practitioners are concerned about deception in job candidates. However, from earlier literature reviews I have done, I recalled that there is some research in social psychology on this topic. An updated search revealed that there actually is a relatively large number of studies of quite recent vintage that examine how well observers can detect deception in a variety of contexts, which I have passed along to the appropriate parties. In addition to offering the literature on detection of deception, it would seem to me that I-O psychologists can contribute their expertise in designing training programs to help detect deception. In short, this is just one, rather unusual, way in which we may be able to help. I believe that we have a potential to make a number of unique contributions in the war against terrorism.

To summarize, I believe that the answer to the question posed in the title of this column is a clear "yes." What do you, my esteemed reader, think? Please feel free to disagree! I am particularly interested in hearing from I-O psychologists (and future I-O psychologists as well) who are from other parts of the world. How do you think you might contribute to your country's efforts to combat terrorism? Can I-O psychology be of value where you live? Please let me know what you think. You may e-mail me at mharis@umsl.edu, call (314-516-6280), fax (314-516-6420), or snail-mail me, Michael Harris, College of Business Administration, University of Missouri-St. Louis, St. Louis, MO 63121.

I would like to thank the following individuals for their help in preparing this column: **Carl Greenberg**, AON; **Michael Trusty**, Bank of America; and **Seth Zimmer**, BellSouth.

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What SIOP is Doing to Increase the Visibility of I-O Psychology

Gary W. Carter
Personnel Decisions Research Institutes, Inc.

In the SIOP Membership Survey conducted in 2000, two of the three lowest-rated areas of membership satisfaction concerned the visibility of SIOP. One of those areas was "Promoting I-O to business" and the other was "Promoting I-O to other areas of psychology" (Waclawski & Church, 2000). The lowest-rated area of membership satisfaction was with hotel room availability at the conference. As incoming chair of the Ad Hoc SIOP Public Policy and Visibility Committee at the time the 2000 survey results were released, I was not pleased that satisfaction with SIOP visibility was nearly as low as satisfaction with conference hotel room availability.

Since the time that survey was conducted in early 2000, SIOP has worked actively to improve the visibility of I-O psychology. In this article, I discuss the role of the SIOP Visibility Committee, and I describe some of the visibility-related activities that SIOP has undertaken over the past 2 years.

Role of Visibility Committee

In 2000, a decision was made to focus the efforts of the Public Policy and Visibility Committee on visibility-related issues rather than on public policy issues over the near term. There was a clear need for concrete steps to be taken in this arena, and there were many concrete steps that it was feasible for SIOP to take. In light of this sharpened focus, the name of the committee was changed to the Visibility Committee. The purpose of the Visibility Committee is *to increase the visibility of the research and activities of SIOP members, and of SIOP as an organization, to business leaders, public policy officials, and the general public*. The committee's efforts over the past 2 years have focused on initiating activities that enhance the visibility of SIOP and of SIOP members in a positive way and on establishing processes to ensure that visibility-related activities initiated by the committee or by the SIOP Administrative Office are conducted on an ongoing basis.

SIOP's Visibility-Related Activities

A number of visibility-related activities have been undertaken by the committee and by the Administrative Office over the past 2 years. Some of these activities are described below. While this list of activities is not exhaustive (there are other visibility-related activities being conducted that are not mentioned in this article), it does provide a flavor for the kinds of activities and initiatives being undertaken to increase the visibility of I-O psychology.

- The Administrative Office established an online Media Resources Service that allows media representatives to directly access contact information regarding SIOP members who have expressed interest in serving as resource persons for the press. SIOP members complete an online form providing information about their areas of expertise, and this information is made available to the press. If you would like to serve as a resource person to the media, please complete the Media Resources Form that is on the SIOP Web site.
- The Administrative Office and SIOP Media Consultant Clif Boutelle have developed a press contact list including contact information on over 200 media representatives with an interest in workplace issues. This list is being continuously updated and is used frequently in “getting the word out” about I-O psychology.
- Press releases regarding the work of SIOP members are being prepared and distributed to the press on an ongoing basis. These press releases are prepared by committee member **Rob Ployhart**, students at George Mason University and the University of Maryland, and Clif Boutelle. These press releases are distributed to the persons on the press contact list and are also available on the SIOP Web site.
- SIOP Conference presentations and papers that are likely to be of interest to the press are identified by the Visibility Committee, and information about these presentations and papers is provided to media representatives through press releases and telephone contacts made by Clif Boutelle. Special attention is given to attracting the attention of local media in the city in which the conference is being held.
- SIOP subscribes to Profnet, a service used by media representatives to identify experts in specific areas as they are preparing stories. Consultant Gardner McLean scans Profnet on a regular basis, and responds to inquiries that are relevant to areas of expertise of SIOP members.
- Committee member **Elizabeth Kolmstetter** is coordinating with *APA Monitor* representatives to ensure that the I-O “voice” is heard in *Monitor* stories on psychology in the workplace. The July/August 2001 issue of the *Monitor* described the work of several SIOP members. This was due in large part to Elizabeth’s efforts.
- Committee member **Chris Rotolo** is leading a task force on “branding.” This task force is examining issues such as the SIOP brand image, strengths and weaknesses of that image, whether the current SIOP brand image reflects SIOP’s mission, goals, and values, and whether there are gaps between SIOP’s current brand image and brand intent. This effort is expected to help ensure that a coherent message that is in line with SIOP’s mission, goals, and values is communicated to the public.
- A **SIOP Members in the News** column appears in each issue of *TIP*. This column, prepared by committee members **Anne Marie Carlisi** and **Bev Dugan**, provides information about stories that have appeared

in the media in which SIOP members are quoted, or the work of SIOP members is discussed. With each issue of *TIP*, this column seems to get longer. We attribute this, at least in part, to SIOP's success in building relationships with media contacts and actively working with the media. If you see stories in news outlets that describe the work of SIOP members, please contact the Administrative Office to let them know about these stories.

If You Are Contacted

If you are contacted by the press or by a SIOP representative who is preparing a press release, we urge you to do two things. First, respond promptly. Reporters work against extremely tight deadlines. The vast majority of media representatives simply can't wait 3 days for a return call. Second, articulate the practical relevance of your work in language that is compelling and comprehensible to the public. I suggest that you think through how to do this now, so that you will be ready if you are contacted by the media.

Closing Thoughts

It takes time to build relationships with media representatives and to become widely known as an organization that can be counted upon to provide timely and relevant information to the media on workplace issues. Over the past 2 years, we have made significant progress, but we still have far to go. The persistence of SIOP members, and of SIOP as an organization, in demonstrating the relevance of our work and in building long-term relationships with the media will drive our success in this arena over the long run.

As my term as chair of the Ad Hoc Visibility Committee comes to an end, I would like to thank SIOP Administrative Office Director Lee Hakel and SIOP Media Consultant Clif Boutelle for the critical role they have played in SIOP's visibility-related efforts. I appreciate their work, the work of Visibility Committee members Anne Marie Carlisi, **Jose Cortina**, Bev Dugan, **Sandy Fisher**, Elizabeth Kolmstetter, **David Oliver**, Rob Ployhart and Chris Rotolo, and the work of consultant Gardner McLean. Finally, a special word of thanks to the students from George Mason University and the University of Maryland who prepared many excellent press releases over the past 2 years.

Reference

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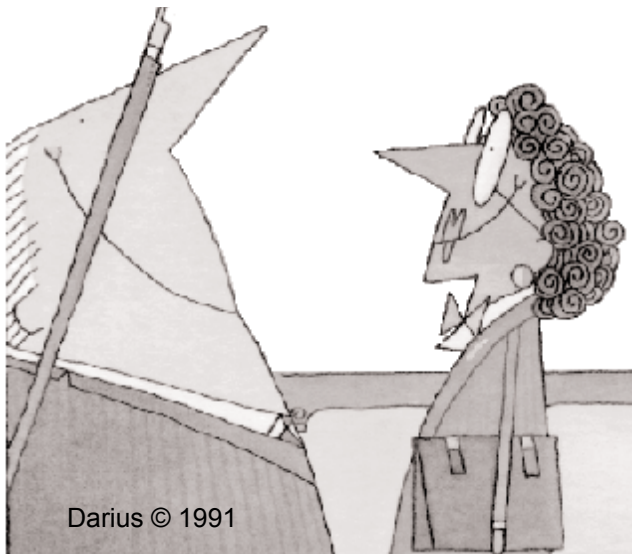
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SIOP MEMBERS IN THE NEWS

Clif Boutelle
SIOP Media Consultant

Beverly Dugan
HumRRO

Over the past year, this column has reported on news articles in which SIOP members' expertise is cited. Such information provides some indication of the extent to which SIOP members are sought out by the media. Contributing to news articles and reports is one way we can provide more visibility for our profession and what we do.

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

The December 2 *Toledo Blade* featured a major piece on I-O psychology and SIOP entitled "Helping America's Workplace Cope." Written by Gary Pakulski, the article describes the SIOP operation and how its members contribute to understanding the workplace. Lee Hakel, director of SIOP's Administrative Office in Bowling Green, Ohio, was quoted extensively. The article also carried comments by **Milt Hakel**, professor of psychology at Bowling Green State University, as well as SIOP President-Elect **Ann Marie Ryan** of Michigan State University and **Bill Macey**, current SIOP president and CEO of Personnel Research Associates in Arlington Heights, Illinois.

Jennifer George, the Mary Gibbs Jones professor of Management at Rice University, was featured in a column on job satisfaction written by Gannett News Service's Anita Bruzzese that appeared in the December 24 *Lansing State Journal*. George noted that job satisfaction can be contagious through coworkers who are helpful and supportive and through a management style that promotes a culture that tells workers their creative ideas are important and recognizes achievements.

Christina Williams, a managing director for RHR International, contributed to a "Managing Your Career" column in the January 8 *Wall Street Journal*. The column, by Joann S. Lublin, focused on how employees can handle constantly changing supervisors. Williams provided tips on things workers can do to smooth the change process.

Comments by **Brian Stern**, vice president for consulting-Americas at Saville & Holdsworth Ltd. in Cleveland, Ohio, were included in a *USA Today* story (January 15) about the current trend of workers negotiating severance packages when they are hired. Because of the unstable job market, due to downsizing and corporate bankruptcies, workers no longer assume they are going to work for a company for a long period, Stern said, adding that workers are saying they are assuming risk when they take another job

and they want some assurances they won't suffer serious financial blows if they suddenly find themselves without a job.

An article in *E-Cruiting Magazine* on testing quoted **Richard Jeanneret** of Jeanneret & Associates in Houston and **R. Wendell Williams** of Scientific Selection.com of Acworth, GA. Testing is probably the best strategy for predicting job success, they say. Williams noted that hiring isn't the only place where testing is a good selection technique. It can also be used in promotions, transfers, career planning, mergers and reorganizations, adds Williams.

Mitchell Marks, a San Francisco-based I-O psychologist and consultant, is frequently called upon by the media to comment on workplace issues. He was the featured subject in a September 25 column by Nancy Redwine in the *Santa Cruz (California) Sentinel* and was quoted extensively about how people were likely to be affected on the job by the events of September 11. For a story on *ABC News.com* he offered comments on the phenomenon of employees who survive downsizing suffering a variety of health problems. He suggested workers make use of Employee Assistance Programs. "Control your emotions before they control you," he advised.

For a story in the January 1 (2002) issue of *CIO Magazine* about how chief information officers can get the credit they and their staffs deserve, Marks provided several tips. The article noted that often other executives in the organization are far removed from IT and do not know what is going on and they don't know when a success has been achieved. Marks said that technology, in general, attracts more of an introverted type of person. However, there are steps they can, and should take, to bring some recognition, in a discreet way, to the IT team and its efforts.

Steven G. Rogelberg, associate professor of I-O psychology and director of The Institute of Psychological Research and Application at Bowling Green State University, was quoted in an article in the January 30 issue of the *Detroit Free Press*. The article by Hugh McDiarmid Jr., describes stress among employees in animal shelters whose duties include euthanizing unwanted animals. Rogelberg's survey research on this topic has shown that employees involved in euthanasia report "headaches, irregular eating habits, trouble sleeping, work-family conflicts, and difficulty enjoying daily activities."

Research by **Wayne Cascio**, a professor of management at the University of Colorado at Denver, was cited in a February 4 *Fortune* magazine article about downsizing. Cascio, who has been studying industry layoffs for the past 18 years, noted that while downsizing can boost stock prices initially, it doesn't lead to greater profits primarily because remaining workers often have to cope with survivor syndrome (the anger, fear, anxiety, and frustration that can follow mass layoffs).

David Arnold, vice president of development and professional compliance at Reid London House in Chicago, was quoted in the February 2002 issue of *HR News*. In the article entitled "Tight-Knit Reference Checks

Rise,” he discussed the use of personality tests for screening job applicants. Arnold, who is also an attorney, noted that the legal issues surrounding testing are generally the same as those issues raised by interviews, background checks and other human resources tools.

The January 27 issue of the *Lansing State Journal* carried a story about workplace crime and falsified or stolen identities. It featured **Judith Collins**, an associate professor in the School of Criminal Justice at Michigan State University, who is widely sought after by businesses and law enforcement units to assist them in tracking down white collar criminals. She said that identity theft costs taxpayers “billions of dollars” and the potential for greater crimes is increasing. “We’re only seeing the tip of the iceberg,” she said.

Pete Meyer, president of MDA Consultants in San Bruno, CA, served as a featured resource for an article about executive searches in the January issue of *Human Resource Executive*. He warned that resumés may contain cleverly worded, but misleading, descriptions of a candidate’s qualifications and background.

As Ann Marie Ryan noted in the *Toledo Blade* article described at the beginning of this column, increasing the visibility of I-O psychology will continue to be a SIOP goal. This column serves that goal by documenting examples of SIOP’s exposure to an audience outside our profession. The completeness of our documentation depends in part on the SIOP Membership. We rely on you to let us know when you or a SIOP colleague is in the news. If you are quoted or see that a colleague is, please take a moment to forward that information to the SIOP Administrative Office. You can send copies of articles to 520 Ordway Avenue, P.O. Box 87, Bowling Green OH 43402, or tell us about them by e-mailing Lhakil@siop.bgsu.edu or fax to (419) 352-2645.

Secretary's Report

Janet Barnes-Farrell

The winter meeting of SIOP's Executive Committee was held on January 11–13, 2002 in Toronto, Ontario, Canada. Highlights of decisions and topics of discussion at the meeting follow.

Tim Judge presented the nominees and recommendations of the Awards Committee for 2002 SIOP awards. Recipients of 2002 awards were approved; they will be announced at the annual conference in April.

Jan Cleveland presented candidates for Fellow of the Society and the recommendations of the Fellowship Committee. The Executive Committee voted to award Fellow status to six Members of the Society.

The *Principles* revision is on track. The *Principles* Revision Committee is incorporating comments from the Review Panel and the Executive Committee into the next draft, which will be made available to the membership before the annual Conference for public comment.

The application for reapproval of our status as a specialty has been submitted to the Commission for the Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP).

The member survey went out on January 11; responses have been requested by February 8. The conference survey will take place separately, at a later point in time.

Continuing Education credits will be offered for participation in either of two master tutorials on the Annual Conference Program. This is an experimental program; responses will be evaluated for future planning.

A discussion of the budget focused on strategies for expense reduction and spending philosophies. The annual conference and workshops are particular targets for such reductions. Another rising source of expense is new projects that represent electronification of current SIOP services and introduction of new electronic services. We have core services supporting this electronically; it was recommended that we not introduce new electronic projects until these services have stabilized.

The Long Range Planning Committee presented its sunset reviews of several ad hoc and standing committees. The Executive Committee voted to accept the recommendations to continue Visibility and APA/APS Relations as ad hoc committees for an additional 2 years and to continue the Professional Practice Series and Frontiers Series standing committees.

There was continued discussion of ways to meet the needs of student members. A planned electronic student discussion list (SIOP–SDL) is currently pending approval by APA. Previous agreements regarding how students can participate in a formal (and informal) way in SIOP committee work were reviewed and discussed.

Discussion of how to recruit appropriate authors and whether to provide financial compensation to authors for the new Professional Practice Series Solutions Series was continued from the fall Executive Committee meeting. A motion to offer no royalties to authors of the Solutions Series was passed.

Bill Macey led a discussion of electronic communications policies for the Society. The significance and frequency of e-mail distributions to the membership were identified as relevant issues. The policy adopted for approving e-mail distribution of information to the membership is as follows: The content must be relevant to most of the membership. In addition, it must further the goals of the Society and may require action on the part of Society members.

Additional discussion focused on electronification of SIOP services and priorities for the SIOP Web site, which is currently being redesigned. It was agreed that highest priority should be given to developing functions that are highly robust; new applications should be given lower priority.

The number of seats in APA Council has been increased from 3 to 5, based on the most recent APA apportionment ballot results.

Bill Macey announced that the proposal for an International Web Directory has been approved by the SIOP Foundation, and the Society has been asked to proceed with implementing the proposal.

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



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BRINGING THE WORLD CLOSER TO YOU

Report from APA Council of Representatives

Kevin R. Murphy
Representative to APA Council

APA Council met February 15–17, 2002 and was briefed on a wide range of topics. Three issues received considerable attention and seem particularly relevant to SIOP.

Compendium of Research and Practice that Makes a Real Difference

Philip Zimbardo took over as APA President. His major initiative is a “Call to Accountability,” asking psychologists to focus on how psychology has been used to make a difference in people’s lives. The focus will be on identifying research and applications that have been empirically demonstrated to make a meaningful difference in people’s lives. This initiative will involve identifying specific studies that lead to meaningful outcomes (better health, improved safety, etc.) and areas where psychology has made a difference in the real world. There is a Web-based survey (<http://research.apa.org/survey/compendium>) that asks for examples, which will be compiled into a compendium.

Because much of what I-O psychologists do makes a real difference, we urge SIOP Members to respond to this survey. A compendium of examples of psychology making a real difference should certainly include a wide range of I-O research and applications.

Financial State of APA

Council was briefed on the financial state of APA. In 2001, APA’s revenues were slightly under \$85 million and expenses were slightly over \$90 million. This \$5 million deficit is due to a variety of factors, including a major decline in licensing revenues and lower turnover than normal. The net worth of APA is still substantial (nearly \$40 million in 2000), which means that APA is not in immediate financial trouble. Licensing revenues (e.g., from electronic versus paper publishing products) are becoming increasingly difficult to predict, and APA will carefully monitor revenues throughout the year with the possibility that APA expenditures may be cut substantially during the year if the revenue shortfall continues.

Council debated a resolution setting a limit on the deficit APA would be allowed to run in 2002 (the projected deficit for 2002 will be over \$1.5 million) and authorizing the management of APA to take necessary action to keep the deficit from exceeding this projection.

APA Ethics Code Revisions

Council received a briefing on the progress of the revision of the Ethics Code. This has been a 5-year process that is now in its sixth draft. The Ethics

Code Task Force will hold its final review of comments in April and asks that any comments on the current draft be submitted by March 15. A final draft is expected to be submitted for Council approval in August of 2002.

The current draft of the Ethics Code is available at www.apa.org/ethics. This Web site includes the ethics code, a history of its revisions, and forms for submitting comments. Several of the proposed principles are potentially relevant to the activities of I-O psychologists. SIOP Members are especially encouraged to look at principles 3.01, 3.10, 3.11, 4.07, 8.01, 8.02, 8.03, 8.05, 8.08, 9.01, 9.02, 9.03, 9.05, 9.06, 9.07, and 9.10. SIOP has provided input on several of these principles, and the Ethics Task Force has been highly receptive to our suggestions. This is our last opportunity to provide input to this vital document, and we urge SIOP Members to take a careful look and to provide input as appropriate.

IT'S TIME TO UPDATE



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Planning for Chicago—SIOP's Program at APA

Rosemary Hays-Thomas
University of West Florida

As I write this, we are putting the finishing touches on the SIOP portion of the APA program to be presented next August in Chicago. This year the convention has been restructured with three types of programming: regular divisional programming, APA-wide sessions, and newly-conceived "cluster" programming designed by groups of divisions. Division 14 is assigned to Cluster B, along with Div. 5 (Measurement), Div. 13 (Consulting), Div. 19 (Military), Div. 21 (Applied Experimental and Engineering), and Div. 23 (Consumer Psychology).

One effect of the restructuring is that there will be fewer competing programs. In addition, the convention has been shortened to 4 days, ending on Sunday. Blessedly, all substantive programming will be scheduled in one place (The McCormick Center), so conventioners won't spend more time walking or on busses than they do in sessions! We hope this will lead to a more pleasant and productive convention experience for those of you who attend.

There is much of interest for SIOP members at this year's convention. Besides our regular divisional programming outlined below, there is Cluster B programming on fairness and on technology (with several SIOP members presenting). For those of you who are licensed (or just want to update) there are expanded opportunities to earn CE credits. And there is relevant divisional programming organized by kindred divisions such as Divs. 5, 8, 9, 17, 19, 21, and others. In the Convention Program you will see Div. 14 colisted on sessions organized by other divisions when they seem relevant for our members.

Outlined below are CE workshops, followed by our SIOP programming and the Cluster B program. These are listed as we have submitted them. The days and times of sessions may be altered between now and the program publication, so updated information will appear in the July issue of *TIP*. But this should get you started on your plans to attend the Chicago meeting!

CE Workshops

Introduction to Cognitive Ability and Personality Testing for Employment Decision Making, **Ann Marie Ryan** and **Wanda Campbell**
Human Factors

SIOP Divisional Programming

Thursday, August 22, 8–10 a.m.

Symposium *Graduate Study in I-O Psychology: The Issue of Student Funding*, **Alice F. Stuhlmacher**, **Jane A. Halpert**, **Sebastiano A. Fisicaro**, **Maryalice Citera**, and **Keith A. Carroll**

Practitioner Forum *Going High-Tech: Implications of Technology for Federal Hiring*, **Margaret G. Barton**, Andrea J. Bright, Ernest M. Paskey, **John M. Ford**, J. Patrick Sharpe, and Vera A. Garcia

Friday, August 23, 8 a.m.–3p.m.

Executive Coaching Workshop *Professional Issues and Practice* (4 hours), **Vicki V. Vandaveer**, **David B. Peterson**, and Karol M. Wasylyshyn

Poster Session (A partial listing)

- *Using Scenario Responses for Scoring Situational Judgment Tests*
- *MMPI Scales and Performance on Preemployment Selection Tests; Procedural and Distributive Justice Perceptions in Selection Testing*
- *Personality Characteristics of our Future Leaders...Or Managers?*
- *Proactive Personality in a Mediation Model of Job Transition Coping*
 - *Role of Dispositional Aggressiveness and Organizational Injustice in Deviant Workplace Behavior*
- *The Assessment of Behavior-Based Interrole Conflict*
- *A Stress-Appraisal Framework of PTSD-Related Responses to Workplace Aggression*
- *Mediating Effects of Intervention on Salivary Cortisol in Railroad Workers*
- *Relationships and Negotiation: Meta-Analyses and a Path Model*
- *Management Development: Personality, g, and Managerial Support*
- *Leadership Efficacy, Gender, and Leader Emergence: A Comparison of Communication Medium*
- *Computer Self-Efficacy and Anxiety as Predictors of Computer Performance*
- *Development of a Systems Model for Preventing Medication Errors*
- *Proactive Personality as a Predictor of Professional Updating*
- *What's All the Buzz about Vibro-Tactile Cueing?*
- *Organizational Energy Conservation: Assessing Knowledge, Attitudes, Social Norms and Behavior*
- *RealTime Patient Satisfaction Improvement Process*
- *The Effects of Criticality and Justice on Service Recovery*
- *An Identity Crisis: All of Psychology is Not the Same*

- *Click...The Boss is Coming! Managing Employee Internet Abuse*
- *Using Structural Equation Modeling to Validate a National Certification Exam*
- *Constructions of Organizational Fit Among Research University Faculty*
- *It's Lonely at the Top: Executives' Emotional Intelligence Self [Mis]perceptions*
- *Personal Motivations and Leadership Styles in Organizational Settings*
- *Finding a Place for Emotion in I-O Theory and Practice*
- *Examining the Interaction Between Goal Orientation and Ability*
- *Harnessing the Personality Qualities of the Extrovert in the Workplace*
- *When Work and School Clash: A Model of Interrole Conflict*

Symposium *Beneath the Numbers: Factors Influencing the Psychometrics of Multisource Ratings*, **Robert B. Kaiser, S. Bartholomew Craig, Nambury S. Raju, Sylvia G. Roch, Larry L. Laffitte**, Michael A. Barr, Anthony R. Paquin, **Roseanne J. Foti, Francis J. Yammarino**

Workshop *Helping Employees Deal with Change in the Workplace*
Terrence J. Neary, Kalpana Rao, Carlissa R. Hughes

Social hour 4–7 p.m., cosponsored with Divisions 19 (Military) and 21 (Applied Engineering).

Saturday, August 24, 1–3 p.m.

Workshop *Being Inclusive at Work: Impacts on Individual and Organizational Effectiveness* (2 hrs), **Bernardo M. Ferdman** and **Martin N. Davidson**

Social hour Sponsored by Div. 5, Measurement.

Sunday, August 25, 8 a.m.–2 p.m.

Symposium *Emerging Directions in Work and Family Research*, **Angie L. Lockwood, Wendy J. Casper, Lillian T. Eby, Jennifer E. Swanberg, Debra A. Major, Suzanne M. Clark, Rebekah A. Cardenas**, Terri McKinstry, Darren Ritzer, **Louis C. Buffardi, Kevin Eric Fox, Traci M. Sitzmann**, Ann L. Landy, **M. Evalena Ascalon, Julian Barling**

Panel *Strategies for Teaching Industrial-Organizational Psychology*, **Nancy J. Stone, Allen I. Huffcutt, Elizabeth L. Shoenfelt, Janet L. Kottke, Laura L. Koppes**

Symposium *Unproctored Internet Testing and Interviewing: Emerging Trends and Issues*, **William Shepherd**, Kevin Wooten, Jana Fallon, **Jim Beaty**

Paper Session · *International Issues in I-O: Motivating Knowledge Sharing Among Fortune 500 Oil Refinery Employees in India*, Dishan Kamdar, Ho-Beng Chia, **Glenn J. Nosworthy**, and Yue-Wah Chay
· *Sensation Seeking Influences on Workplace Learning and Performance*, **Thomas G. Reio, Jr.**, Joanne Sanders-Reio
· *Psychophysiological and Psychosocial Indicators of Stress in Portuguese Health Professionals*, **Scott E. McIntyre**, Teresa M. McIntyre, Vera Araujo-Soares, Margarida Figueredo, Derek Johnston
· *Rumor Control Strategies with French Consumer Goods Firms*, Allan J. Kimel and Anne-Francoise Audrain

Symposium *Attitude Strength and Structure: Implications for I-O Research*, **Joseph W. Huff**, **Deidra J. Schleicher**, **Chris Parker**, Steven Wagner, Nicholas Gronow, Stephanie Morlan, **Larissa Phillips**, **Melissa Brittain**, **John Watt**, **Gary Greguras**, **Howard Weiss**

Cluster B Programming
Thursday, August 22, 1–6 p.m.

Playing Fair: Juggling Multiple Views of Fairness

This first section of programming by Cluster B is intended to explore the concept of fairness from various perspectives represented by and relevant to the divisions in our cluster. We begin with a noted journalist's thoughtful perspective on the notion of fairness as it is seen by the average working person. Studs Terkel will be interviewed by an associate, with questions provided by members of our cluster. The programming then turns to a panel whose members represent the various viewpoints of measurement, industrial/organizational, applied experimental, military, and consulting psychology, addressing the manner in which fairness is addressed in their areas of expertise. Next, two attorneys will discuss fairness and ethics as psychologists will see them in the arenas of practice and education. Finally, the programming closes with a Continuing Education workshop by **Kevin Murphy** covering fairness in the measurement of human attributes.

1:00–1:50 *A Conversation with Studs Terkel: The Working Person's View of Fairness*

2:00–3:30 *Multiple Views of Fairness: What's Hot (and What's Not) in the Division*; Chair: **Rosemary Hays-Thomas**; Pan-

elists: **Wayne J. Camara**, *The View from Measurement*, **Kecia M. Thomas** and **Harriet Landau**, JD, *The View from Industrial-Organizational Psychology*, Alan Lesgold, *The View from Div. 21: Fairness in Education and Training* Janice H. Laurence, *The View from the Military: Gender and Race/Ethnicity*, Gregory Pennington, *The View from Consulting Psychology*

3:30–4:20 *When Ethics and Law Collide: Issues from Education and Practice*; Chair: Mark Appelbaum; Panelists: Steve Behnke, JD or Billy Henefeld, JD, Director of APA Ethics Office, Director of Legal and Regulatory Affairs, APA, Second panelist to address educational issues-TBA

4:30–6:00 *Figuring Fairness: A Workshop on Item Fairness* (CE awarded); Presenter: Kevin R. Murphy

Saturday, August 24, 8 a.m.–1 p.m.

Psychotechnology

Keynote Address *Technology: Challenges and Opportunities*, David Woods, Ohio State University Institute for Ergonomics. Chaired by Doug Griffith

Panel Discussion *Technological Implications for Organizational, Consumer, Military, and Engineering Psychology*; Chair: Doug Griffith; Panelists: **Frank Landy**, **William Macey**, Allen Parchem, Alan Nicewander

Video/Poster Session *Psychotechnology*
Demonstrations and discussions about human factors research; Participants: Doug Griffith, Steven Kass, David Diamond, others

Closing Wrap-Up Conversations with all of the above, plans for light fare and libations.

Come to Chicago next August and see what you think of the new, revised convention format. We hope to see you there!

Update on APA's Decade of Behavior Initiative

Sandra L. Fisher

Personnel Decisions Research Institutes, Inc.

The Decade of Behavior is a multidisciplinary initiative sponsored by APA that is intended to highlight how research in the behavioral and social sciences can and does address many of our nation's toughest challenges. SIOP is one of 64 endorsing organizations involved in the Decade of Behavior. According to Decade of Behavior coordinator Keren Yairi,

With the recent terrorist attacks on our country, each of the initiative's five themes—safety, health, education, prosperity, and democracy—have taken on an even more exceptional relevance. The Decade is an ideal vehicle to demonstrate how behavioral and social science findings can help save lives and enable us to understand, prevent, or prepare for a wide range of disasters.

In the first year of this initiative, a number of programs have been launched including

- ***Distinguished Lecture Program***, which provides support for major addresses on Decade themes at professional meetings of endorsing organizations to showcase research that stretches traditional disciplinary boundaries;
- ***Exploring Behavior Week***, an annual outreach program that introduces the behavioral and social sciences to secondary school students;
- ***Smithsonian Lectures***, a public information program sponsored in conjunction with the Smithsonian Associates that offers public lectures related to Decade themes; and
- ***Policy Seminars***, an effort to translate research into action by informing key individuals in the government and media about the importance of behavioral and social sciences.

One program that may be of particular interest to SIOP members is ***FundSource***, a Web search tool for locating funding opportunities in the behavioral and social sciences. FundSource provides access to a database of foundations, federal agencies, and international funding sources, as well as direct links to funding source Web pages (www.decadeofbehavior.org/fundsource/).

The Decade of Behavior is also initiating a ***Research Awards*** program. Each year, endorsing societies such as SIOP will be invited to nominate research that has had a significant, demonstrable impact on public policy or common behavioral practice in each of the Decade theme areas. Selected nominations will receive an award and will be featured at a forum for public policy makers.

Visit www.decadeofbehavior.org for more information about the Decade of Behavior.

Occupational Health Psychology: I-O Psychologists Meet with Interdisciplinary Colleagues to Discuss This Emerging Field

Heather Roberts Fox
Towson University

Paul E. Spector
University of South Florida

Twenty-six educators, researchers, and practitioners (about half of whom were I-O psychologists) gathered on the campus of the University of South Florida in early December to discuss the emerging field of occupational health psychology (OHP). This interdisciplinary field, defined by the National Institute for Occupational Safety and Health (NIOSH) as “the application of psychology to improving the quality of worklife and to protecting and promoting the safety, health, and well-being of workers” combines I-O psychology with health-related psychology areas (e.g., clinical and counseling) and other disciplines. The stakeholders from multiple disciplines in the United States were joined by Eusebio Rial-Gonzalez (European Academy of Occupational Health Psychology) and Takashi Haratani (Japanese Society of Mental Health) to discuss common goals and initiatives in OHP. Of particular interest was discussion of OHP training, which today exists as part of I-O, clinical, and counseling psychology graduate programs and other disciplines in the U.S. at a handful of universities.

There was considerable agreement among the stakeholders at this workshop that the field of psychology possesses the requisite expertise in work organization, occupational stress, health, and mental health that the more generic occupational safety and health field has been lacking. I-O psychologists are poised to play a major role in OHP, as many, whether they realize it or not, already have been engaged in both OHP practice, research, and training through their work in employee well-being, occupational stress and workplace safety. I-O psychologists have skills directly relevant to OHP, including employee assessment, job design, organization development, and training. Psychologists in other areas bring additional critical skills as well. Counseling psychologist **Jo-Ida Hansen** (University of Minnesota) observed during the meeting that the work of OHP psychologists is a natural



Stacy Moran, St. Paul Fire & Marine (left), and **Judith Holder**, Duke University Medical Center, discuss career opportunities for occupational health psychologists.

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extension of the historical emphasis of counseling psychology on career development, assessment, problem solving for normal development issues, vocational psychology, and therapeutic interventions. Health psychology and clinical psychology have also provided expertise on stress, health, and mental health. However, as NIOSH researcher Joseph Hurrell pointed out during a workshop presentation on the public health perspective of OHP, there remains a large disconnect between these fields of psychology and general occupational health. He added, "Psychologists need to make the relevance of OHP clear to the field of occupational medicine by focusing on outcomes of public health significance."

This gap between occupational health and behavioral science has been acknowledged repeatedly by authorities as a subject of concern. In a formal attempt by the psychology community to bring the expertise and resources of psychologists to the occupational safety and health field, NIOSH and APA launched a series of initiatives between 1990 and 1999 to promote the new area of OHP. Four international conferences on work, stress, and health were convened; the *Journal of Occupational Health Psychology* was founded; NIOSH, together with labor and industry stakeholders, placed the topic of work organization among its highest research priorities; a program to fund postdoctoral training in OHP at major universities was implemented and eventually superseded by the funding of graduate training in psychology to prepare psychologists to understand and influence factors affecting occupational safety and health.

Graduate Level Training in OHP

Eleven universities from around the country have received funds from a cooperative agreement between APA and NIOSH to develop graduate level training in OHP, and in most cases these efforts are in part outgrowths of existing I-O and other psychology programs. Universities funded from 1998–2001 were Bowling Green State University, Kansas State University,

University of Minnesota, Clemson University, Tulane University, University of Houston, Portland State University, University of California–Los Angeles, Colorado State University, University of South Florida, and University of Texas at Austin.

Over the past 4 years, the faculty at these institutions have worked intensively to shape multidisciplinary curricula in work organization, stress, and health for training students in psychology and other related fields. Descrip-



Lois Tetrick, University of Houston (left), and Richard Shell, University of Cincinnati, look on as Leslie Hammer, Portland State University describes her department's efforts to develop an OHP curricula

tions of their programs can be viewed on the OHP Web site at www.cdc.gov/niosh/ohp.html. The December workshop in Tampa provided an appropriate forum for the faculty to share their experiences with one another and formalize the future of education and training in OHP.

OHP Workshop Highlights and Action Steps

Facilitated discussions during the workshop centered around five major themes: (a) building an external demand for occupational health psychologists; (b) research needs and funding resources; (c) candidates and qualifications of students; (d) essential training curricula; and (e) resources and materials for training purposes.

One of the key issues raised centered on the topic of practice opportunities in the field of OHP. "Opportunities for occupational health psychologists are as varied as the curricula," said **Stacey Moran**, an I-O psychologist with St. Paul Fire and Marine Insurance. "There is not a single company that would not benefit from someone with this particular training. However, it is difficult to pinpoint exactly what an occupational health psychologist is because they are skilled in so many areas."

Another serious topic of discussion addressed the difficulty in getting research conducted on workplace well-being funded, particularly by the National Institutes in the United States. **Paul Spector** commented that the review panels of many of the National Institutes do not consider workplace research to be "science." Applied research is funded to a much greater extent by government funding agencies in other countries.

A number of action steps related to the five discussion topics emerged from the points raised during the weekend meeting:

- Appoint a working group of psychologists to define the knowledge, skills, and abilities most in demand to fulfill business needs in occupational safety and health.
- Take proactive steps to increase the number of OHP stakeholders appointed to editorial review panels of journals, grants, and other research outlets.
- Partner with other disciplines in occupational safety and health to plan research projects and submit proposals to funding agencies.
- Recruit undergraduate and graduate students from multiple disciplines to complete the curricula in OHP.
- Develop continuing education courses on OHP topics to facilitate the cross-training of



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Carla Smith, Bowling Green State University, facilitates the workshop panel discussion on career paths for the future occupational health psychologist.

psychologists already licensed to practice in their states.

- Appoint a working group of current university faculty to review OHP course offerings and develop a subset of competencies that students should have.
- Develop OHP courses that are specifically aimed at nonpsychologists.
- Compile a master list of suggested readings, textbooks, Web sites, and databases that are accessible to OHP training programs to ensure adequate coverage of topics considered important for the curricula.



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All eyes are on **Peter Chen**, Colorado State University as he wraps up the workshop by identifying future directions for the field of occupational health psychology.

The meeting concluded with the appointment of small working groups to tackle the proposed plan of action. APA and NIOSH hope that another meeting can be organized during summer 2002 to continue plans to formalize the discipline. These meetings will further the efforts of psychologists to gain recognition for OHP within the field of psychology and increase visibility in other areas of occupational safety and health.

Note: For more information on occupational health psychology, visit the OHP Web site at www.cdc.gov/niosh/ohp.html.



Emotions in the Workplace: Understanding the Structure and Role of Emotions in Organizational Behavior

Edited by Robert G. Lord, Richard J. Klimoski, and Ruth Kanfer,
\$49.95, Coming March 2002, Organizational Frontiers Series

Implementing Organizational Interventions: Steps, Processes, and Best Practices

Edited by Jerry W. Hedge and Elaine D. Pulakos,
\$47.00, Coming April 2002 Professional Practice Series

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Call for Nominations and Entries
2003 Awards for the Society
for Industrial and Organizational Psychology

Timothy A. Judge, Chair
SIOP Awards Committee

NOTE THE DEADLINE
FOR RECEIPT OF NOMINATIONS
JUNE 1, 2002!

Distinguished Professional Contributions Award

Distinguished Scientific Contributions Award

Distinguished Service Contributions Award

Distinguished Early Career Contributions Award

S. Rains Wallace Dissertation Award

William A. Owens Scholarly Achievement Award

M. Scott Myers Award for
Applied Research in the Workplace

Send nominations and entries for all awards by **June 1, 2002** to:

Fritz Drasgow
Department of Psychology
University of Illinois
603 East Daniel Street
Champaign, IL 61820-6232

Nomination Guidelines and Criteria

Distinguished Professional Contributions,
Distinguished Scientific Contributions,
Distinguished Service Contributions, and the
Distinguished Early Career Contributions Awards

1. Nominations may be submitted by any member of SIOP, the American Psychological Association, the American Psychological Society, or by any person who is sponsored by a member of one of these organizations.

2. Only members of SIOP may be nominated for the award.
3. A current vita of the nominee should accompany the letter of nomination. In addition, the nominator should include materials that illustrate the contributions of the nominee. Supporting letters may be included as part of the nomination packet. The number of supporting letters for any given nomination should be between a minimum of three and a maximum of five.
4. Nominees who are nonrecipients of the Distinguished Scientific Contributions Award, Distinguished Professional Contributions Award, and Distinguished Service Contributions Award will be reconsidered annually for 2 years after their initial nomination.
5. Eight copies of all submission materials are required. Letters of nomination, vita, and all supporting letters (including at least three and no more than five) or materials must be received by **June 1, 2002**.

Administrative Procedures

1. The SIOP Awards Committee will review the letters of nomination and all supporting materials of all nominees and make a recommendation concerning one or more nominees to the SIOP Executive Committee. Two or more nominees may be selected if their contributions are similarly distinguished.
2. The Executive Committee may either endorse or reject the recommendations of the Awards Committee, but may not substitute a nominee of its own.
3. In the absence of a nominee who is deemed deserving of the award by both the Awards Committee and the Executive Committee, the award may be withheld.

Distinguished Professional Contributions Award

In recognition of outstanding contributions to the practice of industrial and organizational psychology.

The award is given to an individual who has developed, refined, and implemented practices, procedures, and methods that have had a major impact on both people in organizational settings and the profession of I-O psychology. The contributions of the individual should have advanced the profession by increasing the effectiveness of I-O psychologists working in business, industry, government, and other organizational settings.

The recipient of the award is given a plaque and a cash prize of \$1,000. In addition, the recipient is invited to give an address, related to his or her contributions, at the subsequent meeting of SIOP.

Criteria for the Award

The letter of nomination should address the following points:

1. The general nature of the nominee's contributions to the practice of I-O psychology.
2. The contributions that the nominee has made to either (a) the development of practices, procedures, and methods, or (b) the implementation of practices, procedures, and methods. If appropriate, contributions of both types should be noted.
3. If relevant, the extent to which there is scientifically sound evidence to support the effectiveness of the relevant practices, procedures, and methods of the nominee.
4. The impact of the nominee's contributions on the practice of I-O psychology.
5. The stature of the nominee as a practitioner vis-à-vis other prominent practitioners in the field of I-O psychology.
6. The evidence or documentation that is available to support the contributions of the nominee. Nominators should provide more than mere testimonials about the impact of a nominee's professional contributions.
7. The extent to which the nominee has disseminated information about his or her methods, procedures, and practices through publications, presentations, workshops, and so forth. The methods, procedures, and practices must be both available to and utilized by other practicing I-O psychologists.
8. The organizational setting(s) of the nominee's work (industry, government, academia, etc.) will not be a factor in selecting a winner of the award.

Distinguished Scientific Contributions Award

In recognition of outstanding contributions to the science of industrial and organizational psychology.

This award is given to the individual who has made the most distinguished empirical and/or theoretical scientific contributions to the field of I-O psychology. The setting in which the nominee made the contributions (i.e., industry, academia, government) is not relevant.

The recipient of the award is given a plaque and a cash prize of \$1,000. In addition, the recipient is invited to give an address that relates to his or her contributions at the subsequent meeting of SIOP.

Criteria for the Award

The letter of nomination should address the following issues:

1. The general nature of the nominee's scientific contributions.

2. The most important theoretical and/or empirical contributions.
3. The impact of the nominee's contributions on the science of I-O psychology, including the impact that the work has had on the work of students and colleagues.
4. The stature of the nominee as a scientist vis-à-vis other prominent scientists in the field of I-O psychology.

Distinguished Service Contributions Award

In recognition of sustained, significant, and outstanding service to the Society for Industrial and Organizational Psychology.

This award is given for sustained, significant, and outstanding service to SIOP. Service contributions can be made in a variety of ways which include but are not limited to serving as (a) an elected officer of the Society, (b) the chair of a standing or ad hoc committee of the Society, (c) a member of a standing or ad hoc committee of the Society, and (d) a formal representative of the Society to other organizations. The recipient is given a plaque and cash prize of \$1,000.

Criteria for the Award

The letter of nomination should address the nature and quality of the nominee's service contributions. A detailed history of the individual's service-oriented contributions should be provided. It should specify:

1. The offices held by the nominee.
2. The duration of his or her service in each such office.
3. The significant achievements of the nominee while an incumbent in each office.

Distinguished Early Career Contributions Award

In recognition of distinguished early career contributions to the science or practice of industrial and organizational psychology.

This award is given to an individual who has made distinguished contributions to the science and/or practice of I-O psychology within seven (7) years of receiving the PhD degree. In order to be considered for the 2003 Award, nominees must have defended their dissertation no earlier than 1996. The setting in which the nominee has made the contributions (i.e., academia, government, industry) is not relevant.

The recipient of the award is given a plaque and a cash prize of \$1,000. In addition, the recipient is invited to give an address that relates to his or her contribution at the subsequent meeting of SIOP.

Criteria for the Award

The letter of nomination should address the following issues:

1. The general nature of the nominee's contributions to science and/or practice.
2. The most important contributions to science and/or practice.
3. The impact of the nominee's contribution on the science and/or practice of I-O psychology, including the impact that the work has had on the work of students and colleagues.
4. The status of the nominee as a scientist and/or practitioner vis-à-vis other prominent scientists and/or practitioners in the field of I-O psychology.
5. While the number of publications is an important consideration, it is not the only one. An equally important criteria is the quality of the publications and their impact on the field of I-O psychology.

Documentation should be provided that indicates that the nominee received his or her PhD degree no earlier than 1996.

S. Rains Wallace Dissertation Research Award

In recognition of the best doctoral dissertation research in the field of industrial and organizational psychology.

This award is given to the person who completes the best doctoral dissertation research germane to the field of I-O psychology. The winning dissertation research should demonstrate the use of research methods that are both rigorous and creative. The winner of the award will receive a plaque, a cash prize of \$1,000, and the opportunity to present their dissertation research in a poster session at the next meeting of SIOP.

Criteria for Evaluation and Submissions

Dissertation summaries will be evaluated in terms of the following criteria:

1. The degree to which the research addresses a phenomenon that is of significance to the field of I-O psychology.
2. The extent to which the research shows appropriate consideration of relevant theoretical and empirical literature. This should be reflected in both the formulation of hypotheses tested and the selection of methods used in their testing.
3. The degree to which the research has produced findings that have high levels of validity (i.e., internal, external, construct, and statistical conclusion). The setting of the proposed research is of lesser importance than its ability to yield highly valid conclusions about a real-world phenomenon of relevance to the field of I-O psychology. Thus, the methods of the research (including subjects, procedures, measures, manipulations, and data analytic strategies)

should be specified in sufficient detail to allow for an assessment of the capacity of the proposed research to yield valid inferences.

4. The extent to which the author (a) offers reasonable interpretations of the results of his or her research, (b) draws appropriate inferences about the theoretical and applied implications of the same results, and (c) suggests promising directions for future research.
5. The degree to which the research yields information that is both practically and theoretically relevant and important.
6. The extent to which ideas in the proposal are logically, succinctly, and clearly presented.

Guidelines for Submission of Proposal

1. Entries may be submitted only by individuals who are endorsed (sponsored) by a member of SIOP, the American Psychological Society, or the American Psychological Association.
2. Each entrant should submit 10 copies of their paper (not to exceed 30 pages of double-spaced text) based on his or her dissertation. The name of the entrant, institutional affiliation, current mailing address, and phone number should appear only on the title page of the paper.
3. Papers are limited to a maximum of 30 double-spaced pages. This limit includes the title page, abstract, text, tables, figures, and appendices. However, it excludes references.
4. Papers should be prepared in accord with the guidelines provided in the current edition of the Publication Manual of the American Psychological Association. Note, however, that the abstract may contain up to 300 words.
5. The paper must be based on a dissertation that was accepted by the graduate college 2 years or less before **June 1, 2002**, with the stipulation that an entrant may only submit once.
6. The entrant must provide a letter from his or her dissertation chair that specifies the date of acceptance of the dissertation by the graduate school of the institution and that the submission adequately represents all aspects of the completed dissertation. In addition, the entrant must provide a letter of endorsement from a member of SIOP, the American Psychology Society, or the American Psychological Association who is familiar with the entrant's dissertation. Both of these letters may be from the same individual.
7. Entries (accompanied by supporting letters) must be received by **June 1, 2002**.

Administrative Procedures

1. All entries will be reviewed by the Awards Committee of SIOP.
2. The Awards Committee will make a recommendation to the Executive

- Committee of SIOP about the award winning dissertation and, if appropriate, up to two dissertations deserving honorable mention status.
3. The Executive Committee may either endorse or reject the recommendations of the Awards Committee, but may not substitute recommendations of its own.
 4. In the absence of a dissertation that is deemed deserving of the award by both the Awards Committee and the Executive Committee, the award may be withheld.

William A. Owens Scholarly Achievement Award

In recognition of the best publication (appearing in a refereed journal) in the field of industrial and organizational psychology during the past full year (2001).

This annual award, honoring William A. Owens, is given to the author(s) of the publication in a refereed journal judged to have the highest potential to significantly impact the field of I-O psychology. There is no restriction on the specific journals in which the publication appears, only that the journal be refereed and that the publication concerns a topic of relevance to the field of I-O psychology. Only publications with a 2001 publication date will be considered.

The author(s) of the best publication is (are) awarded a plaque and a \$1,000 cash prize (to be split in the case of multiple authors).

Criteria for Evaluation of Publications

Publications will be evaluated in terms of the following criteria:

1. The degree to which the research addresses a phenomenon that is of significance to the field of I-O psychology.
2. The potential impact or significance of the publication to the field of I-O psychology.
3. The degree to which the research displays technical adequacy, including issues of internal validity, external validity, appropriate methodology, appropriate statistical analysis, comprehensiveness of review (if the publication is a literature review), and so forth.

Guidelines for Submission of Publications

1. Publications may be submitted by any member of SIOP, the American Psychological Society, the American Psychological Association, or by any person who is sponsored by a member of one of these organizations. Self- and other-nominations are welcome. The Owens Award subcommittee may also generate nominations. Those evaluating the publications will be blind to the source of the nomination.
2. Publications having multiple authors are acceptable.

3. Ten copies of each publication should be submitted.
4. Publications must be received by **June 1, 2002**.

Administrative Procedures

1. Publications will be reviewed by a subcommittee of the Awards Committee of SIOP, consisting of at least six members.
2. The Awards Committee will make a recommendation to the Executive Committee of SIOP about the award-winning publication and, if appropriate, a publication deserving honorable mention status.
3. The Executive Committee may either endorse or reject the recommendations of the Awards Committee, but may not substitute a nominee of its own.
4. In the absence of a publication that is deemed deserving of the award by both the Awards Committee and the Executive Committee, the award may be withheld.

M. Scott Myers Award for Applied Research in the Workplace

In recognition of a project or product representing an outstanding example of the practice of industrial and organizational psychology in the workplace.

This annual award, honoring M. Scott Myers, will be given to an individual practitioner or team of practitioners who have developed and conducted/applied a specific project or product representing an example of outstanding practice of I-O psychology in the workplace (i.e., business, industry, government). Projects must have been conducted in the workplace within the last 40 years and cover a time period of no more than 8 years. Products (e.g., tests, questionnaires, videos, software, but not books or articles) must be used in the workplace and developed within the last 40 years. Projects or products may be in any area of I-O psychology (e.g., compensation, employee relations, equal employment opportunity, human factors, job analysis, job design, organizational development, organizational behavior, leadership, position classification, safety, selection, training).

The award recipient(s) will receive a plaque commemorating the achievement, a cash prize of \$1,000, and an invitation to make a presentation at the annual SIOP Conference. Team awards will be shared among the members of the team.

Criteria for Evaluation of Projects or Products

Nominations will be evaluated on the extent to which they:

1. Have a sound technical/scientific basis.
2. Advance objectives of clients/users.
3. Promote full use of human potential.
4. Comply with applicable psychological, legal, and ethical standards.

5. Improve the acceptance of I-O psychology in the workplace.
6. Show innovation and excellence.

Guidelines for Submission of Projects or Products

1. Nominations may be submitted by any member of SIOP. Self-nominations are welcome.
2. Individuals or teams may be nominated. Each individual nominee must be a current member of the Society. If a team is nominated, at least one of the team members must be a current member of the Society, and each team member must have made a significant contribution to the project or product.
3. Each nomination package must contain the following information:
 - a. A letter of nomination which explains how the project or product meets the six evaluation criteria above.
 - b. A technical report which describes the project or product in detail. This may be an existing report.
 - c. A description of any formal complaints of a legal or ethical nature which have been made regarding the project or product.
 - d. A list of three client references who may be contacted by the Myers Award subcommittee regarding the project or product.
 - e. (Optional) Any other documentation which may be helpful for evaluating the nomination (e.g., a sample of the product, technical manuals, independent evaluations).
4. Six copies of all nomination materials should be submitted. The Awards Committee will maintain the confidentiality of secure materials.

Administrative Procedures

1. Nomination materials will be reviewed by a subcommittee of the SIOP Awards Committee, consisting of at least three members, all of whom work primarily as I-O practitioners.
2. The Awards Committee will make a recommendation to the SIOP Executive Committee about the award-winning project or product.
3. The Executive Committee may either accept or reject the recommendation of the Awards Committee, but may not substitute a nominee of its own.
4. In the absence of a nominee that is deemed deserving of the award by both the Awards Committee and the Executive Committee, the award may be withheld.

Past SIOP Award Recipients

Listed below are past SIOP award recipients as well as SIOP Members who have received APA, APF, or APS awards.

Distinguished Professional Contributions Award

1977	Douglas W. Bray	1990	P. Richard Jeanneret
1978	Melvin Sorcher	1991	Charles H. Lawshe
1979	Award withheld	1992	Gerald V. Barrett
1980	Award withheld	1993	Award withheld
1981	Carl F. Frost	1994	Patricia J. Dyer
1982	John Flanagan	1995	Allen I. Kraut
1983	Edwin Fleishman	1996	Erich Prien
1984	Mary L. Tenopyr	1997	John Hinrichs
1985	Delmar L. Landen	1998	Gary P. Latham
1986	Paul W. Thayer	1999	Lowell Hellervik
1987	Paul Sparks	2000	Joseph L. Moses
1988	Herbert H. Meyer	2001	David P. Campbell
1989	William C. Byham		

Distinguished Scientific Contributions Award

1983	William A. Owens	1994	Bernard M. Bass
1984	Patricia C. Smith	1995	Frank Schmidt and John Hunter
1985	Marvin D. Dunnette	1996	Fred Fiedler
1986	Ernest J. McCormick	1997	Charles Hulin
1987	Robert M. Guion	1998	Terence Mitchell and Victor H. Vroom
1988	Raymond A. Katzell	1999	Neal Schmitt
1989	Lyman W. Porter	2000	Benjamin Schneider
1990	Edward E. Lawler III	2001	Daniel R. Ilgen
1991	John P. Campbell		
1992	J. Richard Hackman		
1993	Edwin A. Locke		

Distinguished Service Contributions Award

1989	Richard J. Campbell and Mildred E. Katzell	1996	Sheldon Zedeck
1990	Paul W. Thayer	1997	Ronald Johnson
1991	Mary L. Tenopyr	1998	Neal Schmitt
1992	Irwin L. Goldstein	1999	Richard Klimoski and William Macey
1993	Robert M. Guion	2000	Paul Sackett
1994	Ann Howard	2001	James Farr
1995	Milton D. Hakel		

Distinguished Early Career Contributions Award*

1992	John R. Hollenbeck	1998	Deniz S. Ones and
1993	Raymond A. Noe		Chockalingam Viswesvaran
1994	Cheri Ostroff	1999	Richard DeShon
1995	Timothy A. Judge	2000	Award withheld
1996	Joseph Martocchio	2001	Daniel M. Cable and
1997	Stephen Gilliland		José Cortina

William A. Owens Scholarly Achievement Award

1998	Avraham N. Kluger and Angelo S. DeNisi
1999	David Chan and Neal Schmitt
1999	Peter Dorfman, Jon Howell, Shozo Hibino, Jin Lee, Uday Tate, and Arnoldo Bautista
2000	Paul Tesluk and Rick Jacobs
2001	Timothy A. Judge, Chad A. Higgins, Carl J. Thoresen, and Murray R. Barrick

M. Scott Myers Award for Applied Research in the Workplace

1998	Frank L. Landy, James L. Farr, Edwin Fleishman, and Robert J. Vance
1999	Chris Hornick, Kathryn Fox, Ted Axton, Beverly Wyatt, and Therese Revitte
2000	HumRRO, PDRI, RGI, Caliber, and FAA
2001	Eduardo Salas, Janice A. Cannon-Bowers, Joan H. Johnston, Kimberly A. Smith-Jentsch, and Carol Paris

Edwin E. Ghiselli Award for Research Design

1984	Max Bazerman and	1993	Elizabeth Weldon and
	Henry Farber		Karen Jehn
1985	Gary Johns	1994	Linda Simon and
1986	Craig Russell and		Thomas Lokar
	Mary Van Sell	1995	Award withheld
1987	Sandra L. Kirmeyer	1996	Award withheld
1988	Award withheld	1997	Kathy Hanisch, Charles
1989	Kathy Hanisch		Hulin, and Steven Seitz
	and Charles Hulin	1998	David Chan
1990	Award withheld	1999	Award withheld
1991	Award withheld	2000	Award withheld
1992	Julie Olson and Peter Carnevale		

*Prior to 2001, this award was named the Ernest J. McCormick Award for Distinguished Early Career Contributions

S. Rains Wallace Dissertation Research Award

1970	Robert Pritchard	1987	Collette Frayne
1971	Michael Wood	1988	Sandra J. Wayne
1972	William H. Mobley	1989	Leigh L. Thompson
1973	Phillip W. Yetton	1990	Award withheld
1974	Thomas Cochran	1991	Rodney A. McCloy
1975	John Langdale	1992	Elizabeth W. Morrison
1976	Denis Umstot	1993	Deborah F. Crown
1977	William A. Schiemann	1994	Deniz S. Ones
1978	Joanne Martin and Marilyn Morgan	1995	Chockalingam Viswesvaran
1979	Stephen A. Stumpf	1996	Daniel Cable and Steffanie Wilk
1980	Marino S. Basadur	1997	Tammy Allen
1981	Award withheld	1998	David W. Dorsey and Paul E. Tesluk
1982	Kenneth Pearlman	1999	Taly Dvir
1983	Michael Campion	2000	Steven Scullen
1984	Jill Graham	2001	Robert E. Ployhart
1985	Loriann Roberson		
1986	Award withheld		

John C. Flanagan Award for Best Student Contribution at SIOP

1993	Susan I. Bachman, Amy B. Gross, and Steffanie L. Wilk
1994	Lisa Finkelstein
1995	Joann Speer-Sorra
1996	Frederick L. Oswald and Jeff W. Johnson
1997	Syed Saad and Paul Sackett
1998	Frederick P. Morgeson and Michael A. Campion
1999	Chris Kubisiak, Mary Ann Hanson, and Daren Buck
2000	Kristen Horgen, Mary Ann Hanson, Walter Borman, and Chris Kubisiak
2001	Lisa M. Donahue, Donald Truxillo, and Lisa M. Finkelstein

Robert J. Wherry Award for the Best Paper at the IO/OB Conference

1980–82	Missing	1995	Mary Ann Hannigan and and R. Sinclair
1983	Maureen Ambrose	1996	Adam Stetzer and David Hofmann
1984–87	Missing	1997	Scott Behson and Edward P. Zuber III
1988	Christopher Reilly	1998	Dana Milanovich and Elizabeth Muniz
1989	Andrea Eddy	1999	Michael Grojean and Paul Hanges
1990	Amy Shwartz, Wayne Hall, and J. Martineau		
1991	Paul Van Katwyk		
1992	Sarah Moore-Hirschl		
1993	Daniel Skarlicki		

1994 Talya Bauer and
Lynda Aiman-Smith

2000 Jennifer Palmer

SIOP Members Who Have Received APA Awards

Award for Distinguished Professional Contributions

1976 John C. Flanagan
1980 Douglas W. Bray
1989 Florence Kaslow

1991 Joseph D. Matarazzo
1992 Harry Levinson

Award for Distinguished Scientific Contributions to Psychology

1957 Carl I. Hovland

1972 Edwin E. Ghiselli

Distinguished Scientific Award for the Applications of Psychology

1980 Edwin A. Fleishman
1983 Donald E. Super
1987 Robert Glaser

1994 John E. Hunter and
Frank Schmidt

***Distinguished Scientific Award for an
Early Career Contribution to Psychology***

1989 Ruth Kanfer

1994 Cheri Ostroff

***Award for Distinguished Contributions to the
International Advancement of Psychology***

1994 Harry C. Triandis

1999 Edwin A. Fleishman

SIOP Members who have Received APF Awards

***Gold Medal Award for Life Achievement
in the Application of Psychology***

1986 Kenneth E. Clark
1988 Morris S. Viteles
1991 Douglas W. Bray

1993 John C. Flanagan
1994 Charles H. Lawshe

SIOP Members who have Received APS Awards

James McKeen Cattell Fellow Award

1993 Edwin A. Fleishman, Robert Glaser, and Donald E. Super
1998 Harry C. Triandis
1999 Fred E. Fiedler and Robert J. Sternberg
2000 Robert M. Guion

Announcing New SIOP Members

Irene Sasaki
Dow Chemical

Beth Chung
San Diego State University

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 February 15, 2002.

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Welcome!

Debra A. Major and Rebekah Cardenas Old Dominion University

In the January 2002 edition of **IOTAS** we reported that 3 of 4 applied psychology "Journals of the Century" are edited by SIOP Members, however, all four journals are edited by SIOP Members! We failed to recognize SIOP Fellow, **Jo-Ida Hansen**, editor of *Journal of Counseling Psychology*. Please accept our apologies for the oversight and our congratulations!

Herman Aguinis, associate professor of management at the University of Colorado-Denver, and SIOP Fellow **Eugene F. Stone-Romero**, professor of psychology and I-O psychology PhD program coordinator at the University of Central Florida, have received the 2001 Academy of Management Research Methods Division Advancement of Organizational Research Methodology Award. This award recognizes the best paper on methodology published in any journal or book between January 1995 and December 1999. The award was given for the following article: Aguinis, H., & Stone-Romero, E. F. (1997). "Methodological artifacts in moderated multiple regression and their effects on statistical power." *Journal of Applied Psychology*, 82, 192-206. Herman and Gene will be recognized at a ceremony at the upcoming Academy of Management meetings in Denver, Colorado (August 2002).

On November 1, 2001, **John W. Boudreau** and **Mirian Graddick-Weir** were among the six individuals installed into the National Academy of Human Resources' tenth class of Fellows. This honor is given to those who have attained the highest level of achievement in the HR profession. Candidates are nominated by their peers each year, elected by the entire body of Academy Fellows. Boudreau is currently an associate professor at Cornell University in the Department of Human Resource Studies, and is also the director of the Center for Advanced Human Resource Studies within the School of Industrial and Labor Relations. Graddick-Weir is the executive VP of Human Resources at AT&T.

Heather Roberts Fox, of Towson University and formerly of the APA Science Directorate, received an award from the director of the National Institute for Occupational Safety and Health for "pioneering work in guiding the development of academic training programs in the new field of Occupational Health Psychology." This award was presented at a November conference on graduate training initiatives in OHP held at the University of South Florida.

Chad H. Van Iddekinge of Clemson University won the 2001 Seymour Adler Scientist-Practitioner Doctoral Dissertation Grant for his proposal, "Assessing Personality with a Structured Interview: The Effect of Faking and Question Type on Interviewer Ratings." This annual grant, in the amount of \$5,000, is provided to the PhD candidate whose dissertation proposal best exemplifies a sound balance of rigorous, theory-guided academic research and practical business application.

We want to know about your honors, awards, book publications, and job changes. Send items for **IOTAS** to Debra Major at dmajor@odu.edu.

Robert Skinner Ramsay

Retired I-O psychologist and former SIOP Member and college professor, Robert S. Ramsay died on Wednesday, January 2, 2002, in Pittsburgh, Pennsylvania, at 81 years of age. SIOP Member Mary Lewis offers the following regarding Ramsay's career at PPG Industries, Inc.:

His detailed and thorough approach to test validation led to the successful defense of testing at PPG's Lake Charles Louisiana facility in *PPG v. Cormier*. That case was one of the earliest cases to show that good test practices could be defended. The PPG test batteries that Bob validated in the early 1980s were used for selection for a variety of jobs until near the end of the Millennium. Bob also played a role in establishing an Employee Assistance Program for PPG. That program, which began at the headquarters in Pittsburgh in the early 1980s, is now well established at PPG facilities throughout the world.

According to SIOP Fellow Bill Mobley, "Bob was a wonderful mentor and coach for young I-O psychologists; one who took validation seriously; one who valued his association with SIOP Members; a wonderful human being, and among other things, he had a vocabulary that exceeded any dictionary."

Ramsay also served in WWII in the air-sea rescue of the USAAF from 1942–1945. After Ramsay's retirement from PPG Industries, he helped his wife in the operation of her Pittsburgh employment agency. Ramsay is survived by his wife of 55 years, Ruth Ann Ramsay, daughter Ramsay, son-in-law Norman Goldstein, son Douglas S. Ramsay, daughter-in-law Michelle Brot, and grandsons, Benjamin and Jonathan Ramsay. Robert was buried at the Cadiz Union Cemetery in Cadiz, Ohio.

Rebekah Cardenas



CONFERENCES & MEETINGS

David Pollack
U.S. Immigration & Naturalization Service

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

2002

- 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 or www.assessmentcenters.org.

2003

- March 7–9** 24th Annual IO/OB Graduate Student Conference. Akron, OH. Contact: Chris Rosen (ccr3@uakron.edu).
- March 26–29** Annual Conference of the Southeastern Psychological Association. New Orleans, LA. Contact: SEPA, (850) 474-2070 or www.am.org/sepa/. (CE credit offered.)

CALLS & ANNOUNCEMENTS

The Kenneth E. Clark Research Award

The Center for Creative Leadership is sponsoring the Kenneth E. Clark Research Award, an annual competition to recognize outstanding unpublished papers by undergraduate and graduate students. The winner of this award will receive a prize of \$1,500 and a trip to the Center to present the paper in a colloquium. Submissions may be either empirically or conceptually based. The contents of the paper should focus on some aspect of leadership or leadership development.

Submissions will be judged by the following criteria:

- The degree to which the paper addresses issues and trends that are significant to the study of leadership
- The extent to which the paper shows consideration of the relevant theoretical and empirical literature
- The extent to which the paper makes a conceptual or empirical contribution
- The implications of the research for application to leadership identification and development. Papers will be reviewed anonymously by a panel of researchers associated with the Center.

Papers must be authored and submitted only by graduate or undergraduate students. Entrants must provide a letter from a faculty member certifying that the paper was written by a student. Entrants should submit four copies of an article-length paper. The name of the author(s) should appear only on the title page of the paper. The title page should also show the authors' affiliations, mailing addresses, and telephone numbers.

Papers are limited to 25 double-spaced pages, including title page, abstract, tables, figures, notes, and references. Papers should be prepared according to the current edition of the Publication Manual of the American Psychological Association. Entries (accompanied by faculty letters) must be received by **September 6, 2002**. The winning paper will be announced by November 8, 2002. Entries should be submitted to **Cynthia McCauley, PhD, VP Leadership Development, Center for Creative Leadership, One Leadership Place, P.O. Box 26300, Greensboro, N.C. 27438-6300**.

Seymour Adler Scientist–Practitioner Doctoral Dissertation Grant

The Scientist–Practitioner model represents the application of sound and professional theory and research to solve real-world problems. Dr. Seymour Adler's 25-year career in I-O psychology has been an outstanding example of the successful application of the Scientist–Practitioner model. In recognition of this fact, Aon Consulting (formerly ASI) has established "The Seymour Adler Scientist–Practitioner Doctoral Dissertation Grant." This annu-

al grant, in the amount of \$5,000, shall be provided to the PhD candidate whose dissertation proposal best exemplifies a sound balance of rigorous, theory-guided academic research and practical business application. The dissertation can be conducted in either a laboratory or field research setting as long as the results are applicable to actual business situations.

Requirements:

- Each applicant must submit two copies of a two-page application that includes the following:
 - Title of dissertation
 - Name
 - Affiliation
 - Complete mailing address, e-mail address, and daytime phone number
 - Abstract of the dissertation (not to exceed 400 words)
- The applicant's dissertation chair must submit a signed cover letter indicating why the proposed dissertation is appropriate for consideration for the Seymour Adler Scientist-Practitioner Doctoral Dissertation Award.
- From the applications received, the top three applicants will be invited to submit their complete dissertation proposals for review. Proposals must be submitted in standard APA format. The winning proposal will be chosen from among these three.

Judging Criteria:

A committee of experienced, professional I-O psychologists representing both academia and industry will review the applications and proposals and ultimately determine to whom the grant is awarded.

The primary criteria to be considered are:

- Quality of research (soundness of methodology and analyses, consideration of relevant literature and theory, innovativeness)
- Application value (implications for business practice, potential impact of findings)

The committee reserves the right to withhold the award if no submission clearly meets the grant requirements.

Submission:

The application and cover letter should be sent to **Brian J. Ruggeberg, PhD, Grant Committee Chair, Aon Consulting, 780 Third Ave., 6th Floor, New York, NY 10017.**

All applications must be received by **June 28, 2002** to be considered. Those applicants selected to submit their complete proposals will be notified by the committee no later than August 2, 2002. Complete proposals must be received by **September 13, 2002**. The winning proposal will be announced by October 18, 2002 and awarded the \$5,000 research grant immediately thereafter.

The Academy of Management's New Doctoral Student Consortium

All first and second year I-O psychology doctoral students are invited to attend the AOM's New Doctoral Student Consortium on August 10, 2002, in Denver, Colorado.

The New Doctoral Student Consortium (NDSC) is organized and run by doctoral students for doctoral students! It is your opportunity to learn about succeeding in the doctoral program, entering the academic profession, doing qualitative and quantitative research, publishing, teaching, consulting, networking with your peers locally and internationally, and generally getting the most out of the Academy of Management experience. This 1-day interactive session includes presentations and discussions by leading management scholars, and active panel discussions by both senior doctoral candidates and practicing academics.

This 2002 NDSC agenda includes:

- Managing and Getting the Most Out of Life as a Doctoral Student
- Building Effective Networks, Locally and Internationally
- Doing Exemplary Research and Publishing
- Careers in Teaching and Consulting

The NDSC is proving to be one of the major preconference events for doctoral students attending the Academy of Management Conference. However, attendance is limited to 150 participants, so you are strongly encouraged to register early by accessing the AOM Web site beginning **March 1, 2002**. For more information regarding times, agenda, and other details visit www.aom.pace.edu/ndsc or contact Tyrone S. Pitsis at tyrone.pitsis@uts.edu.au.

TPMJ Call for Papers: Special Issue on Organizational Learning

The Psychologist-Manager Journal (TPMJ), a publication of the Society of Psychologists in Management, abstracted in *Psychological Abstracts*, announces a call for papers for a special issue titled "Organizational Learning and the Bottom Line." Since the publication of Peter Senge's (1990) book *The Fifth Discipline*, much has been written about organizational learning. However, the focus has been largely on the processes that create or stimulate organizational learning rather than outcomes that are achieved by it. Senge's five disciplines are a good example. Other concepts associated with organizational learning such as mental models, action mapping, ladders of inference, dialogue, questioning assumptions, experimentation, risk taking, and the like all have a process focus.

CEOs, vice-presidents, and directors of both for-profit and not-for-profit organizations are asking the questions: How does organizational learning ben-

efit my organization? What is the specific connection between organizational learning and outcomes that we use to measure the success of our organization?

The intent of this special issue is to demonstrate as clearly as possible how developing the capacity for organizational learning can be shown to contribute to outcomes important to organizations. Some examples of outcomes would include profitability, expense reduction or containment, the quality of patient care, the speed of client recovery, employee retention, and the like. Articles may be empirical studies, case studies, or theoretical pieces.

Manuscripts should be submitted as soon as possible, but no later than **June 1, 2002**. Submit manuscripts to **Thomas Kramer, Special Edition Editor, TPMJ, Department of Psychology, Saint Louis University, 3511 Laclede Ave., St. Louis, MO 63103-2010**. Submit two copies and an electronic copy readable in Word 98 for PCs. Tom Kramer can be reached by telephone at **(314) 977-2286**, or e-mail at **kramertj@slu.edu** to discuss suggestions for manuscripts.

International Association of Facilitators Conference 2002

Register for "The Art and Mastery of Facilitation, The Quest for Transformation" Conference, May 23–26 in Fort Worth, Texas to expand your facilitation skills and meet facilitators from around the world. The conference hopes to explore:

- Ways we can help others respond to uncontrolled change
- Techniques to prepare us for advanced globalization
- Methods to resolve disputes, promote tolerance, and encourage collaboration
- Tools to enhance our contributions as facilitators

Conference Overview:

- Over 100 stimulating conference sessions and workshops
- Leading-edge presenters offering the best of the best in facilitation
- Facilitation masters sharing competencies
- Sessions in English and sessions in Spanish
- Pre- and post-conference sessions
- Community service facilitation of local community organizations
- Sessions and activities for the family
- Participatory opening and closing events
- Celebration dinner and entertainment
- Renewal and reinvigoration for both participants and presenters
- Networking opportunities

For more information about the conference or to register online, visit the Conference 2002 Texas Web site at **www.iaf2002.org** or contact the IAF office at **(952) 891-3541**.

Research in Social Psychological Aging Workshop

Nationally recognized experts in research methodology related to social psychological aging will lead a workshop specifically designed for social psychology faculty. The overarching goal of the workshop is to expand the pool of social psychologists engaged in conducting research on aging. The workshop will be held at the Essex Inn preceding the APA Convention in Chicago on August 19–21, 2002. Participants will also have the opportunity to maintain contact with the workshop faculty and with the NIA staff during the intervening year and attend a follow-up workshop prior to the 2003 APA Convention. Food, lodging, and travel support will be provided for twelve applicants selected to participate in the program. Please visit program Web site: <http://www.css.edu/socialPsyAging/> for additional information. For more details and application materials, please contact **Chandra M. Mehrotra, Director, Social Psychological Aging Workshop, The College of St. Scholastica, 1200 Kenwood Avenue, Duluth, MN 55811** or via e-mail at cmehrotr@css.edu. Application deadline is **May 1, 2002**.

Call for Papers:

The 7th Conference on International Human Resource Management

June 4th–6th, 2003, University of Limerick, Limerick, Ireland. Building upon the work of the earlier conferences (Singapore, 1987; Hong Kong, 1989; Ashridge, 1992; Gold Coast, 1994; San Diego, 1996; and Paderborn, 1998), the theme of the 2003 conference in Ireland will be “International HRM: Exploring the mosaic, developing the discipline.” IHRM 2003 will seek to present a complement of academic and practitioner papers dedicated to exploring the multidimensional and dynamic nature of the field of IHRM. Contributions are invited in all areas of international and comparative human resource management including areas such as:

- Current state of the field of IHRM
- Regional variations, convergence and divergence in HRM
- HRM in the multinational enterprise
- HRM strategy and performance
- Contemporary issues in core functions of HRM
- The labour market and HRM (e.g. equality, legal issues, industrial relations and employee representation, flexible work practices)
- Integrating information communication technologies and HRM
- Contemporary issues in IHRM (e.g., expatriation, repatriation, international careers, dual careers, knowledge management)

For details on how to submit an abstract for consideration as a full paper, a poster or symposium, visit the IHRM conference Web site at **www.ihrm2003.com**.