Tests You May Want to Use

Comments by Tom Ramsay

One of our most successful and best-selling tests, authored by Joel Wiesen, is the Wiesen Test of Mechanical Aptitude (WTMA). It correlates .8 with Bennett Test of Mechanical Aptitude and has less impact on females.

Our ChemTest is a 43-item measure of basic chemical information. In a sample of 151 chemical operators, test scores correlated .20 to .25, uncorrected, with rated job performance criteria. Subtests include Physical Knowledge; Acids, Bases & Salts; Compounds; Elements; Mechanical Principles; Gases & Fluids; and Miscellaneous.

Sales Skills is a 48-item test of sales knowledge with content in Prospecting; Interpersonal; Communication/Expressiveness; Product Knowledge; Confidence; Listening; Persistence; Closing; Follow-up; Negotiating; Honesty; and Motivation Skills. In a sample of 225 sales, clerical and managerial workers, reliability was .78 with a mean score of 31.66, standard deviation of 5.87, and a standard error of measurement of 2.75.

In a study of 100 automotive workers, our Inspection and Measurement test correlated significantly, .27 to .40, with various job performance criteria. This is a test of skills in measuring, reading dials and gauges, and detecting similarities and differences.

Specimen tests are available for review by SIOP members.

Ann Marie Ryan

My first president's column is an easy one to write as there is so much activity going on in SIOP. First, although it is a few months in the past as you read this, I want to take the opportunity to thank all those who worked so hard to put together a great conference in Toronto. Special thanks to the Conference Committee led by **Jeff McHenry,** the Program committee led by **Adrienne Colella,** the Workshop committee led by **Kalen Pieper,** the Administrative Office led by Lee Hakel, and Placement led by **Linda Sawin.** Thanks also to Volunteer Coordinator **John Cornwell** and Local Arrangements coordinator **Maria Rotundo.** Members of this year's Conference committee are already hard at work planning for Orlando in 2003. Elsewhere in this issue, Jeff McHenry provides some important information regarding hotel reservations for the 2003 Conference. As Jeff notes, we were left with some substantial liabilities this year, and we need to find ways to avoid them in the future. Please consider the effects of your behavior on the organization as a whole when registering.

Goals for 2002–2003

Immediately after the Conference each April, the members of the Executive Committee drag their tired selves through another day of meetings to do the hard work of planning for the year ahead. Each committee chair sets goals—some related to the ongoing business of the Society (process membership applications, plan the Conference), some related to improvements (changes to the Web site), and some related to new ventures and explorations of new ideas (trying out innovative conference program formats). While the over 100 goals of the various SIOP committees are too numerous to mention here, it is important that you know about the high level of activity that volunteers are engaged in on your behalf.

I also wanted to share what my own personal goals are for this year and ask for your assistance in achieving them. These really are target areas that various committees are focusing on, but ones toward which I hope to devote extra personal effort.

One of my top priorities for this year is to improve upon our electronic services and communication mechanisms. We have had great success with our online submission and registration processes for the Conference, information on the Web site such as the graduate programs directory is frequently accessed, and the student electronic discussion group is getting good traffic.

By the time you read this column we should have the online dues renewal process up and running. With so many new online services put in place the past few years, we need to go back and make enhancements to our offerings and work to update our Web site functionality and content. Larry Nader at the Administrative Office is the guru of all things electronic, and the Electronic Communications Committee, headed by **Mike Brannick,** is working on all of the above. They are also exploring better means of member-to-member electronic communication. If you wish to offer assistance, please contact Mike (mbrannic@luna.cas.usf.edu).

The second area I feel we need to focus effort is enhancing the recruitment of ethnic minorities to the profession. While 15% of recent doctorates in psychology are minority group members (1999 Doctorate Employment Survey, APA Research Office, March 2001), less than 6% of Division 14 members are individuals of color. **Kecia Thomas,** chair of CEMA, is leading our efforts to enhance our understanding of factors influencing minority group member attraction to I-O as a career, planning outreach efforts to those at early career choice stages, and developing strategies for fostering an inclusive society. I participated in a wonderful session at SIOP, led by **Bernardo Ferdman** and **Martin Davidson,** on fostering inclusiveness in SIOP, and appreciated all the candor and suggestions of others attending. If you have any suggestions or ideas for enabling SIOP to better attract underrepresented groups to the profession of I-O or to create a more inclusive organization, please e-mail Kecia (kthomas@arches.uga.edu) or me (ryanan@msu.edu).

The third area I plan to focus my efforts on is enhancing our support for graduate training in I-O psychology. I have heard a lot from members who are concerned about the respect afforded I-O programs as compared to other areas of psychology, particularly in larger research institutions. I have heard from members concerned about whether I-O psychology programs will continue to attract the best and brightest graduate students to teach in psychology. These are not new themes—**Angelo DeNisi** raised many of them in his presidential address several years ago. However, they are of increasing concern. **Laura Koppes,** chair of Education and Training, has been working with LRP to gather information from chairs and directors of I-O graduate programs and to set up an electronic mailing list for this group. Please contact Laura (laura.koppes@eku.edu) or me with your thoughts, concerns, and suggestions.

A fourth goal of mine is to increase the scope of Society activities related to enhancing the scientific base of our field. **Tim Judge,** chair of Scientific Affairs, is working to explore ways to better support scientific activities of members and also to explore ways to enhance member-to-member communication on scientific issues. While I am a firm adherent to the scientific/practitioner model, we all must remember that the scientific base of our field is what makes us unique in practice as compared to many management consultants and HR managers. It is important that SIOP work to promote quality science

that will serve to keep our field flourishing. Feel free to e-mail Tim (tjudge@ufl.edu) or me with suggestions as to how SIOP can assist the scientific endeavors of our membership.

Finally, I have a goal of continuing the efforts already in place regarding increasing the visibility of the Society and the profession. In the last several years, SIOP has made great strides in the PR department thanks to an active visibility committee under **Gary Carter** and the assistance of Clif Boutelle, our PR person. **Lise Saari** has now taken on the role of chair of those efforts, and there are a number of initiatives under way to further promote our field to the public (see article in this issue on the response to the member survey). While we often talk about the need to make ourselves more visible to managers, we also need to make ourselves visible to other psychologists. Let me know any suggestions of creative ways to enhance the visibility of our profession, or e-mail Lise (saari@us.ibm.com).

SIOP Survey Results

Elsewhere in this issue you will find a summary of the results of the SIOP survey and an outline of some of the planned responses to your feedback. I would like to thank each of you that responded for taking the time to provide the Executive Committee with direction and feedback. Special thanks to **Janine Waclawski** and her crew for analyzing the data and providing feedback under tight time constraints.

Identity and Branding

There has been much talk regarding the difficulties encountered with calling ourselves "industrial-organizational psychologists" and even some tongue-in-cheek columns on this in *TIP* in the past. LRP, headed up by **Katherine Klein,** is gathering data informally about whether the "industrial" part of the title is outdated, whether a name change is warranted, and if so what should it be. Please feel free to e-mail Katherine, **Bob Dipboye** or **Janet Barnes-Farrell** (klein@psyc.umd.edu, dipboye@rice.edu, barnesf@uconn.edu) or myself with your suggestions regarding these issues.

In general, there is a persistent theme in all the activities I am encountering in my short time in the presidential role—the need to better define our identity and to better communicate that. My first duties as president were to write letters to editors regarding articles which asserted that "no psychologists study work," or that clinicians have all the skills they need from their graduate training to take on organizational consulting roles. Our greatest challenge right now is in conveying our existence to those in psychology—both academics and practitioners—who think the study of work is something new. Your thoughts and suggestions on better articulating our identity would be greatly appreciated.

A Career Transition

Debra A. Major
Old Dominion University

As I write this column, one month has passed since the SIOP Conference in Toronto. This issue of *TIP* contains a great deal of information about that Conference, as well as reflections and lessons learned. For my part, I'd just like to say that once again, the Conference did not disappoint. The program was exceptional, and I learned a great deal. If you agree, I hope you'll join me in thanking **Jeff McHenry**, chair of the Conference Committee, and **Adrienne Colella**, Program Committee chair, for all their hard work. Their commitment to SIOP and a quality conference is all the more noteworthy when you consider that they are volunteers. (In fact, SIOP is largely a volunteer-run organization.) This means that they and their committee members (also volunteers) did all the work to give us a great experience in Toronto while simultaneously attending to the demands of their "day jobs." Thank you!

I also must take this opportunity to thank two tireless volunteers who have devoted their time and energy to *TIP* since July 1997. **Lori Foster Thompson** (then, just "Foster") and **Dawn Riddle** started their service to *TIP* as student writers and originators of **TIP-TOPics**, the student column that still exists today. According to **Mike Coovert**, "When I was editor of *TIP* and looking for someone to write the student column, Lori and Dawn were my top choices as I knew they would produce high-quality columns of interest to the student members of SIOP." Mike had a great deal to share about both women, all of it positive. About Lori, Mike said, "She is tremendously bright, articulate, talented, and ORGANIZED! Lori has a wonderful 'can do' attitude." Mike's description of Dawn was equally laudatory, "Dawn is an incredible person! She has many talents and interests and is always completely effective—a true Renaissance woman."

Leaving their graduate student days behind, they began writing the **Early Careers** column in 1999. Their last column appears in this issue, and I hope you will join me in thanking them for 5 years of excellent service to SIOP and *TIP*. When asked to comment on this occasion, **Allan Church** said,

> Lori and Dawn were always great to work with during my tenure with *TIP*. I enjoyed watching their content and style evolve from the early **TIP-TOPics** student columnist days through to their final **Early Career** days—though their careers are anything but finalized. I know they will continue to contribute to the field, and I look forward to seeing their work in the future.

Like Allan, I have a strong feeling that these two dedicated women will continue to contribute to the field and to SIOP. Lori and Dawn, thank you for your excellent work and your dedication to *TIP* and SIOP.

Having originated, developed, and nurtured the column along over the past few years, Lori and Dawn wanted to know what would happen to the **Early Careers** column now that they are "retiring." Frankly, I don't expect anyone to be able to step in and completely fill their shoes; it's just too tall of an order. However, the most recent SIOP survey results (described elsewhere in this issue) make it clear that SIOP members want *TIP* to provide career information and not just early career advice. It seems that discussions of middle and late career topics are also of interest. So, have you always dreamed of writing for *TIP*? Would you like to join the ranks of the many impressive volunteers who contribute their time and energy to SIOP? Are you ready to follow Lori and Dawn's example of providing timely, high-quality career information to the SIOP membership? If so, then I would love to hear from you!

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

***

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

What's in a Name?
Letter Sent February 13, 2002

Paul M. Muchinsky's witty and instructive conundrum, "What Else Can We Call Ourselves?" (*TIP,* January 2002), really is easily resolved.

We should go by two names. First, it is highly probable that "industrial-organizational psychologist" will be clearly understood by psychologists as well as by other behavioral and social scientists, especially economists, political scientists, sociologists, and those in communication studies and media research.

For the general public, the best and *only* moniker is, simply and plainly and unambiguously *psychologist,* just the noun, thank you, and no qualifying adjective. After all, we psychologists working our fingers to the bone in I-O psychology in fact, at one time or at one place or another, do what other psychologists do, in the large array of subspecialties such as social, military, human factors, clinical, developmental, educational, and the remaining branches of psychology. So, when your neighbor, children, relatives, fellow airplane passengers, church acquaintances, and friends, ask what you do for a living, simply say, with pride and loudly and clearly, "I am a psychologist." That will say it all.

Sincerely,

Bob Perloff, PhD

Distinguished Service Professor Emeritus of Business Administration and of Psychology

University of Pittsburgh

Evaluating I-O Programs
Letter Sent April 25, 2002

I read with interest "The Top I-O Psychology Doctoral Programs of North America," (*TIP,* April 2002) and fully recognize the difficulty of gauging the "best" of anything. I would suggest, however, that there's a great deal of criterion space still not illuminated by present approaches. I nominate the following, alongside the current ones of "program reputation, editorial activity, and research productivity," and suggest they be opened for exploration:

Productivity or influence of graduates in nonacademic settings and non-academic ways. This would include corporate and other commercial settings, legislative settings, judicial settings, nonprofit or community settings, and even higher ed settings. Different ways could include improving the quality or value of work done, contributing to policy that affects quality of life in dif-

ferent settings, or opening doors to I-O principles in ways that elevate the discussion. Which doctoral programs contribute to these kinds of advances?

Influence of graduates on the evolution of the I-O field itself. To what extent do graduates advance the state of the art versus maintain its current modus operandi? To what extent do they advance the field by developing new perspectives, new methods, new insights, new (dare I say it?) paradigms. Which doctoral programs contribute to this evolution?

Influence of graduates on other academic and practical disciplines. The fields of biology and the law, to pick just two, have influenced I-O psychology greatly. Does I-O psychology influence other fields as much as other fields influence I-O psychology? Are we net importers or exporters of wisdom and good practice? And then, which doctoral programs contribute to these positive effects?

How to gauge "productivity" or "influence"? Decades of counting publications as the proxy for productivity doesn't leave me hopeful, but developing performance criteria is our business after all; these would be great areas for ground-breaking efforts by those interested in more fully stating the value of training in I-O psychology.

Steven E. Mayer, PhD
(University of Minnesota, 1973)

The e-mail server for the SIOP Administrative Office has changed. Please note the following new e-mail addresses:

Administrative Office	siop@siop.org
Lee Hakel, Director	Lhakel@siop.org
Larry Nader, IT Manager	Lnader@siop.org
Esther Benitez, Membership, CE, & Sales Manager	ebenitez@siop.org
Gail Nader, Graphics	gnader@siop.org
Lori Peake, Web Administrator	Lpeake@siop.org
Julie Allison, Publications	jallison@siop.org
Ad Submissions	graphics@siop.org
Book Orders	books@siop.org
Graduate Training Programs	gtp@siop.org
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And the Survey Says . . .
The 2002 SIOP Member Survey Results

Janine Waclawski
Pepsi-Cola Company

Allan H. Church
PepsiCo Inc.

Seth Berr
PwC Consulting

The First Online Member Survey Ever

The semi-annual SIOP member survey results are in, and we have some important and exciting information to share with the Society as a result. For starters, this year was the first time ever that the survey was conducted entirely online. This is an important milestone for several reasons. First, it represented a big cost savings to SIOP, since paper-and-pencil administration and mailing costs were eliminated. Second, and more importantly, it allowed us for the very first time ever to survey the entire membership, including students and international affiliates. And, third, it allowed us to use branching (i.e., a more sophisticated method for probing survey questions in depth)—a process that does not lend itself as well to paper-and-pencil survey administration. All of these factors led to a big improvement in the SIOP Member Survey—both in terms of the content and the process.

More Member Participation Than Ever Before

The 2002 member survey was administered in January 2002 at which time links and passcodes were e-mailed to all SIOP Fellows, Members, Associate Members, International Affiliates and Student Affiliates with registered e-mail addresses. In total, 4,860 invitation e-mails were distributed and 1,891 responses were completed online. This year's response rate (the best to date at 39%) represented a significant gain over the 2000 and 1999 survey response rates (see Table 1 for a comparison). In addition, not only does this represent a significantly improved response rate but it also marks the first census member survey conducted by SIOP (in contrast to the sample surveys conducted in years past). This too is an important milestone. By enabling all of the Society's members to participate, we have increased our members' ability to have their voices heard by the Executive Committee. This is especially important because SIOP committee chairs specifically developed many of the survey questions asked this year for the express purpose of committee planning for the future of the Society.

In sum, this means that by going online we were able to involve more members in the survey process, receive more input from our members, employ a more sophisticated survey process (i.e., branching), and do this all for less cost than ever before!

Table 1

Survey Response Rates Since 1999

Year of survey	Surveys mailed	Surveys returned	Response rate
2001	4,860	1,891	39%
2000	1,542	400	27%
1999	2,957	390	13%

Note. All tables and figures include ratings of Fellows, Members, Students, Associates, and International Affiliates unless otherwise noted.

What We Asked

In terms of survey content, the 2002 member survey contained 26 member-satisfaction items, 52 committee-specific questions, 13 write-in commentary questions, and 7 demographic questions used for analysis purposes.

The following results were presented to the SIOP Executive Committee on April 14, 2002 in Toronto after this year's annual Conference. The purpose of the 2002 member survey was twofold. First, we wanted to assess the satisfaction of Society members with respect to member benefits and benchmark any changes from the 2000 survey when these items were first introduced. Second, we wanted to assess key questions and areas of interest for many of the SIOP committees for future conference, workshop, and action planning purposes.

Member Satisfaction Scores

The results of 2000 and 2002 satisfaction questions can be found in Table 2. In 2002, survey participants were asked to rate the extent to which they were satisfied with 26 aspects of SIOP. Each question was rated on the following scale (1 = *very satisfied,* 2 = *somewhat satisfied,* 3 = *neither satisfied nor dissatisfied,* 4 = *somewhat dissatisfied,* 5 = *very dissatisfied,* 6 = *don't know*). It is important to note that these scale anchors were the opposite of those used in 2000. Therefore to make the ratings comparable to the 2000 results, the 2002 ratings were reverse scored. All responses to each of the items were tallied and average scores by item were computed. "Don't know" responses were not included in this average.

Table 2.

Satisfaction Ratings for 2000 and 2002

2000 ranking	*2000 avg.*	*2002 avg. (ranking)*
1. *TIP*	4.52	4.48 (1)
2. SIOP membership directory	4.38	4.45 (2)
3. Administrative Office	4.34	4.30 (3)
4. SIOP Web page	4.29	4.20 (7)
5. SIOP as a professional organization	4.27	4.25 (5)
6. Value of my SIOP membership	4.27	4.27 (4)
Keeping membership informed of changes	N/A	4.21 (6)
7. Quality of hotel accommodations	4.20	4.10 (8)
8. Professional Practices Series	4.18	3.88 (12)
9. Organizational Frontiers Series	4.13	3.84 (16)
10. Reporting Society election results	4.12	N/A
11. SIOP job placement services	4.04	3.72 (21)
12. Conference city location	4.03	4.03 (9)
13. Member benefits compared w/ other orgs.	3.97	3.94 (10)
14. Quality of posters	3.95	3.88 (14)
15. Strategic direction & objectives of SIOP	3.94	3.90 (11)
16. Quality of presentations	3.92	3.88 (13)
17. Mix of topics comprising session content	3.90	3.85 (15)
SIOP JobNet	N/A	3.80 (17)
18. Candidate nomination process	3.87	3.79 (19)
19. Conference costs	3.84	3.80 (18)
20. Conference submission selection process	3.80	3.73 (20)
21. Preconference workshops	3.69	3.60 (23)
22. Committee volunteering/assignment process	3.64	3.71 (22)
23. Promoting I-O to other areas of psychology	3.54	3.37 (24)
24. Promoting I-O to business	3.25	3.14 (25)
25. Hotel room availability	2.61	2.51 (26)

Overall while this year's satisfaction scores were slightly lower on average, our results indicated that the 3 highest areas of member satisfaction are *TIP* (4.52 in 2000, 4.48 in 2002), the SIOP Membership Directory (4.38 in 2000, 4.45 in 2002), and the SIOP Administrative Office (4.34 in 2000, 4.30 in 2002). These were also the top-ranked for satisfaction in 2000. Conversely, the data also showed that the three lowest-rated areas of membership satisfaction were those regarding hotel room availability at the annual SIOP Conference (2.61 in 2000, 2.51 in 2002), SIOP's ability to promote I-O to business (3.25 in 2000, 3.14 in 2002), and SIOP's ability to promote I-O to

other areas of psychology (3.54 in 2000 and 3.37 in 2002). Again these were also the three lowest-rated satisfaction items in 2000. These areas of lower satisfaction were consistent across all respondent types (i.e., academics, practitioners, members vs. students, etc.).

However, there were some shifts in the satisfaction scores since 2000. Most notably, ratings of member benefits and the strategic direction of SIOP increased rather significantly in the rankings (moving from 13 to 10 in 2002 and 15 in 2000 to 11 in 2002 respectively). Ratings of the Frontier Series and SIOP job placement services trended downward somewhat (moving from 9 in 2000 to 16 in 2002 and 11 in 2000 to 21 in 2002 respectively).

Write-in Commentary Responses

In addition to the closed-ended survey items, respondents were also asked to provide their thoughts on 13 open-ended or write-in commentary questions. Four of these asked participants to give responses to general issues about the Society (see Tables 3–6), while the others were geared toward more specific issues of concern to SIOP. Responses to each of the questions were content coded to identify major themes for each question asked. Next, the number of like responses was tallied for each major theme. In general, response rates for these write-in items were quite good and are depicted in each of the tables below.

Table 3.

What are the Most Positive Aspects of SIOP Membership?

	1,159 responses
Annual Conference	24%
Networking/building relationships	22%
TIP	15%
Information exchange/learning	13%
Belonging to a community of professionals	9%
JobNet/Job Placement	4%
SIOP publications (Frontiers, Professional Practice)	3%
SIOP Web site	2%
Scientist-Practitioner focus	2%
SIOP membership directory	2%
The credentials	1%
Good value for the money	1%
Administrative Office	1%
Concern with licensure issues	1%

Table 4.

What are the Least Positive Aspects of SIOP Membership?

	1021 responses
Lack of marketing of I-O psychology	17%
Imbalance between academic & practitioner focus	13%
Conference location/timing, costs, & size	12%
Hotel availability/costs at Conference	10%
Politics/elitism	8%
Requirements/costs of membership	7%
Strategic direction/size of SIOP	6%
Mix of Conference and publication topics	5%
None	5%
SIOP Web site	4%
Not enough networking/professional development opportunities	3%
Processes for committee assignments and conference submission selections	3%
Quality of conference sessions (presentations, posters, workshops)	3%
Too focused on U.S./Canada and nonminorities	2%
Format of SIOP membership directory	1%
TIP	1%

Table 5.

What are the Greatest Trends Impacting I-O Psychology?

	985 responses
Impact of technology	20%
The Internet and Web-related trends	17%
Economic/market changes (Enron)	10%
Changing nature of work/jobs	8%
Identity and communication of I-O field	8%
Licensure/legal issues	6%
September 11th/terrorism	6%
Globalization/international factors	5%
Discipline cross-fertilization/competition	5%
Changing demographics (gender, age)	4%
Diversity/multiculturalism	4%
Greater focus on bottom-line results	4%
Scientist–Practitioner splits	2%
Performance assessment/coaching	1%

Table 6.

What Critical Issues Should Be Addressed By the SIOP Executive Committee?

	757 responses
Licensure/working with other psychology areas	38%
Name, definition, & promotion of I-O	21%
Greater diversity, minority, and international focus	8%
Academic–Practitioner divide	5%
Validity of testing/personality instruments	4%
Strategic direction of SIOP and I-O	3%
Link between I-O curricula and jobs	3%
Work Stress/work–life integration	3%
OD/Change management issues	3%
Technology's influence	3%
Ethics	2%
Effects of terrorism and economy	2%
Need for APA journal focused on I-O	2%
Conference submission review process	1%
Hotel problem at annual Conference	1%
Improvement to SIOP Web page	1%

Committee Specific Questions—Highlights

The majority of the 2002 survey was dedicated to questions aimed at key issues and areas of specific interest to the following SIOP Committees: annual Conference and submission process, professional development, continuing education and licensure, visibility, international experience, overlap between I-O and related disciplines, *TIP,* electronic communication, and the consultant locator system. Given the length of the survey and the need to conserve space in *TIP,* below are some of the highlights of our findings in each committee-specific section. A copy of the survey findings in their entirety will be placed on the SIOP Web site for those of you who are interested in seeing the full report.

Members' Ratings of the Annual Conference

Given the growing dissatisfaction of members with limited hotel availability for the annual SIOP Conference, the Executive Committee decided to ask members what options they would prefer for future conferences. The majority of members, when given the choice between holding the annual Conference at a single conference hotel with a limited number of sessions or at multiple hotels or even a convention center with large numbers of sessions, chose the convention center (see Figure 1).

One Hotel
31%

Multiple Hotels
12%

Convention Center
57%

1574 Respondents
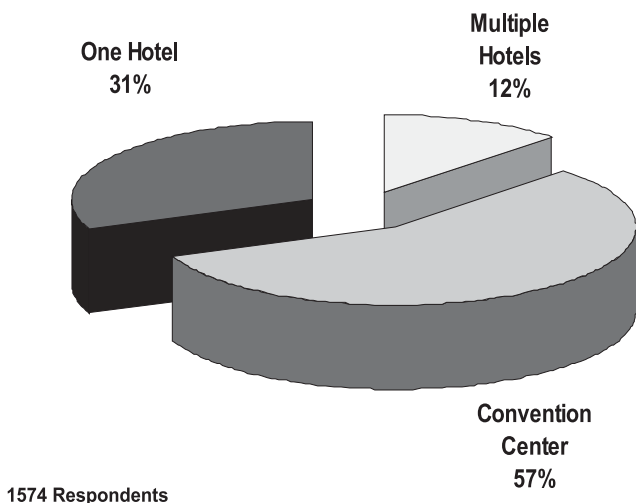
Figure 1. Which Annual Conference Location Option Do You Find Most Attractive?

In addition, we also asked members how much the conference location influenced their decision to attend and what factors were most important in selecting a conference location. The results showed that conference center location (city) is not a major factor in influencing members' decisions to attend. In fact only 30% of respondents said location influenced their decision to a great or very great extent (18% and 12% respectively). The majority of respondents (70%) said that it only impacted their decision moderately, to a small extent or not at all (29%, 26% and 15% respectively). With respect to important factors in selecting a conference city location, members clearly indicated that convenience is what they are looking for. Specifically, respondents ranked attributes such as good flight availability, hotel room quality, easy airport access and restaurants within walking distance of the conference hotel as the most important factors to consider when selecting future SIOP conference venues (see Table 7).

Other Interesting Findings

Table 8 contains a number of the more interesting survey findings organized by each of the SIOP committees that asked specific questions.

In Summary

Member areas of satisfaction and dissatisfaction were very similar to those identified by the 2000 survey. Namely SIOP members appear to be most sat-

isfied with: *TIP,* the Annual Conference, and the SIOP Administration Office, and least satisfied with hotel room availability at the Annual Conference, and with efforts to promote I-O to business and other areas of psychology.

As we said in 2000 when we last reported on the survey (Waclawski & Church, 2000), when all is said and done, survey results themselves do not cause change. It is important to remember that any survey effort is only as good as the action which results from it (Church & Waclawski, 2001). Our experience in presenting this to the SIOP Executive Committee was a very positive one. More specifically, the committee members were very interested in the results and expressed a strong desire to follow up on many of the issues raised by the survey. We fully expect that many of the unique findings will be used by SIOP's committees to help improve the offerings for members and to plan for the future. SIOP President, **Ann Marie Ryan,** specifically addresses many of these issues in the *TIP* article that follows.

Table 7.

The Ranked Importance of the Following Attributes for a Conference Location

	Average ranking
1. Good flight availability to location	2.48
2. Hotel room quality	3.53
3. Easy access to the airport	3.86
4. An array of restaurants within walking distance from the hotel	3.92
5. Warm weather	4.84
6. Cultural activities (museums, the theatre, cinemas, etc.)	5.57
7. Nightlife	5.90
8. Family activities (theme parks, parks and recreation, etc.)	7.21
9. Sporting events	7.69

Note. 1 = *most important* and 9 = *least important*

Table 8.

Summary of Committee Specific Survey Results

Conference Submission Process	94% of those who submitted and reviewed papers for the Toronto conference said that the new electronic submission and review process was more convenient.
Professional Development	The majority of respondents (58%) indicated that they are not likely to attend workshops other than those offered at the SIOP Conference.
	Most members (70%) want conference workshops held on the Thursday before the SIOP Conference as opposed to 17% who prefer workshops during the Conference, 6% on who prefer Sunday all day, 4% who prefer Sunday morning, and 3% who prefer Monday.
	71% of respondents said that offering CE credits for conference sessions would have no effect on their intention to attend a SIOP workshop.
CE Credits and Licensure	16% of survey respondents are licensed psychologists, and 84% are not.
	Most respondents receive their CE credits through regional conferences (63%), followed by SIOP (37%), and self-study (30%).
	Respondents were mixed in their opinions as to whether SIOP should support or oppose mandatory licensure of I-O psychologists. Specifically, 57% of licensed psychologists said that SIOP should support licensure, whereas only 25% of those who are not licensed believe that SIOP should support licensure (see Figure 2 for details).
SIOP Visibility	81% of survey respondents reported that someone from the media had interviewed them in the past year. Of those interviewed, 79% said that the interview resulted in a media story or quote, and 85% said that they felt adequately prepared to deal with the media.

International Experience	Slightly more than half of survey respondents (53%) have no experience applying psychology in an international setting.
Overlap Between I-O and Related Disciplines	When asked to rate the extent to which they agree with the following statements (where 1 = *strongly agree*, 2 = *agree*, 3 = *neither agree nor disagree*, 4 = *disagree*, 5 = *strongly disagree*), respondents reported that they believe:

Different disciplines within psychology can learn and benefit from one another's expertise in boundary-spanning practice areas. (1.68)

I-O psychologists should be professionally concerned about "non-I-O" psychologists practicing beyond their areas of education and training. (1.76)

I-O graduate training programs should adopt a more integrated curriculum that includes relevant courses from other disciplines (e.g., listening and intervention skills). (2.02)

Non-I-O psychologists entering organizations will result in lower or inconsistent standards of work in the area of I-O psychology. (2.17)

Certification should be required for individual assessment. (2.34)

Certification should be required for executive coaching. (2.60)

A universal set of standards should be developed that would apply to all disciplines working with organizations. (2.63)

TIP	When asked to rate their level of interest in reading about the following topics in *TIP* (where 1= *extremely interested*, 2 = *good bit of interest*, 3 = *moderate interest*, 4 = *slight interest*, 5 = *no interest*), respondents reported that they were most interested in:

Unusual or unique I-O applications	1.75
Summaries of published research	1.92
Perspectives on I-O from outside the field	2.02
Career Issues	2.06
Profiles of eminent people in I-O	2.51

Teaching	2.90
Humor	3.10
Crossword Puzzle	4.47

43% of respondents said that page length was not a factor in determining which *TIP* articles hold their interest, followed by 35% who said they prefer articles that are 3 to 4 pages in length.

81% of respondents read *TIP* in print only, 17% read *TIP* in print and online, 2% read *TIP* online only.

Electronic
Communication

The majority of survey respondent (60%) said that they would like SIOP to have more interactive communication tools. The top three communication tools respondents would like to see the Society add are electronic mailing lists (45%), bulletin boards (37%), and chat rooms (9%).
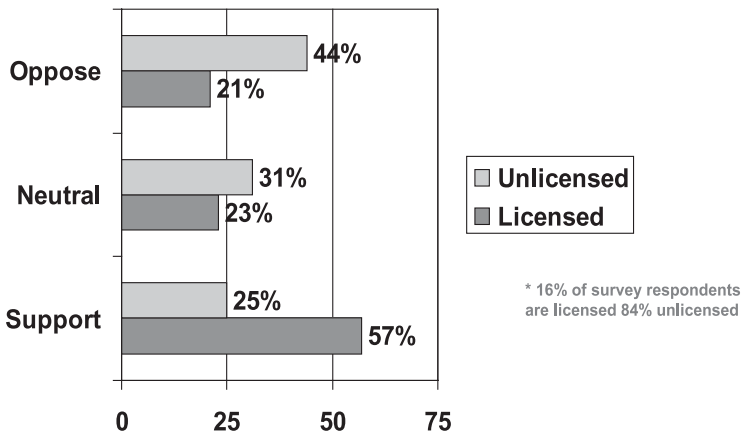
Figure 2.   What Should Be SIOP's Position on the Licensure of I-O Psychologists?

Thank You!

We thank the following people for their invaluable help and support in conducting the 2002 SIOP member survey. First and foremost we would like to thank **Wanda Campbell** (the outgoing chair of the Professional Practice Committee) for asking us to sponsor and conduct this year's survey.

Many thanks to **Bill Macey, Mark LoVerde,** Matt Glowacki, and the team at PRA for helping us surmount the seemingly insuperable task of putting the SIOP survey process online, hosting the online survey, and providing us with the raw data for our analyses.

Thanks to Lee Hakel, Larry Nader, and the rest of the incomparable SIOP Administrative Office staff for helping us access the SIOP e-mail database.

We would also like to thank the Executive Committee for their helpful suggestions in the process and the survey content itself.

And, last but certainly not least, a round of thanks to all of you who took the time to respond to the 2002 member survey. We appreciate your candor in the process and sincerely hope that you found this to be a worthwhile endeavor.

References

Church, A. H., & Waclawski, J. (2001). *Designing and using organization surveys: A seven-step process*. Jossey-Bass.

Waclawski, J., & Church, A. H. (2000). The 2000 SIOP member survey results are in! *The Industrial-Organizational Psychologist, 38*(1), 59–68.

We Hear You

Ann Marie Ryan

Thanks for the feedback! The SIOP member survey played a key role in the planning of goals for the Executive Committee for the year ahead. In the interest of brevity, I will highlight just a few of the ways in which we are addressing your concerns.

Addressing Problem of Hotel Room Availability

One of the Conference Committee goals for 2002–2003 is to "resolve our sleeping room situation such that all members who want to do so can stay within a short walk of the Hilton Disney World while ensuring that SIOP incurs no sleeping room charges." Hotel room availability issues are complex and involve considerable liabilities on the part of the organization— please take the time to read **Jeff McHenry's** article in this issue of *TIP* to gain an understanding of the constraints under which we are working. SIOP has attempted and will continue to attempt to negotiate the most favorable situation for the membership as a whole.

Marketing I-O; Promoting I-O to Business

I'm pleased to report that SIOP is actively promoting the field of I-O psychology in a number of ways. While this is a long-term effort, we have made tremendous strides.

- Over the past 2 years, under **Gary Carter's** able leadership, the Visibility Committee created and distributed press releases based on work of our members (based on conference presentations and publications, as well as via discussions with members). Releases were distributed to hundreds of press contacts, and many have resulted in stories (see **Members in the News** section in each issue of *TIP*).
- Our PR person, Clif Boutelle, has developed relationships with many of the regular business columnists at leading papers. Clif also works with local media at our Conference site each year to get greater visibility for Conference content. If you have media contacts or ideas for press release angles, please contact Clif Boutelle at the Administrative Office (boutelle@siop.org).
- The Administrative Office has been tracking ProfNet, which is where media professionals post requests for experts on various topics and has attempted to match media desires for information with our members who can address the topics of interest.
- Our Media Referral service on the Web site allows media professionals to search for members willing to discuss certain topics.

We have several efforts underway to better hone "our message." Under the leadership of Visibility Committee member, **Chris Rotolo,** we are specifically looking at the issues of SIOP brand image and how to ensure that a coherent message in line with SIOP's mission, goals, and values is communicated to the public. **Karen Paul** is working with all our communications-related committees (*TIP,* electronic communications, Visibility, the Administrative Office) to create a unified image of our organization. The Long Range Planning Committee is evaluating member sentiments regarding our name—is "industrial-organizational psychologist" a good representation of who we are and what we do? Contact Chris (chris@bizshrinks.com), Karen (kbpaul1@mmm.com), or **Katherine Klein** (klein@psyc.umd.edu) if you have suggestions.

- We plan to promote I-O directly to managers via the Solutions Series. Under the leadership of **Elaine Pulakos,** the Solutions board has been actively working with authors to develop a series of books. The goal of the series is to produce volumes that translate the knowledge of I-O psychology into practical, "how-to" advice, while also publicizing our field and organization. These short, consumer-friendly volumes will be marketed toward organizational decision makers and managers. More information on the series and how you can get involved is in the January 2002 *TIP*. You can also contact Elaine at elaine.pulakos@pdri.com.
- Another effort at promoting our field, led by **Joan Brannick** and funded by the SIOP Foundation, is our development of Web-based tools that provide a source of information on I-O topics to the general public. The committee is in the final drafting stages of a first toolkit based on Employee Testing. The goal of these toolkits is to provide accurate and understandable information on workplace issues. If you have ideas for future toolkit topics or would like to assist in their development, contact Joan at joan@brannickhr.com.
- The Professional Practice Committee is working on new plans for marketing our Consultant Locator System. E-mail **Mark Schmit** at mschmit@gantzwiley.com with suggestions for promoting this SIOP service.
- The Electronic Communications Committee and Larry Nader are working on ways to enhance the visibility of our Web site (e.g., increasing links to our site, making the site appear on search engine lists for less obvious keyword searches).

In sum, we have a lot of activities underway to promote I-O psychology to business and to educate the public on what we do. However, we welcome other ideas and suggestions. One of the best ways to increase our visibility is for every member to do a little to make the field more visible to the general public. You can help promote our field by the following:

- being willing to talk to your local media about I-O and what you do
- volunteering to give a talk at a local HR or civic association that includes a reference to what our field is and what we do
- identifying yourself to internal and external clients, colleagues, MBA students, friends and strangers as an I-O psychologist—and explaining what that means. If we are unwilling to identify ourselves, it is no surprise that who we are and what we do are not well known.
- volunteering for APA's Exploring Behavior Week by giving a 1-hour talk to students in grades 8–12 at your child's (neighbor's, nephew's, etc.) school about what psychology is (and in particular, what are careers in I-O). Contact **Laura Koppes** (laura.koppes@eku.edu) for prepared presentation materials.
- linking your personal Web page or program Web page to SIOP's Web page, increasing the visibility of the organization to search engines, and so forth.

Promoting I-O to Other Areas of Psychology

Our progress on the issue of promoting I-O to other areas of psychology is not as advanced as our other visibility efforts, and we could use greater member help. We have several mechanisms in place by which we can do this, but we need members willing to put forth some time in these efforts. A primary means of communicating to other psychologists who we are and what we do is through APA and APS, the umbrella organizations for psychologists. There are several related SIOP activities that attempt to do this.

- SIOP puts on a program at both the APA and APS conference each year. As few of our members attend these conferences, the goal of programming is not so much targeted toward issues of concern to our members, but toward educating other psychologists about what I-O psychologists do and what we have to offer. However, it is often difficult to get SIOP members to be willing to appear on these programs and to serve in an educational role. In addition, there is always a request for I-O related workshops at the APA conference. These workshops can be targeted toward educating those in other areas who have begun to work in "our domain" about what they need to know in order to be practicing in an ethical and legal manner. Another example of how we can affect programming is that a theme for the APA conference this August is Fairness; for the conference next August a theme is Decision Making. Both of these are areas where we can educate other psychologists about our research and practice. If you are concerned about how I-O is viewed by the rest of psychology, please consider giving some time to the APA or APS program committees to work on developing sessions to educate the rest of the field, or please submit a session yourself. Contacts for

the APA program for the next several years are **MaryBeth Mongillo** (mmongillo@west.raytheon.com) and **Scott Highhouse** (shighho@ bgnet.bgsu.edu); for the APS program for the next several years are **Mike Coovert** (coovert@luna.cas.usf.edu) and **Howie Weiss** (weiss@psych.purdue.edu).

- Another way we can educate other psychologists about our field is by being more involved in these umbrella organizations. Our APA Council representatives **Wayne Camara, Kevin Murphy,** and **Jim Farr,** attempt to represent the views of our field on issues facing APA. Feel free to contact your representatives to express your concerns (wcamara@ collegeboard.org, krm10@psu.edu, j5f@psu.edu). Further, **Heather Fox** coordinates our APA/APS Relations Committee. One of Heather's primary tasks is to get more I-O psychologists placed on the various boards and committees in these two organizations that make policy decisions and set direction for the field of psychology as a whole. Over the past several years, SIOP has worked hard to get representation on the standing boards and committees but also has been successful in getting placements on ad hoc committees. For example, in January we submitted the names of 28 SIOP members as nominees for various APA governance groups. Members of SIOP serve on key APA boards and task forces (e.g., on Internet Test Use, on Workplace Violence, on Executive Coaching). Heather is always seeking names of individuals to suggest for placement on these committees, so please let her know if you are willing to volunteer (hfox@towson.edu).

- Another connection to other areas of psychology is through **Diane Maranto** who works for APA as a Psychology in the Workplace Liaison. Part of Diane's role is to promote the research and practice of psychologists who work in the field of work. Diane works to ensure that the voice of workplace psychologists is heard in key APA efforts (e.g., addressing concerns about institutional review boards, APA Web site content, etc.). Please contact Diane if you have suggestions about how APA can better serve the needs of psychologists involved with the workplace (dmaranto@apa.org).

- We have developed liaisons with the *APA Monitor* to ensure that I-O related topics get better coverage in that publication.

- We are working on promoting I-O psychology to other psychologists via educational materials. The Education and Training Committee has created and publicized a number of instructor modules on I-O for other psychologists to use in their introductory psychology courses (see SIOP's Web site). E&T is working on making certain that the topic of I-O is included in materials APA is preparing for high school lesson plans as well as for an APA-sponsored high school text on psychology.

- I have discovered that part of my role as president is writing "letters to

the editor" whenever our field is ignored or mischaracterized by other psychologists in some scientific or professional publication. Please alert me or others on the Executive Committee when you see something in print by other psychologists that ignores our existence—we will respond.

As with our visibility to the general public and the business world, each member makes the organization and the field more visible to other psychologists. I encourage you to do the following:

- publish in journals with audiences in other areas of psychology
- write letters, columns, and other pieces for state association newsletters, publications of other APA divisions, the *Monitor,* the *Observer,* and so forth, that highlight who we are and what we do
- speak up at conferences, faculty meetings, and other gatherings when those from other areas of psychology lack clarity about who we are and what we do

Other Concerns

As an organization of scientists/practitioners, we strive to serve a lot of different constituencies with a lot of different needs. The survey responses did indicate a number of other concerns that we are attempting to address. Just a few of these are noted below.

- The survey results suggest many of our members are unconcerned about licensure and do not feel the need to be licensed. However, members in certain states have grave concerns about licensure laws restricting their ability to do what they do. Our task force on licensure (contact **Peter Scontrino** mpeterscontrino@aol.com or Laura Koppes laura.koppes@eku.edu) is seeking to develop criteria for "what is a licensable I-O psychologist" to aid those members in those states for which this is a serious problem. While these efforts may not be seen as important by some members, they are vital to the continuation of our profession in certain geographic regions of the U.S.; thus, SIOP needs to invest energy and resources into these efforts.
- We regularly hear comments (and did in the survey) about whether the focus of SIOP activities and the Conference is "too much practice, not enough science" or "too academic." As we hear both concerns from our members, I feel we are doing a great job of hitting the middle! However, the validity of these concerns is being reviewed. Note that the conference program is based on what you submit and what the hundreds of members of our society who serve as reviewers think is worthy of presentation. If you feel content is missing, then submit and review! Further, SIOP is not a trade association and cannot be involved in promoting the businesses of members in a direct way; however, we can and will do what we can to promote the profession as a whole.

SIOP is also not a gatekeeper that decides the direction of research in our field; however, we can and will do what we can to support scientific endeavors broadly. If you feel SIOP ought to be doing more for members in either academic or practice settings, send us your specific ideas (contact Mark Schmit, chair of Professional Practice, mschmit@gantzwiley.com, **Tim Judge,** chair of Scientific Affairs, tjudge@ufl.edu, or Laura Koppes, chair of Education and Training, laura.koppes@eku.edu).

• Many members desire greater means of interactive electronic communication. Our Electronic Communications Committee has been working to develop electronic mailing lists around particular research and practice topic areas. If you are willing to serve as an administrator for a particular topic area, contact **Mike Brannick** (mbrannic@luna.cas.usf.edu).

Many members are concerned about the inclusiveness of the Society. As I noted in my presidential column, this is a personal priority for me. CEMA is also working on a number of different efforts to increase the inclusiveness of the Society and the profession and to recognize individual and program efforts in those directions. Please let **Kecia Thomas** know your ideas (kthomas@arches.uga.edu).

Strengthening the Strengths

Three areas of high satisfaction for members are the Conference, *TIP,* and the Administrative Office. In striving to maintain and enhance that satisfaction, the Conference Committee, *TIP* editorial board, and the Administrative Office are all engaged in continuous improvement. For example, *TIP* is incorporating member suggestions from the survey. The Conference Committee is developing a conference evaluation process for next year to provide more specific and immediate post-conference feedback for our future planning efforts. The SIOP Conference Program Committee is continuing to explore new and innovative formats that foster greater interaction at the Conference. The Administrative Office continues to improve online services, including the institution of online dues renewal. We are working to make our best even better.

As you can see, the SIOP member survey serves as a valuable planning tool for the Society. We appreciate your input via the survey, and encourage you to continue to provide input via e-mails and phone calls on an ongoing basis. Contact information for all committee chairs is always provided on the back inside cover of *TIP,* and we welcome your comments and suggestions.

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Coaches Coach, Players Play, and Companies Win

Patrick C. Caironi
Pennsylvania State University

Executive coaching has been a part of business consulting for some time now, and according to London (2002), has grown significantly in recent years. However, there are many aspects of this method of leadership development that remain in question. Is there agreement upon which methods are the best? What approaches do most coaches take when evaluating a client? What is the feeling companies have toward coaching? To find answers to these questions and more, I went straight to the source, the coaches themselves.

Leadership is a key aspect of organizational success, so the degree of effectiveness to which organizations develop leadership will directly affect success. As part of their leadership development programs, companies are turning to executive coaches. "Executive coaching is practical, goal-focused one-to-one learning" (London, 2002, p.164). The intersection of the organization, leader, and coach is one that possesses great potential for individual change.

The Questions I Asked

In my investigation of coaching and leadership, I interviewed four respected SIOP members. I began by asking, "What personal qualities of the leader help to make the coaching experience more effective?" I wanted to learn what traits the coach hoped that the leader might already possess when beginning the coaching relationship. Obviously, the leader will have some deficiencies, but there may be some personality or other characteristics that make a leader more receptive to coaching. Along these same lines, I also inquired, "What types of organizational climate/atmosphere are more conducive to a successful coaching experience?" Then, taking the opposite slant, I asked about the personal and organizational factors that tend to inhibit a positive coaching situation.

In addition, I asked about the receptiveness of organizations to having an executive coach work with their leaders. One would expect that if the organization were receptive to coaching, then the opinions and plans of the coach would be taken more seriously. Conversely, if the organization were not receptive, coaches and leaders may have difficulty with the implementation of their action plans. Another issue, likely related to the leader's receptivity to coaching efforts, was how the request for a coach comes about (i.e., does the leader ask for coaching, or does someone else in the organization decide that the leader needs help)? Self-initiated coaching relationships would appear to lead more likely to individual change, but the leader might recognize the seriousness of concerns that cause others to recommend or require that the leader work with a coach. Also, given that my respondents all serve

as coaches who are external to the leader's organization, I asked if they perceived differential roles for internal and external coaches.

A key question to be answered was "What exactly are the best coaching techniques?" I wanted to learn from these experienced I-O psychologists which methods they have found to be most effective. I also asked the coaches' opinions on the use of 360-degree feedback as part of a coaching relationship. Since this is also a common developmental technique applied by organizations, I was interested in the extent to which executive coaches found it helpful. Finally, I completed my interviews by asking about the types of educational backgrounds that facilitate effective coaching.

The Answers I Heard

One of the four coaches whom I interviewed was **Vicki Vandaveer,** founder and CEO of The Vandaveer Group, Inc. Regarding desirable personal qualities of an individual for most effective coaching, Vandaveer mentioned motivation and orientation to learning and growing. An example of a difficult situation is one in which someone else has requested coaching for an individual, and the individual is not receptive. However, she noted that a good coach can usually find a way "in," helping the individual see the personal benefits to coaching and coming around to personally "owning" the process. She commented that every coaching relationship is different because the parties to the relationship are different and, therefore, a unique combination.

The most effective executive coaching is based on science (e.g., motivation, adult learning, developmental psychology, social psychology of organizations, systems theory, etc.) and applied with artful skill. Vandaveer likens the coaching relationship to a unique dance—each with different rhythm, intensity, level of synchronization, demands, degree of structure, and so forth. With the most active learners, she can work at a deeper level of self-discovery and personal change, while with others she won't get further than helping them process and respond effectively and appropriately to 360-degree feedback. Regarding 360-degree feedback, she said that it does potentially have benefits if used appropriately. Her concern is that too many people use 360-degree feedback without sufficient understanding of its appropriate uses and its limitations.

Vandaveer said that her coaching engagements have come by a variety of means. Sometimes human resources (HR) recruit and screen coaches. At the present time, most of her coaching business comes directly from line management through referral by existing coaching clients.

Vandaveer's goal in coaching is to best help the executive achieve the next levels of personal and leadership effectiveness. That typically involves assessing needs, establishing developmental goals and measures, agreeing upon a coaching strategy and process with the leader, and then executing the coaching plan. The plan may or may not include gathering 360-degree feedback, conducting an individual psychological assessment (including person-

ality and cognitive tests), and always includes periodic face-to-face meetings, between-meeting assignments, observing the executive in action, and other agreed-on actions. Examples of what she does in coaching are (a) gather data, (b) identify needs, values, motivational drivers, and so forth, (c) help surface and challenge assumptions and mental models underlying perceptions and behaviors, (d) serve as sounding board, (e) help prepare for key meetings (e.g., board or worldwide employee meetings), (f) help the individual gain insight into himself or herself, others, and their interactions, (g) help remove problematic blind spots, and (h) always provide support.

On the topic of an internal versus external coach, she said there is a role for both. A key part of every manager's role is to assess performance and coach those that report to them. Internal (HR) professional coaches can be effective, and they know the organization well. The value of the external coach includes objectivity (not being a part of the organizational system) and a safe source for discussing most sensitive issues, fears, and so forth that politically one cannot afford to risk sharing with an internal person.

Vandaveer commented that coaches come from a variety of backgrounds, including clinical psychology, I-O psychology, OD, or business (e.g., MBA) with an organizational behavior specialty. She believes that I-O psychology provides a good beginning base for coaching (e.g., organizational theory, human motivation, learning theory, problem identification and analysis). However, I-O programs typically do not provide all the training necessary for coaching. Additional important knowledge and competencies include understanding oneself as an instrument in the coaching process, good understanding of one's own motivations and needs—and how to manage them in a helping relationship, skill in process facilitation and group dynamics, to name a few. She got her training from continuing education, which has been, interestingly, largely from clinical and social psychologists and anthropologists.

Another coach whom I interviewed was **George P. Hollenbeck,** principal of Hollenbeck Associates. He said that, concerning a coach's traits necessary for a positive coaching experience, he likes to think more in terms of skills rather than personal qualities, but, if he had to select qualities, integrity and I.Q. commensurate with the executive are important, and the executive must respect the coach. Also needed are knowledge of business and the organization at the level of the executive, knowledge of personal change methods and difficulties, interpersonal skills sufficient to relate to the executive, and low power motivation with a high need for achievement. An organization most conducive toward coaching would be one that is bottom-line oriented, rewards performance rather than personality and competencies, is supportive of development, interested in learning, and relatively free of politics. Conversely, an environment that would not be supportive of coaching would be one that is filled with intense political bickering and distrust among executives and is too short-term oriented and unforgiving.

In Hollenbeck's opinion, 360-degree feedback can be useful when it is targeted and specific. He said that it is most effective in helping with the assessment process that directs coaching and to clarify organizational direction. Requests for coaching usually come from a boss suggesting to human resources that someone needs help, human resources suggesting a coach, or as part of a program in which the company offers a coach. He commented that almost never would an executive say, "I want a coach."

The coaching techniques that Hollenbeck found to be most effective are (a) interviews with boss, subordinates, and peers, (b) personality inventory and maybe an interest inventory, (c) leadership style questionnaires, (d) background interviews with the executive, (e) observation of the executive in work situations, and (f) review of existing data the executive may have from previous training programs, performance appraisals, and so forth. On the issue of internal versus external coaching, Hollenbeck observed that there will always be internal coaching from the boss, human resource personnel, and mentors. The internal people know the organization better than external people ever will. An external person will often be trusted more, be more objective, more willing to deliver bad news, more willing to tell it the way it is, and have more skill and talent relating to people to get them to change.

According to Hollenbeck, a coach can come from a background of I-O psychology, clinical psychology, or business. He said the best background is one of problem solving, knowledge of individual and organizational change, and knowledge of business. Typically, he noted, an MBA knows nothing of change and a clinician knows nothing of business. An I-O psychologist can be a nice combination of both, but he commented that many I-O psychologists do not get such training. Hollenbeck also pointed out that part of this question related to the issues of the executive. He said, "There are hundreds of wannabe coaches who are family therapists, social workers, and clinicians but want to focus on the executive's family, and so forth, rather than job performance." He pointed out as an example, that if you have an alcoholic executive, you need someone who can deal with alcoholics, but if you have an executive who needs to delegate, listen, and communicate, then you need someone who can deal with these things.

The third coach I interviewed was **Val J. Arnold,** senior vice-president of Personnel Decisions International. Arnold noted that a leader should have specific objectives for their development, be open to feedback and experimentation, and willing to try things on the job. An organizational climate that facilitates coaching is one in which learning and development are encouraged and seen as a sign of strength, not weakness; people can ask for, receive, and use feedback (they need to be able to tell people what they're trying and get feedback for maximum impact); and top leadership pays attention to development and models it. Some barriers against leadership development are beliefs that development is a weakness and that leaders don't have weak-

nesses, and situations in which people are afraid to ask for feedback, honest discussion is not a part of the culture, and top leadership does not support learning and development.

Arnold's feelings on 360-degree feedback are that it can be very helpful for understanding other's perceptions of you. It works best when the questions deal with real issues for the participants, they respect and believe the people who gave them feedback, and feedback is the beginning, not the end of the process. The goal of 360-degree feedback should be to use data to move to action, and not just for insight. Arnold is not sure whether most organizations are receptive to using a coach. Coaching peaked as an intervention a little while ago and has now settled back some. Commonly seen methods of requesting a coach are when someone in power believes someone else needs to change/develop, and they facilitate getting that person a coach, as well as when a person feels a need for development/change and gets the organization to support coaching.

As far as an internal versus external coach, Arnold believes both can be effective. It depends on parties involved, their views, and the skills of the coach. Internal dynamics of power can prevent effective coaching sometimes just as a lack of skill or competence of the coach can affect outcomes all of the time. According to Arnold, the best coaching techniques involve a solid behavior change technique, in which the coach helps people set clear goals that meet their own needs while also aligning them with the needs of the business and helps them think through how best to meet the goals (where sound psychology of people and how they change comes in). The coach should also focus on spaced practice of the changed behavior, build in feedback and support loops, and fade out the feedback provided by the coach, while teaching the leaders to assesses their own progress. Finally, as far as background goes, Arnold notes that sometimes the best coaches are those who have "been there, done that," (i.e., sometimes best coaches for CEOs are ex-CEOs).

My final interviewee was **Richard Jeanneret,** the managing principal of Jeanneret & Associates, a general management consulting firm that this year is celebrating its 20th year of being in business. He believes the best qualities a leader can have going into the coaching relationship are an openness to the coaching experience and the desire to benefit and develop from the experience. Also, the leader should be willing to help the coach understand the relevant business and people issues, and the leader should be flexible in recognizing that strategies and goals may change as the coaching relationship evolves. The leader should be ready to accept feedback from the coach and possibly others (e.g., 360-degree feedback) and be able to trust the coach and the coach's advice. The organization should be participative, flexible, and supportive of change, with a focus on development in other human resource management systems. Jeanneret notes that organizational qualities that would

not be supportive of a coaching endeavor are rigidity, being highly political, lacking in trust, nonparticipative, and internally overly competitive.

He believes that 360-degree feedback can be useful if performed correctly. He prefers to conduct organizational interviews with key players if the organization will be receptive to that strategy. Jeanneret does not believe most organizations are receptive to having a coach come in. How the request comes about for a coach, he notes, depends on the purpose of the coaching assignment (e.g., an individual development plan, a performance problem, a need for conflict resolution, the specific agenda of the leader who requests the coach, whether or not the organization requires every executive to have a coach). His feelings and reasoning are the same with respect to whether an internal or external coach is better, with the additional dimension of the capabilities of the coach. He also added that coaches and researchers have not engaged in sufficient effort to evaluate the effectiveness of the coaching experience and to give guidance as to what strategies and styles would be most effective under various types of conditions. There are likely to be many more failed or discontinued coaching assignments out there than there are successful ones.

Regarding the best coaching techniques to use, Jeanneret said that depends on the goals of the assignment. About 35%–40% of the time he couples coaching with assessment. Otherwise, he believes in face-to-face meetings and input from others, such as peers, senior managers, subordinates, obtained either through an interview or survey. He adds that the strategy needs to be an active one. Thus, after a coach has a chance to understand the leader and vice versa, then it is time to develop some set of action plans. These may be assignments that take place either inside or outside the organization. The assignments should have the characteristics of goal-setting models (i.e., a stated objective, measurement strategy, and timeframe). Reinforcements should be available whenever possible. If coaching remains passive and the coach and leader simply get together to theorize or speculate, then there probably will be little broad developmental gain. However, Jeanneret did note that a very valuable role for a coach can be to help a leader think through a tough issue (e.g., which of several strong candidates to promote, how to deal with conflict between a couple of key executives, etc.), but added that typically these are focused, one-time events rather than longer-term development activities.

Finally, when I asked about the background of a coach, Jeanneret commented that the field is full of all types, whether it be the more common I-O, clinical, and MBA background, or fields such as human resources, counseling, and education. He noted that many coaches even started in technical fields.

Similarities and Differences in What I Heard

There are many similarities in opinion across the four individuals I interviewed. Concerning the personal and organizational climate necessary for a positive coaching experience, most agreed that the leader should be open, receptive, and willing to experience new things. The leader should also be willing to accept feedback. The organization should also be open and flexible. It should not be rigid or full of political bickering. Feedback should also flow easily. Development should be seen as a positive thing, and not as a sign of weakness.

Most agree that 360-degree feedback is good, when used properly. It has its place in the assessment of the leader but is by no means the end-all to the evaluation and coaching process. Regarding differential roles for internal and external coaches, most agreed that both have their benefits, depending on the situation. Both can be used in organizations. Neither is clearly superior to the other. Some noted that there is always internal coaching going on, as the leader will be coaching subordinates. However, many agreed that a problem with this is that the leader may be reluctant to mentor a subordinate for fear that the subordinate will take the leader's job.

The coaches I interviewed agreed that the request for a coach is usually the human resource department or a superior requesting help for a leader. While the leader could encourage the organization to support the idea of having a coach, it is rare for a leader to say, "I need a coach." As for the best coaching methods, there was some distinctiveness, but some coaches did agree that face-to-face meetings and interviewing the leader's boss, peers, and so forth, were effective. All agreed that the background for a coach could be any number of possibilities, ranging from I-O psychology and clinical psychology to a business degree.

As mentioned previously, there was some differentiation on the opinion of what coaching techniques are the most effective. One coach focused on a behavioral style approach, while another seemed to take a more intense personal approach, advocating psychological (e.g., personality and cognitive) assessments and interviews with assignments given. I believe that, while all would use 360-degree feedback in their assessment, some would give more weight to it than others would.

Executive coaching can be a very important part of leadership development. The personal attention and coaching enable the leader to see exactly what is needed to change to become more effective. With leaders holding such a powerful position of influence and control, it is important that they are doing things correctly. A coach can help ensure this. While leadership development always begins within the organization, the assistance of an outside coach is, in my opinion, often essential. Paper-and-pencil assessments, such as 360-degree feedback and surveys, can only go so far. The presence of a

coach, working closely with the leader, focusing on the leader's personal and behavioral characteristics, can be unmatched in impact on the leader. While much can be debated about executive coaching and its precise influence on leadership change and development, the presence of a coach can be a positive influence on executives across varying industries and companies. Similar to the need of even the most talented athletes for coaching and instruction, the leaders of prominent businesses across the country and around the world can benefit from executive coaching. If a company came to me and told me it had problems with its CEO as a leader, my initial response would be to "get a coach."

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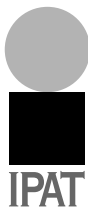
"Bear" with us; it's our final column.

Here's to *Your* Success

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

Lori Foster Thompson
East Carolina University

Several years ago, SIOP celebrated its 50-year golden anniversary, complete with a healthy dose of fanfare and paraphernalia (coffee mugs, t-shirts, the whole nine yards). Shortly thereafter, **Mike Coovert,** then editor of *TIP* and our major professor, called us into his office. The two of us didn't really know each other, and we peered at one another curiously as Mike handed out two medium-sized boxes labeled "Dawn" and "Lori." With the boxes came two golden anniversary coffee mugs accompanied by an invitation to write a student column for *TIP*.

We have long since graduated and transitioned from that student column to the **Early Careers** segment of *TIP,* and as we noted in our last column, it's time for us to transition once again from this, our final column as editors of **Early Careers,** to other endeavors. (Can you feel the sappy, grab-a-box-of-Kleenex nostalgia coming on? We'll try to keep it to a minimum, but we offer no ironclad promises.)

Now, if you've been following this column over time, then you know our main objective has been to facilitate success among I-O psychologists facing the early stages of their professional lives, doing so in part by exploring how others have succeeded and in part by investigating issues impacting our early careers. In keeping with this goal, **The Industrial-Organizational Psychologist** segment of this issue features our friend and mentor, Mike Coovert (we thought it appropriate to save this interviewee for last, to finish the way we started). This segment begins with a detailed account of Mike's career path, outlining various roles and jobs he has taken on and illustrating the model that led him to a successful career. This professional summary is followed by a personal inquiry, which offers a feel for the guy behind the name by describing the philosophies, practices, and yes, even the beverages that Mike has embraced during his journey toward success.

Our profile of Michael Coovert is followed by a final segment called **Early Careers—In a Nutshell**, which summarizes the tips, tactics, and pointers we've gathered while writing this column during the past few years. In keeping with the column's main objective, this concluding segment provides a tool that can be used to pick and choose strategies that may assist you as you travel your own personal road to success.

The Industrial-Organizational Psychologist

We begin our profile of Michael Coovert with a summary of his professional exploits. Condensing our synopsis of Coovert's impressive career so that it would fit on a *TIP* page or two was no mean feat. After several rounds of editing, we finally managed to pare his most significant accomplishments down to a few pages. We publish this with the caveat that the following summary really doesn't do him justice. It will, however, give you a sense of the kinds of professional activities Michael Coovert has tackled over the years.

Michael D. Coovert: The Professional

Educational Background
    BA, Chaminade University of Honolulu (Honolulu, Hawaii), 1979
        Majors: computer science and psychology
    MS, Illinois State University (Bloomington-Normal, Illinois), 1981
        Major: psychology (general-industrial-organizational)
    PhD, The Ohio State University (Columbus, Ohio), 1985
        Major: psychology (industrial-organizational)
        Minor: computer science

Professional Positions
Coovert joined the faculty of the University of South Florida (USF) in 1985, shortly after earning his PhD at Ohio State. He is currently a professor of psychology at USF, where he spent 3 years as associate department chair. Over the years, he has completed research fellowships with several branches of the military, including the U.S. Air Force (Brooks Air Force Base, San Antonio) and the U.S. Navy (Naval Training Systems Center, Orlando). He is founding director of the Institute for Human Performance, Decision Making & Cybernetics (since 1991). Coovert served as *TIP* editor from 1995–1998. In fact, he and **Phil Craiger** were largely responsible for moving *TIP* online (rumor has it, *TIP* was compiled via snail mail in the era B.C.[1]). Coovert has served as a manuscript reviewer for scores of journals, including the *Academy of Management Review, Personnel Psychology,* and

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[1]Before Coovert

the *Journal of Applied Psychology*. Today, he is editor-in-chief of the e-journal, *Ergometrika*.

Distinctions and professional affiliations

Coovert has racked up a variety of awards and distinctions, which collectively reflect excellence in both teaching and research. In 1995, he received a State of Florida Teaching Incentive Program Award, and in 1998, he earned the University-Wide Jerome Krivanek Distinguished Teacher Award. He has been elected as a member of the prestigious Society for Multivariate Experimental Psychology (SMEP), and he has served as a visiting scholar at the Hastings Center.

Coovert currently serves on SIOP's Executive Committee. He is also affiliated with the American Psychological Association (APA), the Association for Computing Machinery (ACM), the IEEE-Computer Society, and the American Psychological Society (APS), where he is chair of the I-O Conference Program Track. Over the years, he has served on national conference program committees within a number of associations, including the following: APS, SIOP, APA, and the Academy of Management.

Research, consulting, publications, and presentations

Coovert received formal training in both computer science and psychology, and much of his work blends these two interests. In particular, his research areas involve the impact of technology on individuals and organizations, quantitative measures, and performance measurement. He has acquired dozens of grants and contracts, allowing him to conduct research and solve applied problems within a variety of organizations including the U.S. Navy, the U.S. Air Force, the State of Florida, and the National Institute of Health. His work has been published in many esteemed journals, and he has written and edited books in the areas of computer supported cooperative work and the development, validation, and application of scaled worlds. On top of all that, he's authored a number of book chapters, presented lots of invited addresses, and delivered at least a hundred other conference presentations in exotic lands including, but not limited to Germany, Sweden, The Netherlands, and Missouri.

Mike Coovert: The Guy

But that's not the end of the story. In fact, there's a lot more to Mike than the accomplishments that show up on his vitae. We caught up with Mike one Friday afternoon and fired off a series of meddlesome interview questions that would have made Barbara Walters proud. Our questions are provided in bold italics below. They are followed by Mike's responses, which define the personal side of the impressive professional you've been reading about.

What do you do to relieve stress? "The thing that works best for me is exercise," Mike replied, indicating that running, swimming, and biking have a way of getting rid of his headaches and changing his worldview. Those who know him well say he's even run marathons and completed triathlons in the past, though a nagging foot injury has prevented these lengthy treks lately. So what's his favorite sport nowadays? "Hmmm...I'd have to say kickball with David and Molly," Mike mused. David is his 9-year-old son and Molly is his 7-year-old daughter. "Yes, definitely kickball," he concluded after a short pause, "I've been playing a lot of that these days!"

If you were stranded on a desert island and had one piece of reading material, what would it be? "This is going to sound corny, but I'd take along a book from one of my college lit classes," Mike admitted. "It's a really thick Norton Anthology Reader." A little background research indicated that he was talking about Bain, C. E., Beaty, J., & Hunter, J. P. (Eds.). (1977). *Norton Introduction to Literature* (2nd ed.). New York: W. W. Norton and Company. Although this was supposed to be a hypothetical question, Mike's response was actually rooted in reality. "I was headed for the Cayman Islands, and I only had room to pack one book," he recalled. He took the Norton Anthology reader because it contained "...something for all moods: poetry, short stories by Ibsen and Chekhov, song lyrics, you name it. No matter what you feel like, the book has a story to suit your frame of mind." One of us considered asking if that riveting Coovert and Thompson (2001) *Computer Supported Cooperative Work* book was in the running but then thought better of it and moved on to the next interview question.

What do you do during your time off? Mike likes to spend his leisure time playing with David and Molly. In fact, he tries to schedule his workday so that his time off coincides with their time off. "They have busy schedules that interfere with my play time," he joked. When he's not wrapped up in kickball games with David and Molly, he likes to read.

Do you have a nickname? If so, how did you get it? "Bear," Mike replied, "like the animal." Lest you think he's referring to the "teddy" version of the creature, we should tell you exactly how he acquired this pet name.

> I played football in high school, [Mike disclosed]. It was the first game of my sophomore year, and we were playing our arch rival, East Peoria. I hit one of the opponents so hard, I bent the steel cage on my helmet and left the guy lying on ground, not moving. After he got up, the team started yelling "Ya! You hit him like a bear," and the name stuck. This is not something that I spread around a lot [Bear continued].

Naturally, we promised to keep this between us and those few people who read our columns and the picture captions that precede them.

What is your favorite beverage? "Ice water," Mike promptly replied. "No wait! Coffee!" he recanted, "I want to change my answer!" Now, Regis

might have been okay with this, but Barbara Walters never would have put up with it. Mike was obviously having issues with the beverage question, and we were determined to get to the bottom of it. Facing an impending column deadline, we decided to throw him a quick lifeline. We went straight to the experts—those who know him best. Here's what our SMEs had to say:

David: "COFFEE!!!"

Molly: "COFFEE!!!"

...they screamed simultaneously. Coffee it is.

Do you have a routine that you like to follow? Mike's routine typically cycles around the kids' schedules. They get up, eat breakfast, and ready themselves for the day. Then it's time for school/work. He picks the kids up from school or meets them at the house around 3:00 p.m., and the rest of the day varies depending on the activity du Jour, which ranges from swimming to dance to baseball and softball practice. Afternoons without practices are spent getting a jumpstart on homework or sneaking in an extra game of kickball. From there, it's dinner, play, homework, and then time for bed.

> I try to not work at home nearly as much as I used to, [Mike offered]. If work is available, then it's easy to get in a habit of focusing on that instead of the kids. Of course, now that the kids are getting older, I'm getting blown off a lot (Dad, can I spend the night with a friend?!), but that's okay. You gotta be flexible and look at where they're at developmentally.

Describe a "dark professional hour" in your early career. What did you do to get through it? Mike's darkest professional hour occurred shortly after an I-O student completed a master's thesis under his direction. One day, the student showed up at Mike's office door with a concerned look on his face. The student explained that he had given an electronic (disk) copy of his thesis to a faculty member in another department within the university shortly after defending it. Without the student's knowledge, the faculty member passed it along to one of his recent PhDs who had just taken a job elsewhere. That person took the thesis and turned it into a conference paper, listing herself and her major professor as first and second authors, and the I-O student third. When Mike directly compared the conference paper with the thesis, there was an 82% overlap! Mike was blown away. He wrote a letter of complaint, but the I-O student decided not to pursue formal charges because he didn't want to make waves. As a result, the other department's chair did nothing other than "counsel" the faculty member not to do this again. "I seriously considered resigning from my job at that time," Mike admitted. "I thought it was shameless the way the university handled the matter, and I did not want to be associated with an institution that would permit this type of behavior."

So, what did he do to get through this difficult time? "I got through it by talking to colleagues whose opinions I trusted and respected," Mike explained. "I still believe the situation was handled poorly. There have to be consequences for this type of unethical behavior."

What factor(s) contributed significantly to your career success? In response to this question, Mike discussed four factors that have meaningfully impacted his career: hard work, a helping hand from others, a niche, and a focus on organizational goals and objectives.

First, you have to be willing to work hard. "In I-O, nothing ever comes easy," Mike pointed out. Second, he indicated that success partially involves being lucky enough to meet people who are willing to help you out.

> This is certainly the case in academics, but I think it also holds true in other areas. Often people don't become successful without a lot of help from others. A number of people have looked out for me at various points in my career. For example, **Rich Klimoski** has supported me professionally on several occasions, and **Wally [Borman]** nominated me for editor of *TIP.*

Mike also feels that good students have fueled his success. "You run into students who are willing to work hard with you and for you. I firmly believe faculty should thank and be appreciative of the students who contribute to their work."

Third, Mike suggested that having a niche can be helpful. "In terms of my own particular career, something that helped me was having a background and interest in areas outside of hardcore I-O," Mike mentioned, suggesting that his training in computer science helped to set him apart from the crowd.

> Think of your career as a marketing problem [he offered], and ask yourself the following questions: "What's going to be my niche? As a new person, what do I bring to table that makes me unique? What's going to set me apart?" Being able to demonstrate your talent within your unique areas is an important component of success.

> So, exactly how do early career psychologists set themselves apart?

> Well, if you don't have an innate uniqueness in terms of training and background, you can do a market analysis [Mike suggested]. Look at the people around you and ask, "How can I complement what these people do?" For academicians, being a boundary spanner (for example, using those good I-O quantitative skills in other areas) and getting involved with faculty in other core programs can make you a valued asset.

Of course, your market assessment may also uncover areas where you require additional training. "You may need to go and make yourself more unique," he said. "Even though you thought you were done with classes, it is sometimes wise to go and take one or two that will distinguish you from your peers." A good example is the class that Mike recently took from Robert (Bud) McCallum at Ohio State this past spring. Believe it or not, he took a day trip to Ohio every Tuesday to complete a course on Multilevel Modeling. As this example suggests, early career I-O psychologists aren't the only ones

who need to concentrate on establishing and marketing their talent within unique and relevant areas.

As a fourth and final recommendation for career success, Mike noted that I-O psychologists at every stage of their careers should keep an eye on the goals and the mission of the organization for which they work. "As you evolve, ask yourself why the organization you work for should stay interested in you. As long as you can tie your behavior and performance to the organization's mission, you'll be successful."

What factors do you think might be critical for success in general? Mike views career success as one piece of a much bigger pie. One factor he sees as critical to overall success is work–family–self balance. Real success is "...not just keeping the people at work and your family at home happy, it's keeping yourself happy, too." To accomplish this goal, Mike recommends periodic self-assessments, which force you to recognize your nonprofessional passions and avoid living on autopilot.

> If you do things because they're routine, then you'll soon find that it is too late to do the things you really wanted to [he reflected]. So ask yourself "What was important for me when I was younger?" and "Am I doing those things today?"

For Mike, the answers to the first question involved flying an airplane and scuba diving—two goals he set when he was in high school. Although his piloting aspirations have not come to fruition, he did manage to complete his scuba certification last year.

Mike also feels that life success involves recognizing and exercising your right to adjust your priorities over time.

> The work–family–self balance is intertwined with the notion that you have different cycles or phases in life where certain things are more important at one point than another [he concluded]. When your kids are young, they may take the focus. Careers are important, and that takes a dominant theme during some phases of life. Of course, when these two phases coincide with each other, things can get difficult, making it all the more important to take the time to ask yourself "What is central to my life now?" and "Where do I want to head in the short and long term?"

Early Careers—In a Nutshell

The Industrial-Organizational Psychologist

For close to 3 years, our features in **The Industrial-Organizational Psychologist** segment of **Early Careers** have allowed us to get to know them as professionals and as individuals. We've shared their remarkable vitas, described unparalleled contributions to our field and been amazed at their accomplishments. We've also unearthed some interesting dirt, some pretty quirky habits, some unexpected hobbies, and some very unique beverage preferences.

In addition to offering amusing factoids about their personal idiosyncrasies, our featured psychologists have also described, on a more earnest note, the factors that have contributed significantly to their success…and there are lots of them! The challenge for you is to take advantage of their collective wisdom by identifying specific "keys to success" that are consistent with your priorities and career goals and that can be incorporated into your work, routine, or life. While tackling this challenge, keep in mind an observation from one of our most prized correspondents:

> The purpose of the profile segment is to interview folks who are at the very top echelon of the field. Achieving such status requires an extraordinary amount of dedication, which is exactly what the comments of the interviewees portray….That said, it may be important to remind readers that these folks are "outliers" in terms of objectively defined career success. What is arguably most important for most of us is our own subjective standard of success that takes into consideration all of our valued life roles. For example, fewer publications, but more family time may equal success for some folks. Each person needs to define success from his or her own subjective standard.

In short, objectively defined work success is only one piece of the proverbial pie. Recognizing that models or standards of success vary from one individual to the next, we suggest that you begin with a clear definition of what overall success means to you. Professional accomplishments will likely play some role; how big a role they play depends on your personal model of success. Avoid being limited, constrained, or driven by someone else's values; craft your own standards.

The following pages summarize the strategies for success handed down by the experienced psychologists we've profiled during the past few years. You may wish to use this checklist as a tool for identifying tid-bits with potential for facilitating your personal brand of success.

The basics
- √ *Hard work*—Just do it. It's been called one of the most important factors, "neither glamorous nor immediate,…[but] there's no substitute for time on task."
- √ *Diversity*—Try different things. A range of interests introduces new ideas and ways of thinking about things. Approach issues from alternative perspectives, and work on multiple projects and topics simultaneously.
- √ *Fundamentals*—Establish a solid foundation in the theory, methods, and practice of I-O psychology.
- √ *Time management*—Do what it takes to finish the last 10% of a project and get it out the door; recognize your peak performance hours and dedicate those hours to your most important project; develop an increment-a-day approach to task accomplishment.

- √ *Homework*—Do your homework prior to anything you're called upon to accomplish as a professional.
- √ *Programmatic research*—Try to develop some really basic interest and passion around some specific area that is intuitively appealing, to you certainly, but also to others.
- √ *Work the system*—Develop an understanding of the politics in the organization as early as possible.
- √ *Make the most of a sabbatical*—Tackle sabbatical projects away from home or office. This affords you the opportunity to learn new things and allows you to stay focused on your sabbatical activities.
- √ *Keep the goal in mind*—As an academician, develop a sense of what is important to practitioners.

Philosophies to Work and Live By
- √ *Seek balance*—Live by family-friendly work rules; establish straight-forward scheduling expectations with family and coworkers; become a subscriber (a season-ticket holder to athletic events, the theater, or the performing arts center).
- √ *Be happy*—Maintain a philosophy of having fun while doing, giving, and evolving. Do what you like, and like what you do.
- √ *Keep an open mind*—Recognize projects that afford opportunities to grow professionally.
- √ *Know thyself*—Diagnose your strengths and interests, and then try to identify a position in which these will serve you and your career.
- √ *Professional development*—Take the concept of continuous learning very seriously.

Relationships
- √ *Mentors*—Get one! A reliable, sincere mentor providing advice, guidance, and feedback can be invaluable.
- √ *Identify reliable colleagues*—Important for sharing ideas, challenging you, and helping you along the way.
- √ *SIOP*—Get involved! Serve on committees and attend conferences. You'll help perpetuate your profession, stay up-to-date on the latest developments in the field, and increase your visibility and network of contacts as well as friends.
- √ *Collaborate*—Teamwork works! Working collaboratively on projects broadens your circle of colleagues, exposes you to different perspectives, and may increase the visibility of your work.
- √ *Shared values and goals*—Spend time around others who understand your personal and professional efforts and values.
- √ *Location, location, and location*—Location affects the opportunities to which you are exposed and the relationships you can potentially develop.

Career Gear

Over the past few years, the second regular segment of our column, **Career Gear,** has leveraged the experience of our featured psychologists by allowing them to identify issues impacting early-career professionals. In many cases, our contacts raised issues that we had never even considered! With the suggestions of our featured psychologists in mind, we sought further input from professionals across the country and wrote about a wide array of matters that are critical to the career development of new I-O psychologists. Below we've recapped our investigative findings for each segment in yet another handy-dandy checklist! If you'd like, take this opportunity to check off the segments of interest, which you may have missed, which may be more relevant to you now than they were before, or which you just want to reread 'cause they were so good the first time around! (Back issues of *TIP* are available online at http://www.siop.org/tip/backissues/backissues.html.)

√ *Developing organizational smarts* (January 2000)—Understanding the politics of your organization can be crucial for navigating early- career successes. An organizationally smart professional understands the culture, the politics, and the informal rules that shape a workplace and often an early career.

√ *Consulting, teaching, or extra research on the side* (April 2000)— When trying to determine whether taking on that extra work is right for you, two pieces of advice emerged. First, wait a while. Whether you're working in a university or an industry, firmly establish yourself in your primary position before taking on extra work. Second, be resourceful. Take on work that not only offers additional experience (and money) but that also advances your primary role.

√ *Forces pressuring I-O psychologists to turn HR generalist* (July 2000)—Many I-O practitioners are pressured to become HR generalists at some point during their careers. For the practitioner, such a move often involves more money and power and may be the only way to rise to higher ranks in the organization. The shift may also significantly increase non-I-O responsibilities, resulting in a migration away from our profession.

√ *Review work* (October 2001)—Peer review work offers many benefits to early-career folks including the opportunity to improve your own research, practice, and review skills, as well as the chance to increase your professional responsibilities.

Career Gear has also underscored the importance of critical early-career skills, offering "how to" advice on practical topics (e.g., developing adaptive writing skills and managing your time and projects) and discussions of more philosophical issues (e.g., maintaining work–life balance and staying current in the field).

- √ *Developing strong yet adaptive writing skills* (July 2001)—Start small and practice; model others; identify habits that work best for you; seek feedback.
- √ *Identifying and focusing on the work that really counts* (January 2002)—Establish a marathon mentality, adopt an increment-a-day approach to task accomplishment, work an extra hour per day, and be willing to "go bulldog" in order to wrap up big projects.
- √ *Establishing work–life–family balance* (January 2001)—Adopt specific "philosophies to live by," communicate your values and scheduling expectations at home and in the workplace, actively work to achieve and maintain balance, and put yourself in a family-friendly environment.
- √ *Staying current or up-to-date with the field* (April 2002)—Develop strategies for keeping abreast of the latest literature in I-O psychology and related fields. Pay attention to relevant policy debates and current events. Read journals, business publications (e.g., *Forbes*), and *TIP*. Peruse the popular press (newspapers) and attend conferences.

It's Time to Cue the Fat Lady

Over the years, the I-O emblems on our SIOP golden anniversary coffee mugs have slowly worn away, a consequence of having been called into action every time we needed to jump start our karma (when an impending column deadline has necessitated a little extra java, for instance). Throughout our tenure as coeditors of **Early Careers** we've certainly learned a lot, and we hope that you, our readers, have also profited from our columns in at least some small way.

Before we go, we'd like to publicly thank Mike Coovert for giving us the opportunity to be a part of *TIP,* and **Allan Church** (former editor) and **Debbie Major** (current editor) for allowing us to continue our involvement with the publication. We also thank the many professionals who have generously shared their time, talents, and insights with us while we solicited opinions and researched various topics for **Early Careers.** Finally, we thank you, our readers, who have shared your reactions to our writings, inspiring and encouraging us along the way. You made our efforts worthwhile and rewarding, and for that we are very grateful.

Questions, comments, kudos, and criticisms pertaining to the current issue or previous editions of **Early Careers** are welcome and appreciated. We can be reached at Dawn L. Riddle (riddle@luna.cas.usf.edu) and Lori Foster Thompson (FosterL@mail.ecu.edu).

THE HIGH SOCIETY

What Is Your Orientation:
Are You An *I* or an *O*?

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It was about 60 years ago when the Division of Industrial Psychology, Division 14 of APA, was created. In 1970 we officially changed our name to the Division of Industrial-Organizational Psychology. About 15 years later we incorporated ourselves and officially became the Society for Industrial and Organizational Psychology. Despite the hyphen, slash, or and between our industrial and organizational components, we are not as unified and homogenated as our name would suggest. Simply put, many of us feel a sense of identity and kinship with either the *I* side or *O* side, but not both. Furthermore, I am of the opinion that the split in orientation between the *I*'s and the *O*'s is about even. I took it upon myself to call some members of SIOP to ascertain how and why they came to align themselves with one side or the other. I discovered that many members refused to discuss this issue with me, even though I assured them of anonymity of their response. I quickly learned that one's orientation to either the *I* side or the *O* side is a very private and personal issue, and most people are highly reluctant to discuss it. Nevertheless, I did find 12 members who were willing to talk about it. So what follows are the statements made by these individuals. What cannot be expressed in a printed format is the deep emotional intensity and (in some cases) personal anguish associated with their narrative comments. I am most grateful these 12 members would be willing to share their feelings on this delicate topic and thus make this particular column possible.

1. "Not only am I a devout *I*, I think *O*'s are an abomination against nature. *O*'s are perverse and unclean, and reflect the decadence which has crept into our profession. I do not despise *O*'s as people, but I despise *O*-ness. When Judgment Day arrives, the earth will be cleansed of the evil and wickedness that *O*'s represent. Righteousness will prevail when *I*'s stand shoulder-to-shoulder purified by the destruction of the *O*'s."

2. "I guess you can call me a flaming *O*. I am an active *O,* and I flaunt it. I participate in *O* Pride Day, I teach *O* Theory, I publish in *O* journals, and serve as a grand marshal for the annual '*O*'s on Bikes'

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

festival. There is no point in being a closet *O*. People will just ignore you. This is the 21st century, and we deserve our place and space. I've outed a few *O*'s over the years, and I feel good about it. The more we put *O*'s in the forefront of our profession, the more we will be accepted."

3. "I must say I am rather put off by this line of questioning. Putting people into categories or boxes, labeling them as an *I* or an *O*, only serves to perpetuate stereotypes. Our orientation is no one's business but our own. We are all people, perfect creatures with our own unique identities. It is time we stop looking for ways to divide ourselves and instead we should find ways to bring us all closer together as a common people. Love knows no boundaries and makes no distinctions. Neither does meta-analysis. We are all one."

4. "Why is it we must be either an *I* or an *O*? What is wrong with being both? When I'm with *I*'s, I am an *I*. When I'm with *O*'s, I'm an *O*. I feel totally at ease being bicategorical. It is the mark of a mature and sophisticated person to exhibit flexibility in orientation. I consider myself to be such a person. The ancient Greeks wrote about not one kind of love, not two kinds of love, but three kinds of love. *Eros* is erotic love, *agape* is love of mankind, and *philos* is love of knowledge. I am the hyphen between the *I* and the *O*. I love the *I*'s, the *O*'s, and fellow hyphens."

5. "I am an *I* and have always comported myself as one. Except once. As a young graduate student I attended a conference in a big city on the coast. After the day's proceedings someone suggested we drive to a secluded beach to watch the sunset. I didn't know it at the time, but I was in the company of some experienced *O*'s. Someone mixed up a big batch of piña coladas. The evening was magical. The stars glistened like jewels against a silken ebony chemise. The waves danced like an ethereal sylph. I guess I had too much to drink, but before I knew it one thing led to another. Soon I was a practicing *O*. You name it, I did it: organizational analysis, organizational behavior modification, organizational development, organizational change, and on and on. The next morning I claimed I had so much to drink the night before I couldn't remember a thing. But in truth I remembered it all so vividly, and still do. That was my only walk on the *O* side of the street. To this day no one knows about this episode in my life, not even my family (I'm now married with children). I am telling you all this on the grounds you have guaranteed anonymity."

6. "I will not answer the question regarding my own orientation, but I will share with you a story which directly bears on this topic. When I was a graduate student I had a professor who was an *I*. The

professor taught *I* classes and published *I* research. It wasn't until many years later did I discover that all the while this professor did *O* consulting. I couldn't believe it when I learned this. I could only imagine the torment and anguish this professor must have felt. Publicly through teaching and research an *I*, but privately through consulting an *O*. I have often reflected on how this professor must have suffered trying to reconcile these two conflicting life styles. I know I couldn't have done it."

7. "I started out being an *O*, and I am one now. But for a while I tried being an *I*. I'm not sure why I tried to switch, but I did. I tried personnel selection, personnel classification, performance appraisal, and training, but I just didn't like it. It didn't give me any sense of gratification. I guess you could call it a time of experimentation and self-discovery in my life. I don't regret it. At least I know what they're talking about when I read it. I'm back to being strictly an *O* now. I respect *I*'s. I'm just not one of them."

8. "My answer to this question has a simple explanation. I'm an *I*, and that's all I was ever allowed to be. My advisor was an *I*, and my committee was packed with other *I*'s. All of the graduate students in the program were *I*'s. We used to sit around and make fun of *O*'s and mock them, even though none of us even really knew an *O*. We used to sneer at the low statistical power of their research designs caused by small *n*'s. We'd make up nonsensical multisyllabic terms to refer to the obvious, just like they do. If any of us harbored any interest in *O*, we kept it to ourselves. I was a member of an *I* shop, and I didn't dare deviate from the party line. I probably would never have graduated if I did."

9. "This has never been a real big issue for me. I grew up in an *O* academic family. I had coadvisors, and both of them were *O*'s. There was one *I* on my committee, but he never made a big deal about his *I*-ness. I recall there were a few *I*'s among the graduate students, but we all got along real well together. I came out of a nurturing program that supported *O*'s, so the transition out of graduate school was real easy for me. I know lots of *O*'s didn't have it as easy as I did, but to tell you the truth, I would hardly reference my own story as an ordeal or struggle. I guess I should have realized long ago just how well off I had it."

10. "I am an *I*, and quite frankly I don't understand what the big deal is about this *O* stuff. You are what you are. I don't believe you can choose whether you are an *I* or an *O*. It just seems to be a function of the way you were born. I suspect one day researchers will discover the existence of an *O* gene. Furthermore, I don't believe you can switch from *O* to *I*, or even *I* to *O*, for that matter. I respect the *O*'s for what they are, I get along with them, and I have no quarrel

with them. They have their own methods and we have ours. I just don't want my children to grow up to become one of them."

11. "When I'm around others, I am an *I*. But when I'm alone, my *O* side feels free to manifest itself. I read *O* journals when no one is near me, I often fantasize about *O* topics, and I find myself thinking about *O* issues even when I'm talking about *I* issues. Recently I discovered a Web site that shows explicit *O* images. Some people might have trouble with my leading this dual existence, but at the moment I am comfortable with it. Maybe one day I will end the charade, but for the present I can handle the duplicity. At this time I'm simply not prepared to pay the price of declaring publicly that I'm an *O*."

12. "I will candidly tell you this issue of my orientation bedeviled me for the longest time. I continuously wrestled throughout my career with whether I was an *I* or an *O*. I went into counseling, I tried pharmacological treatment, joined support groups, and even had an exorcism. It was all to no avail. I lived with the torment for my entire career. I only found relief when I retired. I have since completely disavowed any orientation whatsoever. I now live alone in a log cabin in northern Maine. I found peace by declaring myself an *I-O*, being drawn to neither the *I* side nor the *O* side. Call it denial or escapism, I don't care. But at last I am free."

There you have it. Very powerful stuff, wouldn't you say? As for me, I had traditional *I* training and thus I have *I* tendencies. But as I get older I find myself increasingly sympathetic to the *O* orientation. I am not now, not have I ever been, a political activist. However, if someone will draft The Equal *O* Amendment to the SIOP bylaws, I will support it.

A MATTER OF DIFFERENCE

Inclusion and Power: Reflections on Dominance and Subordination in Organizations

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All differences are not created equally. Earnest and well-meaning efforts to create inclusion in organizations often come up short for reasons that appear hard to understand. The leaders of the organization implement policies, procedures, and practices similar to those we outlined in our last column (Ferdman & Davidson, 2002) as a way of fostering inclusion in organizations. Yet they feel stymied by the intractability of continuing problems in the work community such as racial or gender inequities, perceptions of unfair exclusion by a variety of organization members, and pervasive feelings of alienation.

At this year's SIOP Conference in Toronto, we convened a special session, *Dialogue on Diversity and Inclusion in Organizations: SIOP and Beyond,* in which a diverse group of SIOP members engaged one another in an exciting and provocative conversation that revealed just this paradox. Three invited panelists—**Ann Marie Ryan, Robert Dipboye,** and **Michele Gelfand**—joined the two of us in initiating the conversation. Two or three dozen other people then joined us in the 2-hour dialogue that used a unique fishbowl design to allow the feel of conversation in a small group while including a large number of participants. Our objective together was to envision what full inclusion might look and feel like at SIOP and to understand how our vision could generalize to (and from) other organizations. Moreover, we sought to understand how we might ensure that each of us, with our differences, could feel and actually be highly valued and fully included in the organization. A variety of topics and perspectives arose in the session, during which we addressed the progress that has been made on making SIOP more diverse, the extent to which people struggle to feel a sense of being welcomed as a newcomer in our community, and the proactive steps that have been and are being taken to make SIOP an even more inclusive organization.

But another important part of the dialogue centered on the ways that some members more than others have a tougher time fitting in at SIOP. For example, those Conference attendees who are not White, heterosexual, published scholars, full SIOP members, and/or U.S.-based were more likely to report feeling less included. Some even spoke of feeling *invisible* at the Confer-

ence. In our next column, we hope to bring in more specific examples as they relate to SIOP. For now, suffice it to say that this difference in experience has something to do with individuals' primary social identities and how those identities fit into a "power map" featuring dominance and subordination.

The Power Map: Dominance and Subordination

A prerequisite for exploring the idea of power here is to situate our discussion at the group level of analysis. Every person is certainly a unique individual, but we all also share group memberships with others as part of our identity (Ferdman, 1995); these group memberships affect the way we treat and are treated by others. A discussion of power in this context does not address individual talent, merit, achievement, or influence as much as it addresses the societal and organizational position of different groups to which one might belong. All groups do not hold equal status in most societies—some tend to be systematically privileged while others are systematically disadvantaged. Dimensions along which privilege and disadvantage manifest include ease of institutional access (such as job hiring, homeownership, etc.), level of inclusion in mainstream culture, and access to influence in political systems. We use the label *subordinant*[1] for those groups in lower power positions (e.g., people of color relative to non-Hispanic Whites, or women relative to men) and the label *dominant* for those groups in higher power positions (e.g., heterosexuals relative to gays and lesbians, Christians relative to Muslims or Jews in the United States).

So, when a woman occupies an executive-level position in a predominantly male organization, she may wield substantial power as an individual; however, she would still be a member of a subordinant group. As a female in the organization, she is likely to (a) be in the numerical minority, (b) need to adopt behaviors that allow her to fit in socially with male colleagues (e.g., become knowledgeable about topics men tend to care about), and (c) manage the resentments that may arise by virtue of being a powerful woman in a society in which men tend to hold the most powerful positions and in which it is considered counter-normative for women to behave as leaders (cf. Eagly, in press; Eagly & Karau, in press). Her position in the organizational chart does not shield her completely from needing to negotiate these "group-based" dynamics. Similarly, when a man is an hourly wage earner working at the lowest levels of the same organization, he may have very little organizational power as an *individual*. But as a member of his identity-group (male), he benefits in both overt and subtle ways in the organization.

Two critical results of this kind of power distinction are *privilege,* and group-based prejudice and *discrimination*. Peggy McIntosh (1988) has writ-

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[1]We use the term *subordinant* rather than *subordinate* to distinguish between power group membership/status and simple job level in the organization.

ten eloquently on privilege—the systematic access to resources, benefits, and psychological well-being that results from being identified as a member of a dominant group. Most notably, privilege in this sense is not earned in any tangible way—it is just there for dominants. In contrast, group-based bias or discrimination is the systematic *denial of access* to resources, benefits, and psychological well-being that results from being identified as a member of a subordinant group. Similarly, this discrimination is not *deserved* in any way—it is just persists for subordinants (Davidson & Friedman, 1998). Other terms for this discrimination (depending upon the dimension of difference under consideration) are "-isms"—racism, sexism, heterosexism, and so forth.

The primary implication of this distinction is that even the best of intentions to create an inclusive environment may be stilted if the dynamics of these group power relationships are ignored. A recent study of managers of color in U.S. corporations illustrates this point (Davidson & Foster-Johnson, 2002). Although there were strong direct effects of (a) advancement opportunity, (b) effectiveness of feedback processes, (c) level of pay increases, and (d) firm commitment to diversity on individual organizational commitment, the strong indirect effects of perceived racism dampened those direct effects. Even if an organization attends to the four domains, ignoring the impact of these managers' perceptions of racism made it all the more difficult to design systems and cultures of inclusiveness that would entice them to stay.

How Dominants Can Be Inclusive

Through the lens of dominance and subordination, we can enhance our understanding of what it takes to create and participate in an inclusive organization and community (Wishik & Davidson, 2002). As a dominant, prerequisites for supporting inclusion are as follows:

- *Assuming a stance of "inquisitive probability."* This means acknowledging that one is a member of a dominant group and that this group membership has implications for how one engages those who are in subordinant groups (as well as other dominants). This stance contrasts with an attitude of denial in which dominants reflexively assert a null hypothesis when phenomena related to group differences emerge. For example, when an African-American man asserts that he is not receiving timely performance feedback because he is Black, his White colleague would acknowledge the possible veracity of the statement, *even though,* the White colleague believes the organization is one in which no one gets timely performance feedback. The skill is in the White colleague's ability to allow for the possibility that no one gets much feedback, *and* the African American colleague may get even less than his other White colleagues. In these kinds of situations group differences may, in fact, be irrelevant. The skill for the dominant is to be open to the possibility that they are relevant.

- *Distinguishing impact from intent.* This is the skill of acknowledging that a dominant's behavior toward a subordinant may be completely benevolent in intention but may be perceived by the subordinant as injurious. For example, when a man touches a female colleague's shoulder, he may intend no disrespect—the act could be purely an attempt to comfort a colleague in the midst of a stressful work session. However, he must be able to understand that his actions could be perceived by the woman (or other colleagues) as inappropriate and possibly harassing. With this awareness, he can proactively engage his colleague to reduce perceptions of inappropriateness, manage the perceptions of other colleagues, and make more judicious and appropriate decisions about similar behavior in the future.
- *Increasing accuracy about the meaning of difference to subordinant colleagues.* When dominants make an effort to educate themselves about the experience of subordinants, they increase the overall sense of inclusion in the organization. When the U.S.-based members of SIOP who attended the dialogue session learned that international members sometimes felt excluded in the organization, that knowledge positioned those U.S. members to engage international members with a deeper understanding of the non-U.S. experience at SIOP. The knowledge alone does not guarantee that the dominant colleague will actually engage the subordinant colleague, but if she or he chooses to do so, the conversation could happen in a way that enhances inclusion.
- *Acting to reduce structural barriers to inclusion.* Dominants must use their positions of influence and privilege as dominants to change the structure and systems that exclude subordinates. This can happen in both dramatic and subtle ways. Some dominants are extremely active and vocal about change. But not everyone can assume such a stance. Other dominants can make this change through tempered radicalism, a more gradual path to change (Meyerson, 2001).

How Subordinants Can Be Inclusive

But dominants are not the only members of the community responsible for fostering inclusion. Subordinants' roles in the inclusion calculus are somewhat different from those of dominants because subordinants often are not included and are seeking to be so. Nevertheless, they have a role to play which manifests in skills such as the following:
- *Assuming a stance of cautious openness.* In most circumstances, dominants will not have a sophisticated sense of what is supportive for subordinants. Therefore, many engagements will be fraught with the possibility of injury—political, interpersonal, psychological, and sometimes even physical. But even in the face of that reality, subordinants cannot afford to distance themselves completely from dominant col-

leagues. Cautious openness is the skill of remaining engaged in dialogue and mutual learning while remaining aware of the damage that can sometimes result from dominants' behavior.

- *Giving effective feedback.* Often, a remnant of the systematic mistreatment of people in subordinated groups is that indirect language and communication patterns are cultivated with dominants as a means of circumventing dominants' injurious behavior. But in an inclusive environment, such indirect communication is a liability, especially when feedback is involved. If dominants are expected to make mistakes as they learn to engage subordinants constructively, they must have data on what behaviors should be reinforced and what behaviors should be eliminated. Only subordinants (or skilled allies of subordinants) can provide that data.

- *Inviting dominants to be guests in subordinants' culture.* Sometimes, subordinants can shift the locus of comfort and power by opening up their group space to dominants committed to learning. For example, it is often said the most segregated time in the U.S. is 11:00 a.m. on Sunday morning—church time. This would be an ideal opportunity for subordinants (at least those who are Christian) to utilize this skill—invite a dominant to church! Most importantly, this skill fosters community (and hence inclusion) by contextualizing dominants' experience in a way similar to the way subordinants' experience is contextualized in dominant environments.

- *Pushing for constructive change.* Subordinants often have the most acute view of the problems and barriers to inclusion. Scholars have identified the phenomenon of marginality and have outlined the kinds of information and insight that result from being marginalized (Johnston, 1976; Weisberger, 1992). Despite the fact that subordinants often experience the responsibility to change as an unwanted burden, they are nonetheless uniquely positioned to initiate such change.

Concluding Thoughts

Upon reflection of this column, we are struck by the fact that each of us is possessed of multiple identities and, at anytime, a particular aspect of our identity may place us in a subordinant or a dominant position. For example, as heterosexual men of color, we are subordinants in a predominantly White, Anglo context but dominants in that same predominantly heterosexual and male context. To effectively create an inclusive community, each of us must come to terms with our role as dominants and subordinants in our organizations.

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Correction: In the April 2002 edition of *TIP,* Vol. 39, No. 4, the order of authorship for this column should have been listed as Bernardo M. Ferdman and Martin N. Davidson.

11th European Congress on Work and Organizational Psychology

Handan Kepir Sinangil
Program Committee Chair

The 11th European Congress on Work and Organizational Psychology will take place in Portugal on the Lisbon University Campus, from May 14 to 17, 2003. This Congress is jointly hosted by the Portuguese Association of Psychology and the Center for Social Research and Intervention and held under the auspices of the European Association of Work and Organizational Psychology (EAWOP). The Congress theme is *Identity and Diversity in Organizations: Building Bridges in Europe.*

Antonio Caetano (University of Lisbon) is chairing the organizing committee, and we are expecting considerable submission of symposia, individual presentations, thematic sessions and posters, interactive sessions, precongress workshops, and tutorial sessions that will make this European Congress an excellent opportunity for participants to interact, exchange, and debate new directions in work and organizational (W-O) psychology.

The Congress is intended for psychologists, academics, PhD students, trainers, educators, and other professionals working in the field of W-O psychology. The official language of the Congress is English. Simultaneous translation will NOT be provided. All the abstracts must be in English. Submission for symposia, individual oral presentations, posters, and interactive sessions in the topics of the Congress are invited.

Also, joint EAWOP and SIOP symposia could be submitted for information exchange of researchers across the two continents. If you are interested in submitting a joint symposium and need collaborators from Europe you can contact me (sinangil@boun.edu.tr).

Abstracts (maximum 1,800 characters) must reach the Congress Secretariat by September 30, 2002, and must be delivered online. Full details about the Congress can be found at http://www.central.online.pt/iscte. For contact with the organizing committee, e-mail: eawopcongress@iscte.pt.

Encouraging International Collaboration in I-O Psychology

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Mark A. Griffin and Boris Kabanoff
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As we (Mark and Boris) pointed out in our last *TIP* column, we will explore the opportunities and challenges of international collaboration in I-O psychology by inviting individuals to comment on their personal experiences, successes, and frustrations in relation to collaboration. We have received some great feedback in response to our first column on this topic and encourage you to contact us with ideas, suggestions for contributors, or comments on international collaboration. In this issue, our first esteemed colleague to rise to the challenge is John Cordery, professor of HRM at the University of Western Australia. John seemed to us an excellent first choice not only because of his openness and wry sense of humour (both in evidence below) but also because his location could be considered as one of the most "isolated" (in I-O psychology terms) on planet earth. Perth, where UWA is located, has been described as the most isolated capital city in the world. The Indian Ocean is west (next stop Africa); to the east is the great Australian desert. It lies some 2,104 kms (1,308 mi) from the next main Australian city of Adelaide and is 3,597 kms (2,235 mi) from where we live in Brisbane. Perth is closer to Singapore than it is to Sydney, and "sand gropers" (the Aussie slang name for inhabitants of the fair state of Western Australia; incidentally, we Queenslanders are called Banana Benders and South Australians are called Crow Eaters—all very affectionate, you understand) are more likely to swim in Bali than at Bondi on their holidays. Thus, we reasoned who better than John to tell us about how he has personally struggled with and quite frequently triumphed over "the tyranny of distance?" Over to you, John.

As an Antipodean (no, that's not one of the lesser known Hobbit families but archaic English for "one who dwells at the opposite side of the globe"), I grew up acutely aware of both the difficulties and value associated with collaboration across national boundaries. In 1976, when I completed my undergraduate degree in psychology at Otago University, the goal of most young

New Zealanders was to gain "overseas experience." At times, this urge was so powerfully manifested that an economically rationalist government was moved to issue an edict that the last one of us to leave the country should remember to switch out the lights. Thus it was, after completing a Masters in I-O psychology at the University of Canterbury in Christchurch, New Zealand, I travelled to the Social & Applied Psychology Unit (SAPU) at Sheffield University in the UK to embark on a doctorate. The proximal cause of this particular move was the presence at the University of Canterbury of **Peter Warr** (then Director of SAPU) as a visiting research fellow. Peter encouraged students from overseas to spend time at SAPU, and I am eternally thankful that I responded to this encouragement.

The 3½ very rewarding years I spent as a doctoral student at SAPU (now the Institute for Work Psychology) were instrumental in reinforcing in my mind the value of international exchange and collaboration and helped establish many international contacts that have persisted to this day. My doctorate, supervised by Toby Wall, focused on the role of leadership in job design and was completed while at the Western Australian Institute of Technology (now Curtin University) in Perth, Australia, where I took up my first job as a lecturer in I-O psychology. A brief, hopefully informative, geography lesson follows: Perth (capital of the state of Western Australia, population approximately 1.5 million) runs a close second to Santiago, Chile as the world's most isolated city. As such it poses a particular challenge to the development and maintenance of international research collaboration. However, it has the advantage of being the centre of a strong mining and minerals processing industry, which provided me with the opportunity to establish my early research career (in the area of job design and self-managing work teams) and also provided a basis for continued collaboration with researchers from Sheffield University. The 1980s saw regular movement of academic researchers between SAPU and Perth—for example, Toby Wall, Roy Payne, Chris Clegg, and Peter Warr all spent time here—and vice versa (Sharon Parker was one researcher who moved from Perth to SAPU). In the early 1990s I joined **Robert Wood** in the Department of Management at the University of Western Australia. Bob had the foresight to put in place a vigorous and highly successful program of visiting scholars, a program I attempted to maintain when I became head of department in 1997. Visiting overseas I-O researchers at UWA over the past decade have included **Jim Farr** (Pennsylvania State University), **Terry Mitchell** (University of Washington), **Dan Ilgen** (Michigan State University), Nigel Nicholson (London Business School), **Natalie Allen** (University of Western Ontario), **Gary Latham** (University of Toronto), **Robert House** (Wharton Business School, University of Pennsylvania), Chris Clegg (University of Sheffield), **Gary Johns** (Concordia University), **Paul Tesluk** (University of Maryland), **Debra Major** (Old

Dominion University), **Anson Seers** (Virginia Tech), Toby Wall (University of Sheffield) and many others.

Such international collaboration and exchange has obvious value. For research students, the opportunity to spend time with leading and active researchers from outside their program boundaries provides value beyond measure. It broadens and sharpens their focus, helps reinforce international standards of research training, and gives them a clearer sense of where they may fit within the international scholarly community. For some of our students, this has resulted in joint publications with international visitors and in time spent abroad in other doctoral programs. For academic staff, international collaboration helps develop a sense of connectedness, with other academics, institutions, and with professional bodies such as SIOP, APA, and the Academy of Management. Our program of visitors has led to the generation of joint publications and increased innovation in the generation of research projects. Interestingly, it is possible to exploit time differences to improve research productivity. Work completed during the day in Perth, for example, can be e-mailed to the Northern Hemisphere, ready for a further full day's work there (in theory, at least!).

Developing and maintaining international links is not without its difficulties, however. Distance is obviously one of them, but not in the way you might think. When it comes to spending time at overseas locations, Internet connectivity means that even busy editors of top journals can function effectively away from their home bases. Physical separation from the administrative maelstrom of their home institutions can even be seen as advantageous by many academics as they seek to maximise research productivity. However, the perception of isolation can be a disincentive, particularly for career-conscious junior academics who fear being seen to be out of the loop for too long. For the tenure-track assistant professor, keeping within domestic boundaries is frequently seen as the safest option. For the risk adverse, recent world events also haven't helped matters—sadly, two U.S. academics were amongst those killed on September 11, 2001, en route to Australia. A friend and former visitor to UWA remarked that this was the same flight he and his wife had taken en route to Australia a month or so earlier, and I have a feeling that it may be some time before they come this way again. Understandably, there is now an enhanced reluctance for people to spend any more time on an airplane than totally necessary. Another major barrier to international collaboration is time, in the sense of the amount of time scholars are permitted to be away from their home institution. Increasingly, sabbatical leave is heavily rationed or is simply not available, and there are limits to what can be achieved simply by e-mail exchange or by meeting at conferences. When it comes to international travel, cost is also an issue—not so much for researchers from the U.S. wishing to spend time in Australia/Europe, but more so the other way given the relative strength of the dollar.

So, how can we encourage international collaboration amongst I-O psychology researchers? In my view, the following are important elements in encouraging successful cross-national collaboration.

1. *Exchange programs for students and staff.* In my view, nothing succeeds in fostering collaboration like physical colocation. Formal exchange agreements for both staff and students encourage this, demonstrating institutional commitment to international collaboration in the broadest sense and encouraging two-way traffic between institutions and research programs. Adjunct appointments for staff from other countries are another way of formally enshrining such collaboration.

2. *International conferences.* Encourage (and fund!) researchers to travel to international conferences. Researchers from this part of the world beat a regular path to SIOP and the Academy of Management meetings. However, it is important for I-O researchers to take the opportunity to attend conferences outside their own national boundaries (and indeed outside North America). An important international event in this respect is the IAAP International Congress of Applied Psychology which runs every 4 years (in Singapore in 2002, and Athens, Greece in 2006). The Australian Psychological Society sponsors a biennial Industrial-Organisational Psychology Conference in Australia (next one is 2003), the British Psychological Society runs an annual Occupational Psychology Conference and the European Congress of Work Psychology is run every 2 years. Holding small conferences of special interest groups (e.g. motivation) and varying the country in which they are held can also help to bring together researchers from different countries and to foster international collaboration. I know of a number of research groups that manage effective cross-national linkages in this way.

3. *Participation in explicitly international associations.* For example, the International Association of Applied Psychology (IAAP, www.iaapsy.org/) has as its goal "to establish contact between those who, in different countries, devote themselves to scientific work in the various fields of applied psychology, and to advance the study and achievement of means likely to contribute to the scientific and social development in this field." In addition to sponsoring a range of scientific meetings, the IAAP publishes *Applied Psychology: An International Review,* a journal that expressly encourages collaborative research output.

4. *Sabbatical programs.* Above all, true international collaboration requires researchers to be able to spend time interacting with staff and students across national boundaries. Sabbatical leave provides an important support for this process. Such opportunities should not solely be reserved for senior academics and should enable visits of a reasonable length (a month or longer).

5. *Fellowships and scholarships.* Visiting fellowships that help meet a key researcher's airfare plus living expenses provide a strong incentive for international scholarship. This is particularly the case for junior researchers and also

for those from countries whose currency is weaker that that of the country they are visiting. Otherwise researchers can be forced to spend most of their time teaching and/or cannot afford to come in the first place. Scholarships can also attract students who would otherwise be reluctant to cross national boundaries.
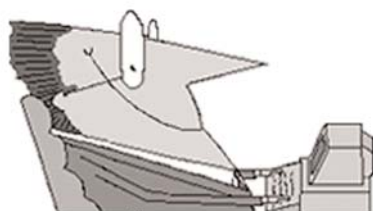
6. *Internationalise editorial policies*. This includes being open to publishing articles that might reflect a particular national perspective or paradigm, as well as appointing non-U.S. and non-European scholars to editorial review boards.

7. *Live somewhere nice*. Finally, and most importantly, make sure that you live in a place (like Perth) that has wonderful unspoilt beaches, good fishing, an outstanding mediterranean climate, and world-class wineries. This will encourage leading researchers to visit you.

A More Global SIOP?

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What's new in I-O psychology should be an easy question to answer immediately following the annual SIOP Conference. After all, isn't that one of the main reasons we all go to the Conference: to find out what's hot or new in each of our own little I-O neighborhoods? I always leave the convention energized to take on the research world by tackling all of the new areas that were mentioned during the Conference. Sadly, half of that momentum wears off by the time you get back to the office. I've still got a little bit of that "post-SIOP buzz," but I'm not going to talk about the papers and projects that I hope to submit, wrap up, or simply resurrect. Rather, I'd like to discuss what seemed to be new at this year's Conference.

So what's new in I-O? Easy question, right? After a perusal of the Conference program, however, the answer is not so obvious. Following a review of session titles to try to gauge what's new, what's current, and what's emerging, it appears that there's an awful lot that's new and/or emerging in I-O. Some of the topics for which you could hear about what's on the horizon at the convention were technology, absenteeism, selection testing, faking, Chinese management research, trust at work, compound traits, survey research, job analysis, O*NET, motivation, goal theory, perceived organizational support, executive leadership and education, counterproductivity, artifact corrections in meta-analysis, leadership development, mentoring, team leadership, voluntary turnover, affirmative action, retention, and cognitive and personality approaches to job analysis.

Granted, I simply selected the session topics that used the words new, emerging, recent, or future in their titles, but one thing seems clear: There's something new happening in nearly every area of I-O psychology. Okay, if you're a little more cynical, you could just say that people put "sexy" words like emerging, current, or hot in their titles to attract the attention of conference selection committee members. However, I'm sure that SIOP members are above that sort of cheap pandering and let their submissions stand on their own scientific merit….Regardless of how you choose to look at it, I know that the sessions I attended with the teaser of offering something new, current, or emerging actually offered something that wasn't just a repackaging of the same old stuff. I'm not quite as cynical as some of my colleagues; we really are doing some cool new stuff in I-O.

One of the clearest trends that I noticed at this year's Conference is the globalization of SIOP. After a decade, the Conference returned to the exotic foreign land of Canada. Okay, it wasn't Djibouti or Fiji, but when you work in a town where Chi-Chi's is considered foreign cuisine, Toronto is exotic! However, one thing was obvious at this year's Conference: There were many more SIOP representatives from countries other than the United States. Allow me to lie (or at least mislead) with statistics for a moment. The number of non-U.S. Conference attendees doubled from last year. In 2001 there were 187 Conference attendees from outside the United States and this year there were 389. Those numbers are true figures, but (and here's where the minor deception comes in) that increase was largely due to the increased representation of the Canadians at the Conference. Even if we controlled for the Canadian effect, though, there was still a remarkable jump!

As I gawked at nametags, it was refreshing to see many more people from Europe, Asia, Australia, Latin America, and Africa. I regret that I didn't stop to talk to more of them about recent I-O developments in their countries. I, and I don't think I'm unique in this regard, tend to be a little insular about the right and wrong ways of doing things (the "ugly-American" syndrome) and it's always fun to be reminded about the distinctly Western lenses through which I view the world.

At this year's Conference, sessions addressed cross-cultural issues more than ever before. Sessions covered the challenges faced when cross-cultural issues are considered during instructional design, delivery, and evaluation. Work–family issues in more than a dozen countries were discussed in a single session. Another session addressed issues of assessment and coaching in a global context and yet another session handled how personality at work varies as you cross cultural borders. Finally, a comparison of HRM practices in multiple countries and the challenges of exporting American I-O psychology were also discussed in two other sessions.

This year's winner of the "Data-Set-to-Kill-For Award" has to be from the Global Leadership and Organizational Behavior Effectiveness Research Program (GLOBE). Data from 62 different cultures and from over 1,000 CEOs! Although I'd prefer not to think about the hours and hours of coordination that must have been required to just get the study started, never mind the actual data collection and analyses, one has to respect the commitment and guts it must have taken to pull off such a project! Clearly this multinational design is something to which any of us doing cross-cultural research should aspire. Granted, few of us have the resources to make such a project happen, but every one of us should have in the back of our minds just how the phenomenon we are studying might be very different in another culture. The results from existing cross-cultural research tell us that what works in the U.S. cannot be safely assumed to work elsewhere in the world.

Equally exciting and interesting were the multiple sessions that illustrated that many of our tried and true assumptions no longer hold within our own borders. As the U.S. population is becoming more diverse, I-O research is beginning to reflect that demographic shift. If you review the nonposter sessions from the past few years of SIOP programs, the number of diversity-related sessions seems to be increasing. I've defined "diversity-related" as dealing with race/ethnicity, culture (excluding corporate culture), gender, aging, sexual orientation, and work–family issues. This year's program had slightly more diversity-related material: approximately 13% compared to 10% in 2001 and 12% in 2000. Perhaps even more telling, the diversity-related poster session was moved from the dreaded Sunday morning at 8 a.m. slot in 2000 to the more attendee-friendly slot of Friday afternoon last year and this year. Although this may not have been an intentional decision on the part of the Conference Committee, I thank them!

As I-O psychologists, we need to take greater steps to test whether the "American" way of doing business still fits the "new Americans." Sessions this year pointed out that we need to reevaluate the glass ceiling, sexual harassment, and other gender-related issues. A session was devoted entirely to the issues faced by Hispanic Americans. The impact of diversity on assessment, employee attitudes, and performance was addressed in another session. And for what I believe is the first time, there was a session devoted to diversity and inclusion within (as well as outside) SIOP! Although one look around the Conference bears out that SIOP is still pretty darned White, change seems to be afoot. SIOP is starting to look a little more like the people outside our little I-O neighborhood.

The events of the past year seemed to draw the world together in many respects. If nothing else, it has become very clear that this is a much smaller world in which we live. It has been refreshing to see that SIOP has started to reflect that "shrinking" world. In an age of increasingly efficient technology, we're more closely linked with others around the world, and at this year's Conference the lines of communication became even more direct. I sincerely hope that the contacts we were all able to make at this year's Conference will be maintained and that they won't become victims of the all too common post-SIOP momentum loss. You probably have a few business cards from contacts you made with people from other countries at the Conference. You probably talked enthusiastically about the potential for some truly interesting collaboration that would yield some interesting data or would create some corporate synergy. Dig out those business cards and send those people an e-mail today, and kickstart that idea one more time. It should be that easy!

As always, if you'd like to give me some feedback about what I've said or have ideas for future articles, please drop me a line at bachiochip@easternct.edu.

The Semantic Web

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When the Web originally burst into public awareness, it offered limited functionality relative to the excitement it generated. Let's take a moment and recall the experience offered by early Web browsers:

- Simple text formatting using preset paragraph styles and font formats;
- Graphic images and links to multimedia and other types of binary files;
- Hyperlinks to content within a document and to other documents across the Internet.

It really doesn't seem like much when we look back at it—early browsers didn't even offer functionality to display tables of information. Yet the Web caught the imagination of a variety of people and groups who saw that it could be much more:

- A tool for electronic commerce: A case in point is former IBM CEO Lou Gerstner's immediate reaction upon seeing the Web. He asked, "Where's the buy button?" (Hamel, 2000, p. 159);
- A way to assemble and format information to interest and engage the viewer. This spun off into several technologies:
  - Scripting technologies such as JavaScript (also known as ECMAScript), and Active Server Pages (ASP), which helped developers create more interactive, dynamic Web pages;
  - Cascading Style Sheets (CSS), which supported sophisticated page layout similar to print media;
- A platform for complex applications written in Java to be served to vastly different types of computers;
- A base for automated systems that can independently make sense of and harness the information represented across the pages of content and databases connected to the Web.

That last bullet is where the Web departs from familiar experience and enters the realm of unfulfilled visions spun by technologists and science fiction writers. Progress on "intelligent agents" has been hampered by a lack of intelligence for the agents to apply—means for such systems to understand and work with information they might encounter across the untamed Web. There is no means for software to independently attach meaning to the words and concepts plainly expressed on Web pages. This is one reason that Web search engines can be so frustrating—at best they can match patterns of words, but cannot discern differences in meaning across similar word pat-

terns. The Web doesn't know if a "sports book" is a piece of literature or a place you go to bet on your favorite team.

Helping software to use the Web intelligently is the promise of the Semantic Web, promoted by Tim Berners-Lee, widely acknowledged as the Web's inventor. The Semantic Web is a set of technologies that graft information onto Web content that enables software to discern and make sense of it. With this newfound capability in hand, sophisticated software agents will then be able to approach their promise of performing relatively sophisticated decision-making tasks on a user's behalf. According to Berners-Lee, we can expect to see practical applications of the Semantic Web by about 2005. This edition of **Leading Edge** explores the Semantic Web and its implications for industrial-organizational psychology.

How Will the Semantic Web Work?

The Semantic Web is a cluster of three technologies that build on each other to identify key information on the Web, add useful supporting information, and relate it all to a larger, meaningful framework of concepts. These technologies are briefly summarized below. The interested reader is directed to www.semanticweb.org for a more detailed review.

eXtensible Markup Language (XML) Identifies Information

To help software use information effectively, we must first help it to identify meaningful information. For example, the five-digit number *68182* is a meaningless stream of digits until you identify it as a ZIP code. In the Semantic Web, this identification process is accomplished using XML, a language that supports tagging electronic information with meaningful, user-defined labels. (See Weiss, 2001 for a brief overview of XML and tags). XML turns the otherwise indistinct five-digit number *68182* into an identifiable piece of information by enclosing it in opening and closing tags as follows: <ZIPCode>68182</ZIPCode>. When XML tags are used on a page, it is easy for software to locate and parse the information for subsequent use.

The Resource Description Framework Attaches Detail and Meaning to Information

Knowing that *68182* is a ZIP code is better than knowing that it is a just a string of five digits, but that's still not much to work with. Once useful information has been identified, the next step is to locate associated information that may also play a useful role. This information is supplied by the Resource Description Framework (RDF), which adds detail to XML tags in the form of simple declarative statements identifying properties associated with the tags and their associated values. For example, RDF information sur-

rounding the ZIP code tag described earlier might describe the standard formats that ZIP codes may take. "Format" is the property at hand, and the numerical representation (a five-digit number) is the associated value. Any quantity of informative detail can be attached using the simple RDF scheme. Further, RDF information may link to other places on the Web where additional, related information may be gathered. For example, the RDF information in our ZIP code example may include the fact that the home page for information on ZIP codes is http://www.usps.gov.

Stepping back for a moment, it is easy to start to see the potential for the Semantic Web. XML tags locate information a computer can process from within otherwise indistinguishable content. RDF adds detail and can link to other sources which may independently offer additional information. Very impressive, but the term "Semantic Web" suggests a deeper processing of information than we have explored so far. Such processing is accomplished using ontologies.

Ontologies Define Concepts and the Relations Among Them

Where XML tags and RDF information are closely tied to particular information, ontologies take a larger view. Ontologies are taxonomies of entities and descriptions of the rules and relationships governing them. As such, ontologies supply the "meta-knowledge" required to make sense of and operate on specific information. To go back to our ZIP code example, an ontology page would describe the larger framework into which ZIP codes fit (street addresses), how ZIP codes are associated with other information in that framework, and rules surrounding their use. Ontology pages can also resolve conflicts that might otherwise derail straightforward operations, such as the differences between the terms "ZIP code" offered by one database and "postal code" offered by another.

Putting It All Together

In the future world of the Semantic Web, the human user will continue to see Web pages just as we have come to enjoy them since the Web came to prominence. In the background, invisible to the human user, XML codes, RDF information, and linked ontology pages will support automated software systems that process and act upon the information in relatively sophisticated ways. Truly intelligent agents may remain the stuff of science fiction for now, but at least the Semantic Web offers a path for software to approximate meaningful information processing and decision making.

In many respects, this feels like the road to a satisfying conclusion. It will be very nice to instruct my software agent to find that article I read in *The Economist* last year on the future of the "free agent" and have it figure out the details and follow through without further input from me. As a software con-

sumer, I look forward to the day when I will enjoy such flawless service. As an I-O psychologist, however, I wonder what our next step might be.

The Semantic Web and I-O Psychology

Unlike many other Web technologies, the Semantic Web by its nature holds particular implications for our field through its focus on constructing meaning through information processing. To take a simple example, knowing the relations among the concepts of knowledge, skills, abilities, and other characteristics permits us to work with associated information in important ways. For these concepts not to be represented and distinguished on the Semantic Web would limit our use of them in such a sphere, signifying something of a step back for our science as technology lurches forward. This would clearly be an undesirable end. On the other hand, having these concepts represented on the Semantic Web may enable us to use them in new, sophisticated ways as we leverage the strengths of automated systems. Simply, as the Semantic Web moves forward, it behooves us to take advantage of it—and it is especially important that we not be left behind.

Having communicated this sense of importance, I feel the need to step back and ask how we may best leverage the Semantic Web in I-O psychology. It is one thing to not be left behind. It is another to take some time and look at how we may make the best use of it. The technology is still years from producing its first application, and the examples I have read about seem to do fairly unexciting things—scheduling appointments and the like. Certainly, in the context of our field, we can find more important and valuable uses for automated systems that can process information in sophisticated ways. What are your ideas on where the Semantic Web can take I-O? Let me know at jason.weiss@ddiworld.com.

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Workflow

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The industrial revolution automated physical tasks, and the information revolution automated mundane and repetitive analytical tasks. In the 1970s and 1980s, expert systems began to be developed to guide human decisions tasks. Today, a new class of systems is starting to automate work processes and managerial decision-making tasks related to processes controls that I call midlevel organizational tasks.

Rivers of Work?

Processes are the main locus of organizational work. Work steps occur in a sequence from strategy decisions to sales, product or service development, delivery, and billing. Each process step contains subprocess elements that are typically managed by functional areas—strategy by senior leaders or the Strategy Department, markets by Marketing, customer inquiries by Sales, development by R&D and Manufacturing, and billing by Finance.

Traditionally, processes are "mapped" or drawn on pieces of paper and in software programs such as Visio. After Hammer and Champy's (1993) book, *Reengineering the Corporation*, many organizations began to map processes in order to remove steps that didn't add value. Today, while organizations continue to develop process-maps, new processes are often unused because they are not integrated into the organization to manage performance. Anecdotal evidence suggests that this is more evident in white-collar processes than in manufacturing where "hard numbers" are used more frequently to manage the business process.

In the late 1990s, Workflow evolved to support the need to explicitly manage and sequence work processes. Workflow is a class of software designed to serve as a platform for work tasks within processes. For both manufacturing and white-collar work tasks, it can automate the delivery of work between workers and departments, and unobtrusively track the progress of work through the organization. The industry standards setting body, the Workflow Management Coalition (WfMC), defines Workflow as "the automation of a business process, in whole or part, during which documents, information or tasks are passed from one participant to another for action, according to a set of procedural rules" (Allen, 2002, p.1).

Software Agent as Manager

Workflow software offloads a significant amount of overhead managerial work by automatically managing and tracking the performance of people and machinery. It uses systematic decision rules set by managers to determine the allocation of work to different employees. Using the set-up features of the software, the manager sets decision rules, and programs called "agents" enable execution of the rules. For example, a software agent might be used to match credit history information to a loan application that is suspended awaiting the arrival of that information. Agents can also automatically distribute work based on capacity. They can compare variables such as priority, amount of new work, and amount of existing work to reprioritize all tasks. They can also consider job proficiency, or predicted performance based on past behaviors and KSAOs required to perform the task, to make sure the highest priority and most complex tasks get assigned to the best-performing employees.

In the last 5 years, Workflow software has been used in the midlevel organizational processes, but it has the potential to connect management tools at the macro level, such as the Balanced Scorecard, with micro-level data such as employee performance. Workflow software is the type that Dell has famously used to eliminate the need for inventory. Dell's Workflow systems are so advanced and expansive that the moment a customer purchases a computer on the Dell Web site, Dell's system initiates orders with all their suppliers automatically. Dell's model gives us a glimpse of the future reach of Workflow systems spanning vertical and horizontal industries, giving a new scope and scale to the macro issues I-O psychologists typically consider.

Criterion Power

Workflow software has come a long way from its hype in the mid-1990s to the present. Today, Workflows aren't just limited to particular processes or subprocesses, but they can span the entire organization. Flow is considered horizontal when it spans persons and departments and vertical when it's managing tasks within the scope of an individual's jobs. Because the software gives access to previously difficult-to-study phenomena, it gives the I-O psychologist a unique opportunity to study and influence performance. The software packages automatically track employee task performance and the time that the behaviors occurred.

These innovations have the potential to make our science and practice significantly more powerful by giving us easy access to the behavioral processes over time and in the context of an organizational system. These are traditionally the purview of techniques from sister disciplines, such as industrial engineering, that have developed sophisticated tools and techniques (both in terms of research methods/statistics and practice) to study the performance of systems. As Workflow technologies become more prevalent in organizations, they will afford us new opportunities to use these advanced

tools (e.g. stochastic modeling) so we can account for more variability in our criteria and deliver better interventions.

At the same time, they're not a panacea. For example, organizational citizenship behaviors cannot be tracked by today's Workflow systems. Similarly, some types of strategic decisions cannot be tracked such as the decision to pursue a new product line. Also, some Workflow software prevents employees from choosing their work tasks.

Unforeseen Impact on Employees

Workflow software represents a class of tools that will impact both the ability of I-O psychologists to get new and better data about people at work and to study workflow as a new organizational phenomena. Our models of work stress and self-efficacy suggest that there may be deleterious consequences for organizations that give no freedom to employees in choosing work. Does Workflow software create the organizational climate in the organization of "Big Brother" on steroids? What are the implications of detailed, perpetual measures of employee job performance on feelings of workplace privacy? I believe it's inevitable for these technologies to be used increasingly, and I-O psychologists are the best equipped to answer these questions.

Conclusion

Workflow, like all technology has highlights and lowlights. It's a wonderful tool to systematize and overtly manage formerly hidden processes. It should improve the ability of organizations to quickly adapt in response to customer and market changes. Work and worker-attribute data are managed seamlessly in the same system, enabling easy roll-up of data across organization levels from individual employee to organizational-level goals. It allows for automated data tracking of performance, errors, resource utilization, forecasts, and alarm conditions. It can result in the need for less training when it allocates tasks both within (little need for task-sequence training) and between people (no need for scope understanding). With Workflow, work can't be lost in a drawer, e-mail system, accidentally deleted, or procrastinated. It gives the I-O psychologist unique access to data on behavioral processes over time and in the context of the organization's results. On the other hand, it has the potential to be an organizational *1984* (Wells, 1990), if not managed based on our science.

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

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The Supreme Court Ruling in
US Airways v. Barnett

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In 1990, Robert Barnett injured his back and could no longer perform the heavy lifting duties required of his cargo handling job at US Airways. Using his seniority, he transferred to a physically less demanding mailroom job. Two years later, Barnett was notified his mailroom job was being opened for bidding under the airline's unilaterally imposed seniority system and that two employees more senior to Barnett had bid for the job. Barnett, in turn, made three accommodation requests: (a) that he remain in the mailroom job; (b) that he be returned to cargo handling outfitted with equipment permitting him to perform heavy lifting duties; or (c) that his cargo handling job be restructured to include only warehouse office work. The airline did not respond for 5 months, at which point Barnett was notified he no longer had the mailroom job but could bid for other jobs within the company for which he was qualified (and there were none).

In his ADA lawsuit, Barnett challenged US Airway's seniority system. He also charged that US Airways failed to flexibly interact with him on his three accommodation requests and that he experienced retaliation. The district court granted summary judgment to US Airways on all three charges. The 9th Circuit (*Barnett v. US Airways*, 2000) upheld the judgment on retaliation but remanded for trial on flexible interaction and created, at least temporarily, fresh case law for unilaterally imposed seniority systems. The Supreme Court's majority ruling dealt only with the seniority issue.

Collectively Bargaining v. Unilateral Imposition

There was no tension in *Barnett* between reassignment to vacant positions, a statutorily mandated accommodation, and *collectively bargained* seniority agreements (or CBAs). Many circuit courts had ruled on this issue, each concluding a reassignment request that conflicts with a bona fide CBA is *unreasonable as a matter of law* (e.g., *Davis v. FPL,* 2000; *Eckles v. Conrail,* 1996; *Foreman v. Babcock*, 1997; *Kralik v. Durbin*, 1997; & *Smith v. Midland Brake,* 1999). Indeed, after the *Barnett* ruling, the 9th Circuit itself ruled that "an accommodation that is contrary to the seniority rights of other employees set forth in a CBA would be unreasonable per se" (*Willis v. Pacific Maritime,* 2001).

Rather, the issue in *Barnett* was whether seniority rules unilaterally imposed by the employer require a different employer defense than seniority rules established via a CBA. In explaining the distinction in the later (*Willis*) case, the 9th Circuit stated the following:

> In *Barnett*…we declined to adopt a per se rule where a seniority system was unilaterally imposed by an employer. We noted that under such circumstances, "no bargained for rights are involved." Unlike the situation in *Barnett*, the instant matter involves a bargained for seniority system contained in a CBA. Here, the rights of other union members under the…NLRA are implicated.

The *Barnett* ruling was that a unilateral seniority system is "not per se a bar to reassignment," but rather, a "factor to be considered in the *undue hardship analysis*." In other words, the 9th Circuit espoused a two-tier view of seniority systems. On one hand, if a CBA seniority system is bona fide (i.e., a BFSS), a request for reassignment that conflicts with its provisions is *unreasonable as a matter of law*.[1] On the other hand, if it is unilaterally imposed, an otherwise reasonable reassignment request[2] forces the employer into a statutory affirmative defense (undue hardship).

The Supreme Court Ruling[3]

The evening news reports implied a narrow 5–4 Supreme Court ruling favoring US Airways. In actuality, only two justices (Souter & Ginsburg) voted to uphold the 9th Circuit ruling, not four. Their argument was that unlike Title VII (and other laws), there is no statutory BFSS defense in the ADA. Souter argued that Barnett had carried his burden of showing that his request was reasonable (i.e., "plausible or feasible") and that it would result in "minimal disruption" to the airline's operations.

The remaining seven justices were fractured in their viewpoints and a majority of five was fashioned only because O'Connor agreed to a ruling that she would phrase differently if left to her own devices. One commonality among the remaining seven justices is that none would burden defendants on a case-by-case basis to prove reasonability or undue hardship for either a unilaterally imposed or a collectively bargained system.

For their part, Scalia and Thomas, who dissented from the majority opinion, did not distinguish between unilateral and collectively bargained agreements and voted to summarily overturn the 9th Circuit ruling. Scalia argued

[1] It should be noted, however, that in at least one case (*Aka v. Washington Hospital Center*, 1998), the court ruled that the employer's interpretation of a CBA was at odds with its "plain meaning."
[2] Reassignment to vacant jobs is a statutorily mandated accommodation. The request is reasonable given plausible reasons to believe the employee can perform the essential function of the vacant job.
[3] Additional information on *Barnett v. US Airways* (April 29, 2002) is available at http://laws.findlaw.com/us/000/00-1250.html.

that accommodations are for obstacles or barriers to performance of essential job functions that form a nexus to the disability (e.g., equipment that might help Barnett perform heavy lifting). By this definition, a seniority system is orthogonal to the disability and constitutes no obstacle.

The majority ruling was written by Breyer, who spoke for Kennedy, O'Connor, Rehnquist, and Stevens. O'Connor and Stevens also wrote separate concurrences.

Breyer ruled that "the relevant seniority system advantages, and related difficulties that result from violations of seniority rules, are not limited to collectively bargained systems." He also ruled that a reassignment request that conflicts with any type of seniority system is *ordinarily* not reasonable as a matter of law. Or in Breyer's words:

> [T]he seniority system will prevail in the run of cases. As we interpret the statute, to show that a requested accommodation conflicts with the rules of a seniority system is *ordinarily* to show that the accommodation is *not reasonable*. Hence such a showing will entitle an employer/defendant to summary judgment on the question *unless there is more*.

Clearly, it was the latter part of this ruling that fractured the court. Although Breyer clearly strikes down the burden on defendants implied in the 9th Circuit ruling, it leaves room for the plaintiff to prove "there is more," or that there are "special circumstances" that would make a request that ordinarily is unreasonable, reasonable on the "particular facts" of a given case. Indeed, Breyer suggested two sample proofs, including (a) that the employer in a unilateral system alters the conditions too frequently and (b) that the system in place already contains exceptions used in the past.

In her concurrence, O'Connor stated she preferred a ruling that "the effect of a seniority system on the reasonableness of a reassignment as an accommodation for the purposes of the ADA depends on whether the seniority system is legally enforceable." She further suggested that "unenforceable" agreements feature the employer's right to change the system and disclaimers that reduce employee expectations that the system will be followed. Having noted that, O'Connor also stated that:

> Because I think the Court's test will often lead to the correct outcome, and because I think it important that a majority of the Court agree on a rule when interpreting statutes, I join the Court's opinion.

In other words, a plain reading of O'Connor's concurrence suggests she was sympathetic to the notion that unlike a CBA, a unilaterally imposed system permitting the employer to alter the conditions at will is suspect,[4] whereas a CBA is not.

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[4] Indeed, US Airways' system did permit the employer to change the rules "without notice," but there was no evidence that the airline had done so at any time in the past.

Finally, in his concurrence, Stevens focused on three fact-specific issues that Robert Barnett could use to prove his "special circumstances." These included (a) whether the mailroom job was opened for bidding in response to a routine airline scheduling change or as a direct consequence of a large-scale layoff, (b) whether the requested accommodation is an assignment to a vacant position as opposed to maintenance of the "status quo," and (c) the impact of Barnett's request on other employees.

Conclusions

Despite the fractures among the justices, the ultimate ruling in this case seems fair. First, it preserves the run of cases on CBAs. If a CBA is bona fide, prior case law is unanimous in its view that accommodations that conflict with its provisions are unreasonable as a matter of law. Of course, the CBA must be bona fide. Occasionally, plaintiffs have proven that seniority systems were designed with discriminatory motives (see for example *US v. Georgia Power*, 1983). Also, no system is bona fide if a company or union acts in contradiction to the plain meaning of the agreement (see Footnote 1). Nevertheless, ordinarily, it is difficult to prove that a BFSS is not bona fide, and we can only hope it is the exception, not the rule, when a company or union acts in ways that contradict the provisions.

Second, it is also fair, it seems, to distinguish between CBAs and unilaterally imposed plans. To suggest that seniority systems are bona fide only when unions are involved seems absurd on its face. At the same time, there is likely greater opportunity to abuse an imposed plan than a CBA, particularly if the company reserves the right to alter the provisions without notice and there is no employee representation to question how the provisions are imposed. However, where the 9th Circuit ruling went afoul of the Supreme Court was to presuppose that the potential abuses in an imposed plan imply an affirmative employer defense in every single case. Once again, if abuses are the exception, not the norm, as presupposed by the majority of the Supreme Court, it does make sense that where there are exceptions (i.e., abuses), the burden falls to the plaintiff to prove them. Clearly, the majority ruling gives plaintiffs that opportunity, whereas Scalia and Thomas would not.

Finally, when one considers how Robert Barnett was treated, one can envision illegal motives for mistreatment. The ADA run of cases clearly implies that both employees and employers have a duty to *flexibly interact* on issues of reasonable accommodation. Indeed, employers have lost cases they probably would likely have won because they assumed an accommodation request was unreasonable and failed to interact with employees (see for example *Bultmeyer v. FWCS*, 1996; *Criado v. IBM,* 1998; *Dalton v. Suburu-Izuzu*, 1998; *Feliberty v. Kemper*, 1996; *Hendricks-Robinson v. Excel*, 1998; & *Ralph v. Lucent*, 1998). In the present case, Barnett made three specific requests and US Airways never interacted with him on any of them. They

waited 5 months, removed him from the mailroom job, and notified him that he could apply for other vacant jobs for which he was qualified, perhaps knowing there were none available.

In short, my belief is that the Supreme Court preserved Robert Barnett's right to prove he was illegally mistreated in accordance with the ADA without placing an undue burden on the defendant. Contrary beliefs are welcome: Artgut@aol.com.

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Don't forget to send SIOP your new e-mail and mailing address to siop@siop.org.

Improvidently Granted: The Supreme Court Hesitates

Donald L. Zink
Personnel Management Decisions

After a term that is likely to be remembered (at least by I-O psychologists) for its decisions further limiting the applicability of the Americans With Disabilities Act, the Supreme Court probably also will be remembered for two decisions it did *not* make. After having granted certiorari to *Adams v. Florida Power Corp*., (2001) and to *Adarand Constructors v. Mineta,* (reviewing *Adarand Constructors v. Slater,* 2000) the Court later took the unusual step of dismissing both cases, stating in both instances that certiorari had been "improvidently granted." Even more unusual, both cases were dismissed after the Court had heard oral arguments. The following discussion reviews *Adams v. Florida Power Corp. Adarand Constructors v. Mineta* may be reviewed in an upcoming issue of *TIP.*

In *Adams v. Florida Power,* the question presented was "whether a disparate impact theory of liability is available to plaintiffs suing for age discrimination under the Age Discrimination in Employment Act of 1967." (Certiorari was granted 3 December 2001; oral argument was heard 20 March 2002; and the case dismissed on 1 April 2002. No reason was given for the decision to dismiss.)

The Age Discrimination in Employment Act (ADEA) prohibits discrimination against employees beginning at age 40. Florida Power Corporation (FPC), a utility that had been recently deregulated, terminated Wanda Adams and 116 other employees during a series of reorganizations that occurred between 1992 and 1996. FPC claimed that the reorganizations were necessary to remain competitive in the deregulated environment. The terminated employees had a different view; they filed a class action lawsuit against FPC, claiming that they had been discriminated against because of their age, in violation of the ADEA. In support of their claim, the plaintiffs noted that more that 70% of those terminated were at least 40 years of age or older. The district court decertified the class in 1999, and ruled that as a matter of law, plaintiffs suing under the ADEA could not bring their claims under a disparate impact theory of liability. (Recall that a "disparate treatment" theory of discrimination requires direct evidence of intentional animus against a protected class. A "disparate impact" theory, when it is available, may be used by plaintiffs who lack direct evidence of intentional discrimination, but are able to show that a policy that is seemingly neutral on its face, has a much harsher effect on one group than another and that there is no valid reason for the difference.) Since the Eleventh Circuit had not ruled on the issue of the viability of disparate impact claims under the ADEA, the district court certified the question to the circuit court where the decision was affirmed.

There has been a dispute for some time whether or not disparate impact claims may be brought under the ADEA, the arguments centering mostly on the basis of statutory interpretation. Section 623(a)(1)–(2) of the ADEA reads as follows:

(a) It shall be unlawful for an employer—
   (1) to fail or refuse to hire or to discharge any individual or otherwise discriminate against any individual with respect to his compensation, terms, conditions, or privileges of employment, because of such individual's age;
   (2) to limit, segregate, or classify his employees in any way which would deprive any individual of employment opportunities or otherwise adversely affect his status as an employee, because of such individual's age…

Note that except for the use of "age" in place of "race, color, religion, sex, or national origin" the language of this part of Section 623 of the ADEA is identical to Section 703(a)(1)-(2) of Title VII of the Civil Rights Act of 1964. The Supreme Court held in *Griggs v. Duke Power Co.,* (1971) that Title VII supported a cause of action based on a disparate impact theory of employment discrimination. (That decision was ratified when Congress passed the Civil Rights Act of 1991.) Relying on *Griggs,* the Second, Eighth, and Ninth Circuits have concluded that disparate impact claims also are allowed under the ADEA.

That interpretation of the ADEA, however, has been called into question by other circuit courts of appeal that have focused upon Section 623(f)(1) of the ADEA which states the following:

(f) It shall not be unlawful for an employer, employment agency, or labor organization—
   (1) to take any action otherwise prohibited...where the differentiation is based on reasonable factors other than age.

This section has come to be known as the "RFOA defense." (Section 623(f)(1) is similar to Section 206(d)(1) of the Equal Pay Act, which has been interpreted by the Supreme Court to preclude disparate impact claims.) In addition, in *Hazen Paper Co. v. Biggins,* (1993) the Supreme Court noted "we have never decided whether a disparate impact theory of liability is available under the ADEA." The Court also noted that "[d]isparate treatment…captures the essence of what Congress sought to prohibit in the ADEA." In his concurrence, Justice Kennedy sounded even more hostile, concluding that "there are substantial arguments that it is improper to carry over disparate impact analysis from Title VII to the ADEA."

Taking note of Section 623(f)(1) of the ADEA, and of the language in *Hazen Paper,* then, the First, Third, Sixth, Seventh, Tenth, and now the Eleventh Circuits have concluded that disparate impact claims are not viable

under the ADEA. As a result, a significant split had developed among the circuit courts of appeal, and it seemed reasonable for the Supreme Court finally to resolve the conflict and to clarify its holding in *Hazen Paper*. Unfortunately, without giving a reason, the Court has declined to resolve the issue at this time, at least on the basis of the facts presented in *Adams*.

The question remains whether disparate impact claims should be *precluded* under the ADEA. It should be noted that plaintiffs cannot win a case only by showing a disparate impact on a protected class. While such evidence might be used by plaintiffs to establish a prima facie case, the employer may justify a disparity by articulating a "reasonable factor other than age." Could the plaintiff then prevail by demonstrating that the proffered reason was pretextual, to "cover up a discriminatory purpose," as recently held by the Court in *Reeves v. Sanderson Plumbing Products, Inc.,* (2000). While such a resolution is possible, it seems more likely that the Court will decide disparate impact claims are precluded. What seems more certain is that having granted certiorari to resolve the question, the Court will move quickly to find an answer.

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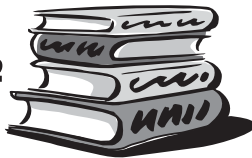
Eyal Grauer
Bowling Green State University

Nancy Yanchus and Marcus Butts
University of Georgia

Boy, do we love the summer time! We love it so much we considered writing a whole column on "how to do absolutely nothing over your summer vacation and feel good about it." We were thinking it would be an autobiography. But seriously, it's hard to believe another academic year came to a close just a month or so ago and now summer is half over. Hopefully, during your summer break you've had the opportunity to take some time to recharge your energy level for the upcoming year and to find a little meaningfulness in your life, just as we suggested in our previous column. Now that your workload may be a little lighter, we hope you will have the opportunity to set aside some time to read though this edition of **TIP-TOPics.**

We're not sure if the sun has gotten to us or we're just a little overzealous, but for this edition we have decided to give you some insight from all four of our featured segments. In **Psychology et al.** we provide some perceptive information regarding I-O psychology's link to the military. **Career Corner** offers a precareer perspective on academic life and preparation for future faculty. **Path to PhD Glory** discusses the importance of networking at conferences. Finally, **Scientists AND Practitioners** provides a brief redirection and addition to the scientist's perspective of the publication process from our previous column. A few people contacted us with their insights regarding the publication procedure, and we felt they were worthy of inclusion. We do appreciate your comments and hope to hear from you in the future. Thanks, and enjoy the column (and the rest of your summer)!

Psychology et al.

This section is devoted to investigating areas in which I-O psychology intersects with other disciplines or areas. In this issue we focus on I-O psychology and the military. We chose this area because it is a field in which our research makes a significant difference in human performance: The results from applied military research have a direct and immediate impact on how critical problems are solved, on the safety and well-being of military personnel, and on the security of the United States.

We present you with information on the following categories: (a) current research, (b) funding, (c) getting started, (d) job availability, (e) hiring organizations, and (f) recommended educational background. We interviewed several academics as well as military researchers for this article, and they provided information about the above topics as well as letting us know what they enjoy about military research. Before going any further, we would like to thank the following contributors for the excellent insight they provided about I-O psychology and the military: **Michael D. Coovert,** Daniel J. Dwyer, **John R. Hollenbeck, Kim A. Smith-Jentsch,** Robert P. Mahan, and **John E. Mathieu.**

Current I-O–Military Research

Current research involving I-O psychology and the military includes work with teams, training, multiple teams training, and leadership. Other projects have involved building quantitative models of job experience and using structural equation modeling linking them to performance. Some research with the Navy investigates tactical decision making under stress (TADMUS). In this project, researchers were interested in building models of operator actions in a combat information center aboard Aegis warships. Work is also being done on training simulators and intelligent agents, which are computer-based helpers that advise people how to act under certain situations.

A brief overview of some specific research by **Dan Ilgen** and John Hollenbeck highlights how I-O theory and method dovetails nicely with the needs of the military. They currently are part of the Adaptive Architectures for Command and Control (A2C2) program that is funded by the Cognitive and Neural Sciences Division of the Office of Naval Research. This is a joint program of research involving mathematical modeling experts from Carnegie Mellon and the University of Connecticut, as well as Navy personnel at the Naval Postgraduate School and the Naval War College. The program's goal is to develop and test basic theory related to how various group and organizational structures impact processes and outcomes in teams. They also study basic psychological issues related to how effectively people can adapt from working in one type of structure to another. In addition, they interact with the researchers at the Naval Postgraduate School, who conduct qualitative studies with smaller samples of military officers, as well as personnel at the Naval War College who do even more realistic case studies involving real military units—all aimed at seeing how people react to different types of structural changes. They also work with the mathematical modelers who build simulations of how individuals and groups process information and make decisions under different structures. Bill Vaughn and Gerry Malecki have been very supportive of their research.

Military Funding

Obtaining military contracts is very competitive. In order to get research money you need to compete against other academics, as well as private com-

panies. Some tips for improving your chances of getting funding are to get to know the problems the military is facing and the researchers who are trying to solve them and networking (see **Path To PhD Glory** below). Several contributors made their first contacts with the military in graduate school via internships with the Navy or Air Force. It is also possible to be brought into a project based on your reputation as a researcher and the type of research you perform as it relates to military issues. Once you've established a relationship with the military it is not as hard (yet not too easy) to continue receiving funding. The key is to work hard to understand and meet the needs of those who are supporting your work.

Getting Started

While interning with the military in graduate school is the most frequently cited way our contributors began working with the military, one researcher and his colleague made their initial contact by responding to a Broad Band Agency Announcement that was issued in the wake of the USS Stark and USS Vincennes incidents. In both incidents, there were decision-making errors made by teams. This merged nicely with their research interests in hierarchical team decision making.

Job Availability

Jobs that are available for I-O psychologists who are interested in working with the military break down (by percentage) as follows: research psychologists for military organizations (program management, scientist, and internal consultant), 25%; government contractors (research, development of training systems, or both), 50%; academics (research, consulting on development projects), 25%. In general, I-O graduates (both PhD and master's) working in military settings work in jobs related to training and simulation, human performance solutions, human factors, and selection. Within these areas, jobs exist in both applied and R&D settings for all branches of the military.

Hiring Companies and Institutions

Some of the companies and consulting firms that work with the military are Aptima, 21st Century Systems, American Institutes for Research, CHI Systems, Group for Organizational Effectiveness, Human Resources Research Organization (HumRRO), Jardon & Howard Technologies, Klein Associates, L3Com, Micro Analysis and Design, and Veridian Engineering. A few of the military organizations that employ I-O psychologists are Naval Air Warfare Center—Training Systems Division, Navy Personnel Research Science and Technology Office, U.S. Army Institute for the Behavioral and Social Sciences, Army Research Laboratory, and Air Force Research Laboratory.

Background Qualifications

If you are interested in working with the military, quantitative skills are especially important. Other qualifications include experience in field settings, excellent writing ability, good presentation (briefing) skills, internships with practical, real-world experience, and strong consultant/interpersonal skills. It is also necessary to have a solid research background and the ability to break large projects into manageable pieces and coordinate them. Another plus for this type of job is enjoying tackling really difficult problems!

Benefits of Military Research

Our contributors provided a variety of reasons for what they enjoy the most about their involvement with the military. For some it is being able to take an idea and investigate it as basic research but also in the applied setting, such as the study of command and control decision making. Others enjoy the professional atmosphere. The military, once it sees the value of the research, will break down barriers to get projects into place and to line up resources. There is also the appeal of never doing the same thing twice. Research is appreciated, and it is understood that quick and dirty studies will not always be the way to learn the right answers to complex questions. The military cares a great deal about their personnel and is very intent on avoiding decision-making errors because so much is often at stake.

Career Corner

Up to this point, **Career Corner** has explored the avenues and possibilities beyond graduate school from either an academic or practitioner perspective, or both. For this issue, we want to take a slightly different perspective and enlighten you about a possible program for current students looking towards academia. We would like to tell you about a program called Preparing Future Faculty (PFF). It is designed to develop your academic career options while in graduate school and increase preparation for your future as a faculty member. This section begins with a brief history of PFF, followed by a description of the program and how PFF can make a difference for students pursuing academic careers. We then conclude with information about how to get your school involved in the program. Before going any further, we would like to thank **Kecia Thomas** and the national PFF office for their contributions to this section.

History of the PFF Program

In the spring of 1993, seventeen doctoral degree–granting institutions received grants to create model Preparing Future Faculty programs that would introduce graduate students to faculty life in a variety of campus environments. Each institution developed its own university-wide program based on their individual interests, needs, and opportunities. Institutions were given

broad guidelines and were urged to plan their programs in accordance with their student's stage of development, to include mentoring in teaching, and to provide personal experience in various institutional settings. In 1998, PFF began collaborating with disciplinary associations in the hard sciences and mathematics to develop departmentally based programs that would build on the initial pilot programs. With support from the National Science Foundation, PFF developed collaborations with the American Chemical Society, the Mathematical Association of America, and the Special Interest Group on Computer Science Education. In 1999, PFF expanded to include departmental programs in the humanities and social sciences. That's where the American Psychological Association (APA) got involved. APA conducted a competition to select doctoral departments to participate in this new category of PFF. Four schools were selected and received support from the APA to implement a PFF program. The four schools were Miami University, University of Georgia, University of Colorado–Boulder, and University of New Hampshire. To date, the following disciplines have established departmental PFF programs:

Biological & Life Sciences	English	Political Science
Chemistry	History	Psychology
Communication	Mathematics	Sociology
Computer Science	Physics	

Besides departmental programs or campus-wide versions of PFF programs, many institutions today have developed programs that are comprised of various elements of a PFF program (e.g., mentoring programs, professional development courses). In addition, a number of professional associations support workshops at a variety of schools to prepare graduate students for faculty life issues.

What Exactly is a PFF Program?

A PFF program focuses on the full range of faculty roles and responsibilities subsumed by teaching, research, and service. The nationally recognized PFF programs have three core components: (a) collaboration between the doctoral degree–granting institution and partner institutions, (b) exposure to the duties and experiences of faculty members, and (c) multiple mentors and feedback on research, teaching, and service. PFF programs provide students with opportunities to observe and experience faculty responsibilities at a variety of academic institutions with varying missions, diverse student bodies, and different faculty expectations. The programs sponsored by APA structure their psychology PFF as a 2-year program. During those 2 years, students are exposed to the following:

Partner institutions. Doctoral students learn about a multitude of expectations through exposure to a full range of professional responsibilities at various academic institutions. Through experience at smaller schools, students get a broader picture of the faculty service that is emphasized such as student advising and committee work. This exposure to a variety of institutions enables future faculty to find their "fit" between their interests and the needs of institutions.

Mentoring. PFF programs include a formalized system of mentoring in all aspects of professional development. Most students benefit from multiple mentors and may have mentors at different institutions in order to provide diverse perspectives on teaching, research, and service.

Diversity among students. PFF experiences try to prepare future faculty for the diversity among students who will be in most of their classrooms. Exposure to a variety of environments allows future faculty to become more competent in understanding and addressing issues presented by the diversity of learning styles and backgrounds.

Integration into sequence of degree requirements. Students in PFF programs are given progressively more complex assignments, more responsibility, and recognition associated with increased professional capabilities. These progressive assignments allow future faculty to build skills and gain confidence in their knowledge and professional growth.

Why is a PFF important?

For those going into an academic career, or thinking of going into an academic career, experience in a PFF provides exposure to what life as a faculty member is all about, not only at their current institution but also at a variety of institutional environments. The program strengthens students' understanding of faculty roles and responsibilities and also enhances their understanding of the job search process as well as their ability to compete in the job market. Because of the current emphasis on expanding faculty roles to encompass facets of service, research, and teaching, it is critical for future faculty to be adequately prepared beyond just course work. Furthermore, as teaching techniques become more interactive and technology evolves, it is important that future faculty stay informed in order to be well prepared to teach the students of tomorrow.

What is the next step?

As previously mentioned, only four universities offer a departmental PFF program in psychology, and to our knowledge, only one of those schools has an I-O program. Thus, there is a need and an opportunity for more I-O programs, in association with psychology departments, to get involved in imple-

mentation of PFF programs. APA awards initial PFF funding to psychology departments with strong dedication to faculty preparation agendas that include smaller partner schools. Students whose departments lack a PFF program can urge their faculty to get involved. Furthermore, steps can be taken to gradually implement components of a PFF program. We encourage students and faculty to research how they may prepare students for the wide variety of experiences that they will encounter in academia. More specifically, it is important to ensure that future faculty members are prepared for the extra-role responsibilities and diverse opportunities that are available as they begin their academic careers. If you are interested in learning more about PFF programs, some helpful Internet sites are listed below:

National PFF Information
www.preparing-faculty.org
www.apa.org/ed/pff.html

I-O PFF Programs
www.coe.uga.edu/dev/pff/index.html

Articles in the APA Monitor on the PFF
www.apa.org/monitor/dec01/preparing.html

Path to PhD Glory

As promised, **Path to PhD Glory** is here for your consumption! Recently, both IOOB and SIOP took place. For this issue, we thought it apropos to discuss these two relevant conferences (as well as a few others) related to opportunities to network and potential networking strategies.

IOOB and SIOP
As you may have read in the last issue, IOOB is officially the "Industrial and Organizational Psychology and Organizational Behavior Graduate Student Conference." This year, the University of South Florida hosted the conference in Tampa and was it ever a blast! IOOB was a great combination of academics and leisure. There was a student-focused day and a professionally focused day. Students had the opportunity to present posters and oral presentations as well attend a variety of different sessions. Topics ranged from virtual teams and job attitudes to selection and motivation. The atmosphere was very laid-back and constructive. Some who presented admitted to being a little nervous, but everyone we spoke with was glad to have presented and said that it was a great opportunity to practice presenting. **Angelo DeNisi, Wally Borman,** and **Denise Rousseau** delivered the morning, noon, and afternoon keynote addresses, respectively. **Tammy Allen,** Walter Nord, and **Tim Judge,** among others, also presented some of their research, along with

fellow *TIP* columnists **Lori Foster Thompson** and **Dawn Riddle.** Being able to meet well-known figures in our field was a great opportunity provided to graduate students by IOOB. (Next year, IOOB will be held at the University of Akron—keep your eyes peeled for more info.)

In case you've been hibernating, the annual SIOP Conference took place in Toronto this year, and many more networking opportunities occurred. About 3,000 people attended SIOP this year. Attendees included undergraduate students, graduate students (master's and PhD), faculty members, and consultants. Some of the most- and least-famous I-O psychologists were located in the same city (and even the same hotel), presenting new findings simultaneously over multiple days!

Networking

Why network? Most selection courses mention the axiom that over half of all job openings are never officially posted. Knowing someone privy to this sort of informal information could be very beneficial in your future. Another reason to network is that there are many people interested in the same line of research as you. Whether it is for thesis improvements, potential cross-program collaboration on a topic of mutual interest, or a job lead, you have to know the pertinent individuals out there to contact and meet.

The message of this segment is not simply to name-drop. The purpose is to explain how it is possible to meet and get to know these people. The first piece of advice—ATTEND! Attending conferences is a great way to meet people in the field, specifically people with the same interests as you. Sometimes it is not financially possible to attend all possible conferences. There are an overwhelming number of conferences related to I-O psychology; such conferences as SIOP, the American Psychological Society (APS), the American Psychological Association (APA), and the Academy of Management (AoM) are just four examples. As a student either paying for grad school or receiving a small stipend, chances are that trips to Orlando, New Orleans, Chicago, and Denver might be a *bit* too expensive this year. However, you can frequently carpool rather than fly, and you are likely to get funding from somewhere within your institution if you are presenting. Thus, selling your poodle, "Fluffy," is probably not worth attending that extra conference—but think about it.

So how does this networking thing work? It all depends on the person. There are those individuals who can just go up to someone they've never met before and strike up a conversation. If that's you, you'll have no problem networking! However, many people are shy or uncomfortable approaching other individuals one-on-one. To remedy this, take advantage of those you already know! You have an advisor and other faculty acquaintances—ask them to introduce you to their former advisors or acquaintances. You also likely know people from your former undergraduate institution. Further-

more, alumni from your graduate school are a great resource for networking. Alumni have established jobs, either at other educational institutions, in the government, or in the private sector. They likely know with whom to speak with for an internship or a job, and they can refer you to the right person or steer you away from a bad decision.

Networking, IOOB, and SIOP

How does all this networking talk tie into IOOB and SIOP? If you are interested in working with someone, or picking his or her brain, e-mail him or her and do lunch. Or ask them to go have a drink. The worst they can do is say "no." There are many informal opportunities at conferences that are just as important as formal opportunities, if not more so. For example, many schools have SIOP receptions or parties (some lasting until wee hours in the morning). By simply attending your own school's reception, you can meet numerous people. And if you get invited to other schools' receptions, you can meet even more people!

There are a number of possibilities at IOOB and SIOP. However, with the tons of simultaneous symposia and poster sessions, it is impossible to attend everything that seems interesting at these conferences. Instead, you should e-mail researchers and ask for their paper or for their opinion. And if you met them earlier in the conference, mention it in the e-mail. At the next SIOP, you'll likely recognize that person, and that person may recognize you. Another way to network and "get known" at conferences is to actually submit and present your research. Standing at your SIOP poster and answering questions or giving a symposium presentation are great ways to meet people interested in your research. Sending personalized e-mails along with your paper may seem like a waste of time, but it may be a great opportunity to make an impression and to be remembered.

Remember not to overdo your networking. Don't e-mail just for the sake of e-mailing—only do so if you have a purpose. This purpose can be a thank you for an interesting paper or conversation, or a request for a scale. However, remember to remain professional. "Yo, Ed. Whattup? Just read an article of yours and it ruled!" is probably not the best way to interact with **Ed Locke.**

Networking opens up many doors. It's not for everyone, but knowledge is power; the benefits usually outweigh the costs. If you have any questions about networking, feel free to e-mail us. We may have some contacts….

Scientists AND Practitioners

The Scientist's Perspective Revisited

We received a few e-mails about our previous column describing the life of being a professor. A few interesting points came up as a result. It was suggested that our statement from last issue indicating that professors on average submit 6 to 10 manuscripts for publications a year, should be significantly

lower, especially for those schools that emphasize teaching courses more and publishing research less. For example, professors at doctoral programs usually teach one class less a semester than professors at master's programs. Preparing for more classes is bound to reduce research output because not as much time can be devoted to it.

Another point made revolved around the number of "revise and resubmits" that are received by professors. Most journals will give you an R&R once. If you choose to do so, you will (usually) either be accepted or rejected then and there—if accepted, you will likely have to make a few more small revisions (for a total of 2 revisions). If rejected, the process will start anew with another journal.

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Ranking I-O Graduate Programs on the Basis of Student Research Presentations at IOOB: An Update

Michael A. Surrette
Springfield College

A topic that has received attention for decades has revolved around the most appropriate way to rank graduate programs. Historically institutions have been ranked on the basis of their reputation (e.g., Carter, 1966; Roose & Anderson, 1970), by their faculty productivity (Cox & Catt, 1977; Gibby, Reeve, Grauer, Mohr, & Zickar, 2002), as well as by the number of faculty who hold positions on editorial boards of APA journals (Jones & Klimoski, 1991). In the March 1995 issue of *U.S. News & World Report*, the results of a survey were published listing the top six I-O psychology programs. Shortly after this publication, Winter, Healy, and Svyantek (1995) revisited the results of this survey and provided a more objective and comprehensive way to rank I-O psychology programs. Winter et al. (1995) addressed many of the biases that may exist in alternate methods used to rank programs. A similar article by Gibby et al. (2002) followed the 2001 rankings published by the *U.S. News and World Report*.

In 1989, Surrette ranked I-O programs on the basis of the number of presentations made by students at the Annual Graduate Student Conference in Industrial-Organizational Psychology and Organizational Behavior (IOOB). IOOB is a national conference run by graduate students for graduate students. The conference was first held in 1980 at Ohio State University and most recently (2002) at the University of South Florida. Seven of the top 10 schools in the Gibby et al. (2002) ranking have hosted IOOB.

The idea behind Surrette's (1989) ranking was that other attempts to rank programs focused on faculty productivity, whereas the use of presentations at IOOB focused solely on student productivity. The purpose of this paper is to update the Surrette (1989) ranking. To do so, student productivity data were collected for an 11-year period (1992–2002). Each paper, poster, or symposium presentation at IOOB was awarded 1.0 point towards the institutional total. As shown in Table 1, institutions were then ranked according to the total number of points received. Institutions with fewer than four total points were eliminated to make the table manageable.

To investigate the relationship between an institution's student productivity and the institution's faculty research productivity, the number of IOOB presentations was correlated with the faculty productivity score from Table 1 in Gibby et al. (2002). This analysis revealed a small, but statistically significant correlation of .19, suggesting that student productivity may add information that is not included in some of the other forms of ranking institutions.

The results of this study provide yet another way to look at the excellence of graduate I-O programs. As shown in Table 2, the method used to rank programs produces varied results as only Bowling Green, George Mason, Penn State, and the University of Akron made the top 10 in all four studies.

Table 1.
Number of Graduate Student Research Presentations at the Annual Graduate Student Conference in I-O and OB

University	Program Type	Year 1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	Total	Rank	Gibby (2002) Score
Radford University	MA	7	11	7	4	3	7	5	6	6	8	7	71	1	0
Bowling Green State University	PhD	6	10	8	0	17	12	0	7	2	1	6	69	2	11.28
Penn State University	PhD	0	6	3	4	3	8	2	4	3	6	0	39	3	5.01
University of Central Florida	PhD	1	0	0	2	0	8	4	0	0	5	11	31	4	0.88
Wright State University	PhD	0	0	0	4	3	4	5	3	3	3	5	30	5	2
George Mason University	PhD	0	0	0	0	2	9	0	6	2	4	0	23	6	4.93
Purdue University	PhD	0	0	4	0	6	6	0	2	0	0	2	20	7	4.41
DePaul University	PhD	9	3	7	0	0	0	0	0	0	0	0	19	8	2.42
University of Akron	PhD	0	0	0	0	3	8	0	2	0	5	1	19	8	7.9
Wayne State University	PhD	2	2	0	5	4	2	0	0	0	0	0	15	10	1.14
CSPP - San Diego	PhD	0	0	0	1	0	1	11	1	0	0	0	14	11	0
University of Albany	PhD	0	0	0	0	5	6	0	0	0	1	0	12	12	2.57
Colorado State University	PhD	0	0	0	11	0	0	0	0	0	0	0	11	13	2.91
Ohio State University	PhD	2	4	2	0	2	1	0	0	0	0	0	11	13	0
Tulane University	PhD	0	0	2	0	0	3	3	3	0	0	0	11	13	3.28
University of Georgia	PhD	1	0	0	1	1	3	1	3	1	0	0	11	13	2.47
University of Tennessee	PhD	0	5	0	0	0	0	0	2	4	0	0	11	13	0
University of Nebraska - Omaha	PhD	1	1	3	1	0	0	0	0	3	0	1	10	18	0
University of Wisconsin - Oshkosh	MA	6	4	0	0	0	0	0	0	0	0	0	10	18	0
Appalachian State University	MA	0	0	0	0	2	1	1	4	0	0	1	9	20	0
Old Dominion University	PhD	0	0	0	0	0	6	0	1	0	0	2	9	20	0

Table 1. (*continued*)

University	Program Type	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	Total	Rank	Gibby (2002) Score
University of Baltimore	MA	0	0	0	3	1	2	0	0	3	0	0	9	20	0
University of Illinois	PhD	0	3	2	0	0	0	0	3	0	0	1	9	20	26.64
University of Maryland	PhD	0	0	0	0	0	0	0	1	2	6	0	9	20	5.72
University of South Florida	PhD	0	0	0	0	0	0	1	0	1	2	5	9	20	3.21
Virginia Tech	PhD	1	0	0	0	0	1	1	2	3	0	0	8	26	0.92
University of Guelph	PhD	2	0	5	0	0	0	0	0	0	0	0	7	27	0
Florida State University	PhD	0	0	0	1	0	0	0	0	0	0	5	6	28	0
University of Michigan	PhD	1	5	0	0	0	0	0	0	0	0	0	6	28	6.25
University of Southern Mississippi	PhD	0	0	0	3	0	0	0	0	3	0	0	6	28	0
University of Tulsa	PhD	0	0	0	0	0	2	0	3	0	1	0	6	28	0
Rutgers University	PhD	0	0	0	1	0	0	0	0	2	2	0	5	32	1.2
University of Hartford	PhD	0	5	0	0	0	0	0	0	0	0	0	5	32	0
University of Missouri	PhD	0	0	0	0	1	4	0	0	0	0	0	5	32	0
Claremont College	PhD	0	0	0	1	0	1	1	0	0	1	0	4	35	1
Georgia Tech	PhD	0	0	3	0	0	0	0	0	1	0	0	4	35	2.03
Michigan State University	PhD	0	3	0	0	0	1	0	0	0	0	0	4	35	30.26
New York University	PhD	0	0	1	1	0	0	0	1	0	0	1	4	35	3.58
Regent University	PhD	0	0	0	0	0	0	0	0	0	0	4	4	35	0
University of Colorado - Denver	PhD	0	0	0	0	0	0	3	0	0	0	1	4	35	0

Note. Contact the author if you are interested in the complete table.

Table 2.

Presence in Top 10 of Ranking Studies

	IOOB presentations[a]	Faculty publications[b]	U.S. News ranking[c]	SIOP presentations[d]
Bowling Green State University	√	√	√	√
Penn State University	√	√	√	√
George Mason University	√	√	√	√
University of Akron	√	√	√	√
University of Minnesota		√	√	√
University of Maryland		√	√	√
Michigan State University		√	√	√
University of Illinois		√	√	√
Radford University	√			
University of Central Florida	√			
Wright State University	√			
Purdue University	√			
DePaul University	√			
Wayne State University	√			
University of Michigan		√		
Florida International		√		
University of South Florida			√	
Georgia Tech			√	
University of Georgia				√
Virginia Tech				√

[a] Surrette (2002)
[b] Gibby et al (2002)
[c] *U.S. News & World Report* (2001)
[d] Payne et al (2001)

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Clif Boutelle
SIOP Media Consultant

SIOP members continue to be valuable resources for the media. With the annual Conference being held in Toronto, the Canadian media did several stories on both the Conference and some of the research presentations. It was a good opportunity to gain greater visibility for both the field of I-O psychology and the contributions that SIOP members make to workplace science.

In addition, SIOP members are contributing to a wide variety of stories, including online publications as well as magazines, journals, and radio and television interviews.

Virginia Galt, workplace reporter for the *Toronto Globe and Mail,* covered the SIOP Annual Conference and wrote two stories. The first appeared April 16 and featured the research of Rice University's **Robert Dipboye,** professor of psychology, and doctoral candidate **Kenneth Podratz.** Their study found that physical attractiveness of job candidates is not a detriment and that the most attractive men and women get the most breaks in the job market. "It's clearly discriminatory," said Dipboye, adding that "there are no laws to protect the less attractive."

Research by **John Meyer,** a professor of psychology at the University of Western Ontario, was the subject of a May 15 article about the different conditions under which employees buy into organizational change. Organizations that arbitrarily impose major changes risk a backlash ranging from grudging compliance to outright resistance, Meyer said.

The SIOP Conference in Toronto was the subject of an interview conducted by *Morningwatch* Host Paul Vasey on CBC Radio in Windsor on April 11. **Maria Rotundo,** a University of Toronto assistant professor of management and a member of the SIOP Program Committee, described the field of I-O psychology and its value to the workplace as well as details about the Conference.

The *Canadian HR Reporter* turned to **Kathleen Grace** of Jackson Leadership Systems Inc. in Newmarket, ON for a story on leadership selection. She noted that employers are moving away from trying to hire leaders all cut from the same mold. Rather, they are looking for leadership specialties. She identified five categories: demand-creation leaders, solution-creation leaders, client service delivery leaders, integration leaders and enterprise leaders.

Joan Rentsch, an associate professor of management at the University of Tennessee, and **Dennis Whittaker,** president of Whittaker Corporate Psychology, Inc. in Charlotte, NC, both contributed to a May 6 article in the *Charlotte Observer.* Written by Sarah Lunday, the article was about the role social relationships play in job satisfaction. Spending time with colleagues

does have an effect on career success, says Whittaker. It may be somewhat unfair, he says, but "unfortunately…the marketplace isn't necessarily fair." Spending time with coworkers and developing trust can affect the way people work together, adds Rentsch. "Developing trust can be done in nearly any social setting—from chatting in the break room to a weekend pool party— and people should take advantage of those opportunities," she says.

Three SIOP members—**Robert Bies,** professor of management at the Georgetown University School of Business, **Robert Folger,** professor of organizational behavior at Tulane University, and **Elliott Ross,** a senior vice-president at Manchester Consulting—made significant contributions to a story on how psychologists can assist companies in getting through the process of laying off employees that appeared in the April issue of the APA's *Monitor* on Psychology. The article cited research by Bies and Folger noting the importance of keeping employees informed about layoffs. Doing this can result in ex-employees staying more loyal and sympathetic to the company and avoid hard feelings which can lead to litigation. Ross said managers should tell staff what they can about layoffs as soon as possible to stop the rumor mill.

The March 25 issue of the *Lansing State Journal,* in a story discussing the current trend at some companies of combining sick and vacation leave to encourage employees not to take time off for minor ailments, cited **Georgia Chao,** an associate professor of management at Michigan State University. She noted that the practice of calling in at the last minute to get out of work is costly to companies. She said combining sick and vacation leave into one pool is a way to give employees more control of their time and eliminate jealousy over who gets time off and their reasons for taking the time. "It equalizes the benefits in a society where employees have different needs," she said.

Grand Rapids (MI) Press business writer Barbara Weiland wrote a March 24 article that provides an informative summary of how I-O psychologists can assist small businesses, including evaluating managers, selecting employees, executive coaching and succession planning. The story relates how one family-owned company turned to **Patrick Spielmacher,** who owns his own firm in Grand Rapids, for help in preparing family members for future leadership roles. "Businesses are starting to see that there's a science (I-O psychology) they can use," he said.

The March issue of *Security Management* magazine featured an article written by SIOP members **John W. Jones** and **David W. Arnold,** both with Reid London House in Chicago. Entitled "Who the Devil's Applying Now?" the article focused on how the events of September 11 have created an enhanced need for employment and clinical testing to evaluate job applicants. It also discussed various legal issues surrounding applicant screening.

A March 19 column on the human resources Web site *availability.com* by business and technology writer Alan Joch, quotes George Mason University Assistant Professor of Psychology **Lynn McFarland.** Entitled "Take the

Gamble Out of Employment Screening," the story focuses on the growing use of skills and personality tests in employee selection. McFarland says that employers need to determine a valid correlation between the test and the job and advises companies to get help from a testing expert before relying on the results of a test. If an invalid test is used to hire people, the company could be vulnerable to a lawsuit, she says.

Thomas Tang, professor of management at Middle Tennessee University, contributed to a March 3 *Toledo Blade* article by Gary Pakulski about growing shareholder concern with the bulging salary packages CEOs and other top executives are receiving. Tang noted that the high salaries can harm employee morale and their perception of justice within the organization.

Two SIOP members, **Warren Bobrow** of The Context Group, a management consulting firm in Los Angeles, and **John Hollenbeck,** a management professor at Michigan State University, were featured in a March 11 *Christian Science Monitor* story about the growing use of personality tests (or "style analysis" as one HR director referred to them) to measure differing traits among prospective employees. Bobrow noted that tests must be able to be validated and should only be a part of the selection process. Valid tests are a good predictor of job success, he added. Because organizations have become more team structured, Hollenbeck said that personality traits and how team members deal with each other have become a lot more important.

The 2002 WorkTrends survey, produced annually by Gantz Wiley Research in Minneapolis, generated a lot of coverage because it revealed some timely and surprising information about workplace attitudes following the September 11 terrorist attacks. **Jack Wiley,** president and CEO, and **Scott Brooks,** GWR's research and development director, were quoted in numerous media reports. The report findings indicated that employees' pride in their organizations and confidence in senior management jumped by nearly 5% over the past year. Following its February release, coverage appeared in the St. Paul *Pioneer Press,* Minneapolis *Star Tribune,* on Minnesota Public Radio and several Minnesota radio stations, and interviews were conducted with stations in Boston, Chicago, and San Francisco. Minneapolis television stations also covered the WorkTrends survey announcement.

A study coauthored by Maria Rotundo, an assistant professor of management at the University of Toronto, received widespread coverage in late February in the Canadian media. The research found that job reviews were rife with bias and that managers were inconsistent when rating employees. The paper, which appeared in the February 2002 issue of *Journal of Applied Psychology,* was coauthored by **Paul Sackett,** a professor of psychology at the University of Minnesota. Coverage of the research appeared in the *Toronto Globe and Mail,* the *National Post, Workplace Today* and the *Canadian HR Reporter.* Rotundo also did interviews with Report on Business Television,

CBC Radio Windsor, and CBC Radio One's *This Morning,* which is a national program.

A series of stories that focused on workplace violence prevention in the December 2001 issue of *Today's Supervisor,* published by the National Safety Council, included some quotes by **Robert Jones,** an assistant professor in the psychology department at Southwest Missouri State. In an article about providing constructive feedback to employees, Jones said that it was important to keep in mind the personality of the employee when discussing his or her job performance. Feedback interviews are more productive if done in a collaborative manner rather than an accusatory tone. People's responses to negative feedback are moderated by their personalities and an effective supervisor will take that into account.

For two December articles, writers at the *The Philadelphia Inquirer* called upon **Donald A. Hantula,** director of the Graduate Division of Social and Organizational Psychology at Temple University, for comments on the Internet success eBay and the introduction of the Segway Human Transporter. Hantula said eBay was successful, in part, because it provided a high-tech way of facilitating a basic need that humans have to acquire goods from one another. As impressive as the Segway is, Hantula does not see it changing the world. He said that it raises safety questions and wonders whether Segways will be allowed on sidewalks in the nation's towns and cities.

Research by **Leslie Hammer,** an associate professor of psychology at Portland State University in Oregon, and colleague Margaret Neal, a gerontologist at PSU, was the subject of stories in both *Time Magazine* and the online version of *BusinessWeek.* They have been studying the impact of the twin responsibilities of elder care and child care on wage earners from dual-income families. These pressures spill over to the workplace and the study offers steps employers can take to support employees who have to manage work and family demands.

As always, please let us know when you or a SIOP colleague are mentioned in newspaper or magazine stories or are interviewed on radio or television. **SIOP Members in the News** recognizes the efforts by the men and women of SIOP to increase the visibility of our profession to a general audience. We would like to include all media mentions in this column. When possible, please send copies of the articles to 520 Ordway Avenue, Bowling Green, OH 43402 or tell us about them by e-mailing Lhakel@siop.org or fax to (419) 352-2645.

See You in the Windy City?—SIOP's Program at APA

Rosemary Hays-Thomas
APA Program Chair

The previous *TIP* contained a listing of our SIOP program to be presented August 22–25, 2002 at the American Psychological Association Convention in Chicago. We now have confirmation of the days and times of sessions so attendees can better plan their schedules. As you may know, the convention has been streamlined with three types of programming: regular divisional programming, the newly-conceived "cluster" programming designed by *groups* of divisions, and the central APA programming.

Thus there will be fewer competing programs, and the convention will last only 4 days, ending on Sunday. Conveniently, all substantive programming will be scheduled in the McCormick Center for greater ease in moving among sessions. After the convention, we encourage feedback on whether these changes have led to a more pleasant and productive convention experience.

SIOP members should find many interesting sessions in our regular divisional programming outlined below, the Cluster B programming on *Fairness* and on *Technology* (with several SIOP members presenting), and opportunities to earn relevant CE credits. In addition, in the full convention program you will find relevant divisional programming by our colleagues in Measurement, Social, SPSSI, Consulting, Military, Applied Engineering, and other divisions. To call your attention to sessions that appear relevant to our members, our number (**14!**) will appear on sessions organized by other divisions but colisted with Division 14 in the convention program.

Outlined below are CE workshops, followed by our SIOP programming and the Cluster B program. Days and times are presented as they will appear in the convention program. Complete information on workshops is available on the APA Web site at http://www.apa.org/ce/ce-yourway.html. Also, see the APA convention program for details about regular convention sessions for which CE credit can be earned.

CE Workshops

August 24, 9:00 a.m.–5:00 p.m., Room: CC23A & B, Hyatt Regency
Douglas Wiegmann: #135 *A Human Factors Approach to Accident Analysis & Prevention*

August 25, 9:00 a.m.–1:00 p.m., Room CC21C, Hyatt Regency
Ann Marie Ryan and **Wanda Campbell**: #142 *Introduction to Cognitive Ability and Personality Testing for Employment Decision Making*

SIOP Divisional Programming

Thursday, August 22

8:00–8:50   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**

9:00–10:50   Workshop: *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

8:00–11:50   Workshop: *Executive Coaching Workshop: Professional Issues and Practice.* **Vicki V. Vandaveer, David B. Peterson,** and Karol M. Wasylyshyn

12:00–12:50   Poster Session

                • *Using Scenario Responses for Scoring Situational Judgment Tests:* **Tonia S. Heffner** and **W. Benjamin Porr**
                • *MMPI Scales and Performance on Pre-employment Selection Tests:* **Mark Mishken,** Krisztina Juhasz, and **Philip Ferrara**
                • *Procedural and Distributive Justice Perceptions in Selection Testing:* **Karen E. Schnite** and **George Neuman**
                • *Personality Characteristics of our Future Leaders…Or Managers?* Darin R. Lerew and Mark A. Staal
                • *Proactive Personality in a Mediation Model of Job Transition Coping:* **Jeannie A. Southworth** and **Jean M. Edwards**
                • *The Role of Dispositional Aggressiveness and Organizational Injustice in Deviant Workplace Behavior:* **Susan M. Burroughs**
                • *The Assessment of Behavior-Based Interrole Conflict:* Alan B. Goodwin and **Margaret Stockdale**
                • *A Stress-Appraisal Framework of PTSD-Related Responses to Workplace Aggression:* Jessica Ippolito, **Lee Croll, Jennifer A. Sommers,** David E. Hall, **Robert R. Sinclair,** and Elana Newman
                • *Mediating Effects of Intervention on Salivary Cortisol in Railroad Workers:* Joanna S. Stratton, Jaime A. Clark, Patrick Sherry, Jane M. Kim, and Kelly A. Banes

• *Relationships and Negotiation: Meta-Analyses and a Path Model:* Alice F. Stuhlmacher, Jane A. Halpert, **Ryan Bortel, Fumiko Itaya, Jeffrey L. Crenshaw,** and **Christopher Litcher**

• *Management Development: Personality, g, and Managerial Support:* Shelly A. Drees, **Sarah A. Hezlett,** and **Deniz S. Ones**

• *Leadership Efficacy, Gender, and Leader Emergence: A Comparison of Communication Medium:* **Sandra G. Nelson, Roya Ayman,** and **Sylvia Roch**

• *Computer Self-Efficacy and Anxiety as Predictors of Computer Performance:* Mark Appleby and **Kenneth E. Sumner**

• *Development of a Systems Model for Preventing Medication Errors:* **Michael T. Barriere**

• *Proactive Personality as a Predictor of Professional Updating:* Carrie A. Duehring, **Gary A. Adams,** Baron Perlman, and Dale Feinhauer

• *What's All the Buzz about Vibro-Tactile Cueing?* David D. Diamond, Steve Kass, Frank Andrasik and Anil K. Raj (scheduled during Cluster B Psychotechnology programming)

• *Organizational Energy Conservation: Assessing Knowledge, Attitudes, Social Norms, and Behavior:* **Paula M. Popovich, Scott M. Finlinson, Charles A. Scherbaum,** Sherwood Wilson, Kris Hoffer, and Andy Sinozich

• *RealTime Patient Satisfaction Improvement Process:* Gwendolyn P. Quinn, Terrance L. Albrecht, Paul Jacobsen, Nancy Wells, and Miriam Bell

• *The Effects of Criticality and Justice on Service Recovery:* **Terri Shapiro, Jennifer Nieman, and Premek Burek**

• *An Identity Crisis: All of Psychology is Not the Same:* **Kerrie Q. Baker** and **Amy D. Grubb**

• *Click…The Boss is Coming! Managing Employee Internet Abuse:* **Richard A. Davis,** Gordon L. Flett, and Avi Besser

• *Using Structural Equation Modeling to Validate a National Certification Exam:* **David S. Hoadley** and Shudong Wang

• *Constructions of Organizational Fit among Research University Faculty:* Jennifer A. Lindholm

• *It's Lonely at the Top: Executives' Emotional Intelligence Self [Mis]perceptions:* **Fabio Sala**

• *Personal Motivations and Leadership Styles in Organizational Settings:* **Robert I. Kabacoff**

• *Finding a Place for Emotion in I-O Theory and Practice:* Michael L. Chase
• *Examining the Interaction between Goal Orientation and Ability:* Maryalice Citera and Jennifer E. Combs
• *Harnessing the Personality Qualities of the Extravert in the Workplace:* **Jeanne A. Yakin**
• *When Work and School Clash: A Model of Interrole Conflict:* Ellen I. Shupe and **Jennifer Irwin**
• *A Model for Reducing Positive Bias on Personal Employment References:* Eric Popp and **Gary J. Lautenschlager**
• *Personality as a Moderator of Monitoring Acceptance:* **David Zweig** and Jane Webster
• *Recovering from Workplace Stress: New Insights into Unwinding Activities:* **Eric M. Dunleavy**
• *How Meta-Cognition, Attitudes and Stereotypic Beliefs Impact Gender Stereotyping:* **Jennifer L. Thompson** and **Scott B. Morris**
• *Congruence in Supervisor-Subordinate Relationships: Beyond Relational Demography:* **Joel Lefkowitz**

1:00–1:50 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**

2:00–2:50 Workshop: *Helping Employees Deal with Change in the Workplace.* Terrence J. Neary, Kalpana Rao, Carlissa R. Hughes

4:00–7:00 Social hour, cosponsored with Divisions 19 (Military) and 21 (Applied Engineering).

Saturday, August 24

1:00–2:50 Workshop: *Being Inclusive at Work: Impacts on Individual and Organizational Effectiveness.* **Bernardo M. Ferdman** and **Martin N. Davidson**

(A social hour sponsored by Div. 5, Measurement, will be held on Sat. night.)

Sunday, August 25

8:00–9:50 Symposium: *Emerging Directions in Work and Family Research.* **Angie L. Lockwood, Wendy J. Casper, Lil-**

lian 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**

10:00–10:50   Panel: *Strategies for Teaching Industrial/Organizational Psychology.* **Nancy J. Stone, Allen I. Huffcutt, Elizabeth L. Shoenfelt, Janet L. Kottke, Laura L. Koppes**

11:00–11:50   Symposium: *Unproctored Internet Testing and Interviewing: Emerging Trends and Issues.* **William Shepherd,** Kevin Wooten, Jana Fallon, **Jim Beaty**

12:00–12:50   Paper Session: *International Issues in I-O,* Elizabeth L. Shoenfelt, Chair.
• *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 Figuereido, Derek Johnston
• *Rumor Control Strategies with French Consumer Goods Firms.* Allan J. Kimel and Anne-Francoisse Audrain

1:00–1:50   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

In addition to Division 14, Cluster B consists of Division 5 (Measurement), Division 13 (Consulting), Division 19 (Military), Division 21 (Applied Experimental and Engineering), and Division 23 (Consumer Psychology).

Thursday, August 22
"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 see these values 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.

Thursday, August 22

1:00–1:50   *A Conversation with Studs Terkel: The Working Person's View of Fairness.* Mr. Terkel will be interviewed by his associate Rev. Ed Townley, using questions generated by the cluster. Virginia Mullin will chair.

2:00–3:50   *Multiple Views of Fairness: What's Hot (and What's Not) in the Divisions.* Chair: **Rosemary Hays-Thomas**
Panelists: **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*

4:00–4:50   *When Ethics and Law Collide: Issues from Education and Practice*
Chair: Mark Appelbaum
Panelists: Stephen Behnke, PhD, JD, APA Ethics Office
Billy Henefeld, JD, Legal and Regulatory Affairs, APA

5:00–5:50   *Figuring Fairness: A Workshop on Item Fairness* (*CE awarded)
Presenter: Kevin R. Murphy

Saturday, August 24
"Psychotechnology"

8:00–8:50   Video/Poster Session: *Psychotechnology*

Demonstrations and discussions about human factors research
Participants: Doug Griffith, Steven Kass, David Diamond, others

9:00–9:50   Keynote Address: *Technology: Challenges and Opportunities,* David Woods, Ohio State University Institute for Ergonomics. Chaired by Doug Griffith

10:00–11:50 Panel Discussion: *Technological Implications for Organizational, Consumer, Military, and Engineering Psychology.*
Chair: Doug Griffith.
Panelists: **Frank Landy, William Macey,** Allen Parchem, Alan Nicewander

12:00–12:50 *Closing Wrap-Up*
Conversations with all of the above.

We look forward to seeing SIOP members in Chicago at some of these sessions. I would like to thank all those who submitted their work, agreed to participate in sessions, and—of course—reviewed the submissions.

Special Thanks to APA Program Committee Members/Reviewers

An important service to SIOP is reviewing submissions for conference programs. This year the following members reviewed the proposals submitted for SIOP's APA program in Chicago in August. A big *Thank You!* from our membership goes to **Thomas C. Bailey,** Kerrie Q. Baker, **Judith Blanton, Kenneth Bonanno, Carrie Christianson DeMay, Nurcan Ensari, Karina Hui,** Janet L. Kottke, **Jeanne D. Makiney, Jennifer Martin, Patrick McCarthy, MaryBeth Mongillo,** Terri Shapiro, **William D. Siegfried, Karen B. Slora, Kathleen Suckow,** and **Annette Towler.**

With much appreciation for your work,
Rosemary Hays-Thomas
APA Program Chair for SIOP

Introducing the SIOP Small Grant Program

David A. Hofmann
University of North Carolina at Chapel Hill

The purpose of the SIOP Small Grant Program is to accomplish the following:

- Provide tangible support from SIOP to its members for research-related activities
- Help guide research activities in areas of interest to both practitioners and academicians within SIOP
- Foster cooperation between academicians and practitioners by supporting research that has the potential to advance both knowledge and practice in applied areas of interest to all members of SIOP

For 2002, the SIOP Foundation has agreed to award $7,500 to this program in order to fund research grants. A subcommittee has been created to review and administer the Small Grant Program. Furthermore, given the specific objective of fostering cooperation between academicians and practitioners, this subcommittee consists of both academicians and practitioners.

General Procedures and Policies

The overarching goal of the Small Grants Program is to provide funding for research investigating topics of interest to both academicians and practitioners. Thus, considerable weight will be given to whether the proposal consists of a **cooperative effort between academics and practitioners.** In addition, the principal investigator of the project must be a SIOP Member or Student Affiliate. Proposals submitted with a Student Affiliate as the principal investigator should include a letter of endorsement from a SIOP member, preferably the student's academic advisor. In order to ensure that there is a clear commitment of the organizational partner to the research, a letter recognizing this support is required.

In order to encourage wide participation and a large variety of individuals and institutions involved in the program, an individual can only be involved in one proposal per review cycle. In addition, individuals in the future will be prevented from receiving an award if they were granted an award within the previous 2 years.

Guidelines for Proposal Budgets

It is the explicit policy of the SIOP Small Grants Program that grant funds **may not** be used for overhead or indirect costs. In the committee's experience, most universities will waive overhead and indirect costs under two circumstances: (a) the grant is relatively modest in size (e.g., $2,500), and/or (b) the awarding institution (i.e., SIOP) does not allow it. If the above statement disallowing funds to be used for overhead is insufficient,

the chair of the Small Grants Subcommittee will provide additional documentation and evidence explicitly recognizing this policy.

The SIOP Small Grant award can be used in conjunction with other funding for a larger-scale project. If this is the case, the proposal should describe the scope of the entire project, the entire budget, and the portion of the budget for which SIOP award money will be spent.

Size of the Awards

Currently, $7,500 are available. Although there is no minimum amount per grant proposal, the maximum award for any one grant is $2,500.

Criteria for Selecting Award Winners

Each grant proposal will be reviewed by both academic and practitioner members of the subcommittee. The following criteria will be used to evaluate each proposal:

- **Significance:** Does the proposal address an important problem relevant to both the academic and practitioner membership of SIOP? Will the proposal advance knowledge *and* practice in a given area?
- **Appropriateness of budget:** Is there clear justification and rationale for the expenditure of the award monies? Can the proposed work be accomplished with the funds requested or is there evidence that additional expenses will be covered by other sources of funding?
- **Research approach:** An assessment of the overall quality of the conceptual framework, design, methods, and planned analyses.
- **Innovation:** Does the proposed research employ novel concepts, approaches or methods? Does the proposal research have original and innovative aims?
- **Aimed at a wide audience:** The proposal should be clear, understandable, and communicable to a wide audience and have implications for **all** members of SIOP (academics and practitioners).
- **Realistic timeframe:** Likelihood that the project can be completed within 1 year of award date.
- **Academic-Practitioner partnership:** Does the grant involve a partnership between an academic and practitioner?

Deliverables

All grant award recipients will be required to deliver a final report to the SIOP Small Grant Subcommittee and the SIOP Foundation Committee within 1 year of the date of the award. Awardees should be aware that a synopsis of their research will be placed on the SIOP Web site. This synopsis will be of such a nature so as not to preclude subsequent publication of the research. It is strongly encouraged that the results of the research be submitted for presentation at the annual SIOP Conference.

Topic Areas of Interest

In future administrations of the SIOP Small Grant Program the subcommittee will develop and disseminate a list of specific topic areas of primary interest. This list does not preclude the submission of proposals in other topic areas as long as they are of interest to both academicians and practitioners.

For this administration of the Small Grant Program the subcommittee has decided to leave the topic areas open. Thus, any and all topics are welcome as long as they are consistent with the objectives listed above.

Format of the Proposal

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

1. Abstract
2. Literature review and rationale for the project
3. Method—including information about the sample, measures, data collection strategies, analytical strategies, and so forth
4. Implications for both academicians and practitioners
5. Budget and justification for expenditures of the award

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

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

Submission Deadlines and Procedure

Potential recipients should submit 8 copies of the research proposal by **August 16, 2002** to the SIOP Administrative Office at the following address:

> **SIOP Small Grant Program**
> **SIOP Administrative Office**
> **520 Ordway Avenue, PO Box 87**
> **Bowling Green, OH 43402**

Questions

Please direct all questions regarding the program to the following:

> David A. Hofmann
> Kenan-Flagler Business School (CB-3490)
> University of North Carolina at Chapel Hill
> Chapel Hill, NC 27599-3490
> Phone: (919) 962-7731
> E-mail: dhofmann@unc.edu

Small Grant Program
Submission Checklist

Project Title:

_____

_____

Names, addresses, contact information (e-mail, phone, fax) of all investigators:

_____

_____

_____

_____

_____

Submission Checklist:

_____ Proposal does not exceed 10 pages of text (excluding references, tables, appendices)

_____ If Student Affiliate is principal investigator, did you include a letter of endorsement from a SIOP member?

_____ Does the budget clearly describe how the award funds will be spent?

_____ Have you included 8 copies of the proposal?

Please submit **8** copies of the proposal to the SIOP Administrative Office by **August 16, 2002**.

SIOP Conference Committee Update

Jeff McHenry
Microsoft Corporation

Last year was my first year as chair of the SIOP Conference Committee. At the risk of discouraging those who might be interested in serving as Conference Committee chair in the future, let me just say that it was a great learning experience!

Thank You!

The members of the SIOP Conference Planning Committee last year included **Bill Macey** (President), **Nancy Tippins** (Past President), **Kalen Pieper** (Workshops), **Adrienne Colella** (Program), **Linda Sawin** (Placement), **John Cornwell** (Student Volunteers), **Maria Rotundo** (Preconference Tour), **Kurt Kraiger** and **Steve Ashworth** (Future Conferences), Lee Hakel (Administrative Office), and me. The committee, the outstanding team from the Administrative Office (Gail and Larry Nader, Jen Domanski, Esther Benitez, Milt Hakel, Lori Peake, Julie Allison), and all our wonderful student volunteers worked hard to make SIOP 2002 a great Conference. Thanks to all of you for your outstanding contributions.

2003 Conference Planning Committee Goals

The 2003 SIOP Conference Planning Committee includes **Ann Marie Ryan** (President), Bill Macey (Past President), Kalen Pieper (Workshops), **Donald Truxillo** (Program), **Karen Barbera** (Placement), John Cornwell (Student Volunteers), **Kim Jentsch** (Preconference Tour), Kurt Kraiger and Steve Ashworth (Future Conferences), Lee Hakel (Administrative Office), and me. Given the complexity of organizing and running the Conference, it's great to have a mix of old and new faces on the Conference Planning Committee.

I received many suggestions in Toronto for making future conferences an even better experience for our members. I appreciate the input. Based on your suggestions and also on the results of the SIOP Member Survey, which Ann Marie referenced in her president's column, we've established the following goals for the 2003 Conference Planning Committee:

- Make our 2003 Conference a great member experience while demonstrating fiscal responsibility
- Enhance the SIOP registration process to significantly reduce the number of registration issues that are handled manually
- Resolve our sleeping room situation such that all members who want to do so can stay within a short walk of the Hilton at Walt Disney World while ensuring that SIOP incurs no sleeping room charges
- Create a conference evaluation process that we can use to gather annual data on participant satisfaction with their experience at the Conference

- Sign agreements with properties for the 2007 and 2008 Conferences that best meet our selection criteria using the Request for Proposals (RFP) process created this year

In the next issue of *TIP*, I'll tell you about plans for our 2003 SIOP Conference in Orlando, April 11–13 (Preconference Workshops and tour on April 10). I'll also give an update on enhancements to online registration.

Let me also comment briefly on the last two goals. **Jeff Stanton** and **Marcus Dickson** have agreed to create a survey that we can use to measure participant satisfaction with the Conference. They'll be doing some focus groups and other research identifying the factors that determine whether the Conference is a great experience for our members or a poor one, then preparing a survey that we can use to track participant satisfaction annually. This will help us as we plan the upcoming Conference and as we book conference facilities far into the future. If Jeff or Marcus ask for your input, please help them out. We also are at a point where we need to determine the locations for our 2007 and 2008 Conferences. During this past year, Steve Ashworth has done a terrific job creating an RFP that we can use to solicit proposals from facilities that will best meet our requirements. We believe this will help us obtain more competitive bids from hotels and cities interested in hosting us, and also help ensure that the contracts are as favorable as possible to SIOP. I hope to announce the 2007 and 2008 sites in the next issue of *TIP*.

Sleeping Rooms in Orlando

Now let me turn to the issue that, according to our recent Member Survey, is the number one complaint about the SIOP Conference year in and year out—the availability of sleeping rooms at or nearby the Conference hotel.

We thought we had that problem fixed in Toronto. We knew from the 2000 and 2001 SIOP Conferences that we need about 1,400 sleeping rooms on peak Conference nights to meet our member needs. So we reserved over 1,400 sleeping rooms on peak nights at the Sheraton Toronto, which was our Conference hotel, and across the street at the Toronto Hilton. We then added another 75 rooms at the nearby Marriott Eaton Centre as a backup. Based on our history at prior SIOP Conferences, this should have been adequate to meet our needs. But, as many of you know, the rooms sold out quickly, and a large number of members who wanted to stay at one of our Conference hotels had to book rooms elsewhere.

Then during the 4 days prior to the Conference, over 30% of the SIOP Conference room reservations at the Sheraton and Hilton were cancelled. That's more than 400 lost sleeping rooms per night! Although we've seen more last-minute cancellations every year for the past three or four conferences, this was almost three times the rate of last-minute cancellations at the 2001 SIOP Conference in San Diego. The vast majority of the rooms that were cancelled were booked at least 9 months prior to the Conferences, like-

ly before many individuals knew for certain whether they would truly be able to attend the Conference. We also discovered that many individuals were booking multiple sleeping rooms (up to 15!) for the Conference, presumably in case friends or colleagues needed a room at the last minute, then cancelling all but one or two rooms 1-2 days prior to the Conference. Because the cancellations were done so close to the Conference, we had no chance to let participants staying at other hotels know that space was available in the Sheraton and Hilton. We know that many who stayed at another hotel would gladly have shifted their reservation to the Sheraton, if they had known that space was available. These cancellations also meant that SIOP failed to meet the room guarantees we had made with the Sheraton and Hilton, and this cost SIOP US$60,000.

To ensure that we do not encounter the same problems in Orlando, we have asked our Conference hotels to require a one-night room deposit. This deposit is fully refundable for anyone who cancels their reservation at least 90 days prior to the first night of their scheduled stay. For anyone who cancels less than 90 days prior to the Conference, the deposit is nonrefundable. We looked at how other conferences such as APA manage hotel room cancellations and talked with hotel officials to get ideas on how we could do this in a way that's not a burden to our members, and this is what was recommended. We think this will help us avoid the problem of last-minute cancellations and unfilled sleeping rooms. It gives me confidence that we will have an adequate number of sleeping rooms in Orlando to meet our conference needs.

There are no financial benefits to SIOP from this arrangement, other than that we hope to avoid paying any room guarantee fees in Orlando. The hotel will keep any forfeited room deposits—none of this money will be given to SIOP. The purpose of this policy is to ensure that those of you attending the Conference have a convenient place to stay—it's not intended to enrich SIOP.

We have again booked over 1,400 sleeping rooms on peak nights in Orlando. And we have already begun discussions with other nearby hotels, in the event that we need additional rooms. If you know you're going to be attending the Conference in Orlando, I'd encourage you to book your room now. Information is available on the SIOP Web site at http://www.siop.org/Conferences/03Con/orlandohotel.htm. If you're not sure whether you're attending, there should be no problem waiting until January or February to book your room at a Conference hotel.

Feedback?

If you have questions, concerns, or other feedback concerning the Conference, please send me a note at jmchenry@microsoft.com or send suggestions to any member of the Conference Planning Committee. We're looking to make the 2003 Conference in Orlando our best Conference ever. Let us know what we can do!

SIOP Program 2003: We're Getting More Electronic

Donald Truxillo
Portland State University

The electronic submission and review processes for the 2002 Conference were a great success! This is a heads-up to let you know that we will expand the use of Internet and e-mail for the 2003 Conference Program.

Here are some details:

- The Call for Proposals will be done electronically this year. Specifically, members will receive an e-mail message with a link to the Call for Proposals, which will be on the Web. The administrative office will also send members a postcard notifying them of the Web address for the call for proposals.
- The submission process will be entirely electronic. That is, there will be no paper submissions for the 2003 Conference. More details about the submission process will be included in the Call for Proposals.
- We will continue with the electronic recruitment of reviewers. Look for an e-mail this summer requesting that you participate on the Conference Program committee as a reviewer. **Note that even if you signed up last year as a reviewer, it will be necessary to do so again this year.** If your e-mail address has changed recently, be sure to notify the SIOP Administrative Office.
- The actual Conference program will continue to be published both in paper form and on the Web.

Finally, note that the deadline for submissions for the 2003 Conference is **Wednesday, September 18, 2002.**

There may be some unforeseen problems with this change in procedures, so thanks in advance for your patience. Ultimately, these changes will lead to more convenient submission, review, scheduling, and registration processes.

NEWS FLASH!

The winners have just been announced for SIOP's representatives to the APA Council of Representatives. They are elected to 3-year terms beginning in January. Congratulations to the following people:

Angelo DeNisi, Lois Tetrick, and Nancy Tippins

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

Laura L. Koppes
Eastern Kentucky University

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

Education, Teaching, and Learning Forum

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

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

2002 SIOP Award Winners

Timothy A. Judge, Chair
SIOP Awards Committee

On behalf of the SIOP Awards and Executive Committees, I am delighted to present the 2002 SIOP Award Winners. These individuals and teams were recognized for their outstanding contributions to I-O psychology at the 2002 Annual Conference held in Toronto. Congratulations to all the following award winners!

Gary P. Latham

Distinguished Scientific Contributions Award

Gary P. Latham (University of Toronto) is recognized for his many theoretical contributions to the field of industrial-organizational psychology. These include the codevelopment of goal-setting theory, especially as regards the effects of participation, learning goals, and proximal goals on performance; the development and validation of the situational interview; and training studies that are classics in the field. Gary is also the first winner of the Distinguished Scientific Contributions Award to have also won the Distinguished Professional Contributions Award.

Robert D. Pritchard

Distinguished Scientific Contributions Award

Robert D. Pritchard (Texas A&M University) is recognized for his significant theoretical and empirical contributions in the areas of motivation and organizational productivity. His 25-year research program on measuring and improving organizational productivity has led to an international collaboration where his approach has been used in many countries by different research groups. This work has had an important impact on the field and on the many organizations that have used it.

George C. Thornton III

Distinguished Professional Contributions Award

George C. Thornton III (Colorado State University) is recognized for his many professional contributions to the practice, theory, and research of industrial-organizational psychology. He is a renowned expert on the development, implementation, and evaluation of assessment center methodologies. Through these efforts, George has helped to make the assessment center among

the most useful tools available to industrial-organizational psychology. His career spans 4 decades. During that time, he has been a faculty member at Colorado State University and an accomplished consultant. As such, he epitomizes the scientist–practitioner model.

Michele J. Gelfand

Distinguished Early Career Contributions Award

Michele J. Gelfand (University of Maryland) is recognized for her early career contributions to industrial-organizational psychology. Michele has made important early career contributions through her pioneering research on cross-cultural industrial-organizational psychology, as well as her research on negotiation and diversity.

Remus Ilies

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

Remus Ilies (University of Florida) is recognized for his poster, "Individual Differences in Leadership Emergence," coauthored by Timothy A. Judge (University of Florida) and Megan Werner (University of Iowa).

Elaine D. Pulakos, Sharon Arad, Michelle A. Donovan, and Kevin E. Plamondon

William A. Owens Scholarly Achievement Award

Elaine D. Pulakos and Sharon Arad (Personnel Decisions Research Institutes), Michelle A. Donovan (University of Illinois), and Kevin E. Plamondon (Michigan State University) are recognized for the best article published in industrial-organizational psychology in 2000. (Pulakos, E. D., Arad, S., Donovan, M. A., and Plamondon, K. E., 2000, "Adaptability in the workplace: Development of a taxonomy of adaptive performance." *Journal of Applied Psychology, 85,* 612–624.)

E. Allan Lind, Jerald Greenberg, Kimberly S. Scott, and Thomas D. Welchans

William A. Owens Scholarly Achievement Award

E. Allan Lind (Duke University), Jerald Greenberg and Kimberly S. Scott (The Ohio State University), and Thomas D. Welchans are recognized for the best article published in industrial-organizational psychology in 2000. (Lind, E. A., Greenberg, J., Scott, K. S., & Welchans, T. D., 2000, "The winding road from employee to complainant: Situational and psychological determinants of wrongful-termination claims." *Administrative Science Quarterly, 45,* 557–590.)

Norman G. Peterson, Michael D. Mumford, Walter C. Borman, P. Richard Jeanneret, and Edwin A. Fleishman

M. Scott Myers Award for Applied Research in the Workplace

Norman G. Peterson and Michael D. Mumford (American Institutes for Research), Walter C. Borman (Personnel Decisions Research Institutes and George Mason University), P. Richard Jeanneret (Jeanneret & Associates, Inc.), and Edwin A. Fleishman (Management Research Institute, Inc.) are recognized for their program of research, O*Net, the comprehensive system developed to replace the Dictionary of Occupational Titles and designed to describe occupations, jobs, and work.

Steven M. Rumery

Robert J. Wherry Award for the Best Paper at the IOOB Conference

Steven M. Rumery (University of Connecticut and Leadership Research Institute) is recognized for his paper, "The Design and Validation of a Measure of Workgroup Turnover Culture."

Todd J. Maurer

Sidney A. Fine Grant Award

Also announced at the Conference was the first winner of the Sidney A. Fine Grant Award for Research. It was presented to Todd J. Maurer for his proposal entitled, "'Improvability' Ratings of KSAOs: Relevance to the Study of Jobs."

2002 SIOP Awards Committee Members

Tammy Allen	Milt Hakel	Ed Salas
Wally Borman	Mike Harris	Steve Scullen
Dan Cable	Scott Highhouse	Lynn Shore
Mike Campion	John Hollenbeck	Jim Smither
Allan Church	Gary Latham	Lynn Summers
Jan Cleveland	Paul Levy	Paul Tesluk
Jason Colquitt	Jennifer Martineau	Lois Tetrick
John Cordery	Joe Martocchio	Paul Thayer
José Cortina	Cynthia McCauley	Dan Turban
Angelo DeNisi	Fred Morgeson	Vish Viswesvaran
Fritz Drasgow	Ray Noe	Susan Walker
Jim Farr	Deniz Ones	Connie Wanberg
Steve Gilliland	Cheri Ostroff	Sandy Wayne
Maynard Goff	Jean Phillips	Bob Wood
Irv Goldstein	Rob Ployhart	Shelly Zedeck
Stan Gully	Belle Rose Ragins	Jing Zhou

New SIOP Fellows for 2002

Jeanette N. Cleveland
The Pennsylvania State University

The Fellowship Committee is pleased to announce that based on its recommendations, the SIOP Executive Committee has elected the six persons listed below as Society Fellows in 2002. These six new Fellows are pictured below, with a brief description of their contribution to the field and the profession. We congratulate the new Fellows!

David V. Day

David V. Day (Associate Professor, The Pennsylvania State University) is awarded Fellowship for his outstanding contributions to research on rater training, leadership, and personality. He is recognized for his research on the role of cognitive processes associated with performance appraisal training, and more recently, both personality and contextual factors in leadership.

K. Michele Kacmar

K. Michele Kacmar (Full Professor, Florida State University) is awarded Fellowship for exemplary programmatic and innovative research on the psychological aspects of dysfunctional employee behavior. Specifically, she is recognized for her research on perceptions of organizational politics, justice, and impression management.

Jerard F. Kehoe

Jerard F. Kehoe (Organizational Effectiveness Director, AT&T Human Resources) is awarded Fellowship for significant contributions to the science and practice of industrial-organizational psychology. He was instrumental in the development and maintenance of one of the field's premier selection programs and a highly sought-after expert on issues and problems associated with large-scale testing programs. In addition, he has been active in publications and professional activities including service as editor/contributor to the SIOP Professional Practice Series volume on personnel selection and is incoming associate editor of the *Journal of Applied Psychology.*

Avraham N. Kluger

Avraham N. Kluger (Senior Lecturer, Hebrew University) is awarded Fellowship for his outstanding work in the area of performance feedback. His theoretical and empirical work on feedback has challenged conventional assumptions and sensitized researchers against propagating unwarranted conclusions about the effects of feedback.

Philip Roth

Philip Roth (Full Professor, Clemson University) is awarded Fellowship for his influential contributions to personnel selection and methodological issues in the field. Through extensive use of meta-analytic techniques, he has provided significant evidence for the utility of selection methods. Importantly, he is recognized for demonstrating that the choice of techniques to handle missing data can have a major impact on research conclusions and on the validity of hiring methods in selection.

Aharon Tziner

Aharon Tziner (Full Professor and Dean, The Academic College of Netanya, Israel) is awarded Fellowship in recognition of his international and multifaceted research on contextual factors in performance appraisal including the role of politics in organizational appraisals. He is also recognized for the integration of science and practice in his research on the validity of assessment centers and on teams and team performance.

Edward Lawler Is First Recipient of SHRM's $100,000 Losey Award

"Delighted." "Happy." Those were just two of the words an elated **Edward E. Lawler III** used to describe his feelings when notified that he had been selected to receive the richest award in human resource research.

The $100,000 Michael R. Losey Human Resource Research Award was presented to Lawler, a long-time member of SIOP, on June 24 during the 54th Annual Conference and Exposition of the Society for Human Resource Management (SHRM) in Philadelphia.

The award recognizes career research contributions to the field of human resources. Endowed with a $1.25 million gift in 2000, the award is named in honor of retired SHRM President and CEO Michael R. Losey. SHRM, the Human Resource Certification Institute and the SHRM Foundation jointly funded the endowment.

Lawler, who is director of the Center for Effective Organizations at the Marshall School of Business at the University of Southern California, has, in his 38-year career, made significant contributions to broadening and deepening the understanding and effective use of human resources in organizations.

In a letter supporting his nomination for the prestigious award, **Milt Hakel,** professor of psychology and Ohio Board of Regents Eminent Scholar at Bowling Green State University, described Lawler as "the leading contributor to human resource research of the last 4 decades, having authored and coauthored more than 300 articles and 30 books. Through his writing, speaking, and research collaborations, he has had worldwide impact on the definition of many key issues in human resource management."

A large body of his research has been on compensation issues and he is currently working on a new book on how the HR function is changing in corporations, especially with the impact of the Internet. Lawler sees a strong kinship between I-O psychology and human resources. "I-O guides HR practices. It is the foundation of the processes in which HR people manage," he says.

Lawler earned his doctorate from the University of California at Berkeley in 1964 and taught at Yale and Michigan before joining the USC faculty in 1978, where he is currently a Distinguished Professor of Business in addition to directing the Center for Effective Organizations.

A member of the Society for Industrial and Organizational Psychology since the mid-1960s, he received SIOP's Distinguished Scientific Contributions Award in 1990. Other honors he has won include the Academy of Management's Irwin Award for Contributions to Management in 1995 and the American Psychological Association's RHR Award for Contributions to Consulting Psychology in 1997. Also that year, SHRM honored him for Professional Excellence in Human Resource Education.

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The Past-Presidents' Dinner

Paul W. Thayer
Emeritus Professor
North Carolina State University

The 2002 SIOP meeting in Toronto represented a milestone for the Past-Presidents Dinner, our 25th. I thought it worth a brief note in *TIP*. I'll give a brief history, indicate what has evolved over the years, and make it clear that this dinner is strictly dutch treat. No SIOP funds have been or ever will be used.

I proposed this dinner to the Executive Committee (EC) while president in 1976–77. I was disturbed that many who had completed their terms seemed to disappear, resulting in a loss of tribal wisdom. I suggested that the past presidents could meet with the current EC for a short session to discuss any issues the latter wished. We did that the first year, and have not since. (I guess you can see that I'm better as I than O, as it became clear that successive EC's believed they had the situation in hand and didn't need to hear from the has-beens.) All is not lost, however. There are usually a number of informal consultations between current president and president-elect and the past presidents at the dinner.

The first dinner was held in Toronto when APA met there in 1978. I don't have a list of those attending, but it was a good turnout, and we had a great time. The most signal event I recall is that teetotaler **Bob Guion** said if there was one all-inclusive price for the dinner, he wanted his favorite beverage. I spent three hours going from store to store to find a six-pack of Dr. Pepper. I found it, but it wasn't easy in Toronto.

At the 25th dinner this year, there were 28 past presidents and 13 guest spouses. As immediate past president, **Nancy Tippins** was the host. From the original group, only **Marv Dunnette, Doug Bray, Ed Fleishman, Lyman Porter, John Campbell,** and I were present. **Ann Howard** was also there, but at that time, she was a guest. We had our own entertainment this year: **Vic "Hotlips" Vroom** on clarinet, **Frank "Fingers" Landy** on guitar and vocal, and **Paul "Gilbert & Sullivan" Sackett** on piano and vocal. We were treated to an update on "I am a Scientist-Practitioner" originally presented by Paul Sackett at his Presidential Address. He added the nine presidents who had been elected since then. These are very talented artistes.

It has been a good 25 dinners. And, remember that we pay our own way!

Report on the 17th Annual I-O Psychology Doctoral Consortium

Donna Chrobot-Mason
University of Colorado at Denver

Charlotte Gerstner
PDI

The 17th Annual I-O Doctoral Consortium was held on Thursday, April 11, 2002, preceding the SIOP Annual Conference in Toronto. It was our pleasure to host 36 advanced students representing almost as many doctoral programs. The students had an opportunity to meet future colleagues from other programs and participated in several sessions providing helpful advice from speakers representing both the academic and practitioner sides of I-O psychology.

SIOP President **William Macey** kicked off the day's events by providing examples and stories of the lessons he has learned about the application of technology to the practice of I-O psychology. Next, students attended one of two concurrent morning sessions. **Cindy McCauley** conducted a session about leadership development in organizations. Cindy shared her perceptions of both the strengths and limitations the field of I-O psychology brings to this area of research and practice. Concurrently, **Allan Church** and **Janine Waclawski** discussed the role of organization development in creating data-driven change. After lunch, **Eduardo Salas** shared with us his Top 10 list of ways to have fun practicing science. During the afternoon, the five speakers mentioned above were joined by **José Cortina**, **Jeanette Cleveland**, and **Lois Tetrick** to facilitate informal roundtable sessions that provided students an opportunity to interact closely with the speakers on career-related topics. Afternoon concurrent sessions featured Jeannette Cleveland discussing alternative conceptualizations of what it means to be successful in our field and José Cortina providing tips on how to survive and thrive as an assistant professor. The day ended with a question-and-answer session designed to address students' interests and concerns about careers in I-O psychology.

Overall, the students were overwhelmingly positive in their reactions to and evaluations of the Consortium. Not only were the attendees able to gain insight about career opportunities in I-O from prominent figures in the field, but they were also able to make professional contacts and develop new friendships.

We would like to thank all of the presenters who graciously volunteered their time, wisdom, and advice. It was inspiring to all who attended to hear of your experiences and passion for the field of I-O psychology. We also want to thank **Jeff McHenry** and **Steve Scullen** for ensuring the day's events ran smoothly, and Lee Hakel, **Ron Johnson**, and **Laura Koppes** for their help throughout the planning process.

Secretary's Report

Georgia T. Chao

The spring meeting of SIOP's Executive Committee and committee chairs was held on April 14 and 15, 2002, in Toronto, Ontario, Canada. Highlights of decisions and topics of discussion at that meeting are presented below.

The results of the 2002 SIOP Member Survey were presented by **Janine Waclawski**. Details of these results are reported in this issue of *TIP* (2002 SIOP Member Survey, Waclawski, Church, and Berr). **Ann Marie Ryan** also addresses how SIOP will respond to concerns that were identified from this survey in this issue of *TIP*.

Ray Johnson presented the financial officer's report. Five action items were approved: (a) an investment policy statement, (b) the Administrative Office service fee, (c) the FY 2003 annual budget, (d) an increase in Conference registration fees, and (e) an increase in workshop fees. Details of the two fee increases follow.

Jeff McHenry, Conference chair, estimated that about 30% of the room cancellations were made in the 4 to 5 days prior to this year's Conference. The penalty for not meeting the room quotas was estimated to be about $63,000 for this year's Conference. The actual penalty has yet to be determined. A new procedure to avoid future penalties will be implemented immediately for next year's Conference. It will require people to reserve rooms with credit cards, and a nonrefundable fee (one night's stay) will be charged if the room is cancelled within 90 days of the scheduled arrival date. In other words, if the reservation is for an April 10 arrival, the reservation must be canceled by 8:00 a.m. January 11, 2003 to avoid paying a one-night penalty. Jeff estimated that expenses will climb 5 to 10% for the Orlando Conference in 2003. The last time Conference fees were increased was in 2000, so new fees are proposed to cover higher costs next year. The Conference registration fees are tentatively increased from $80 to $85 for members, $45 to $50 for students, and from $200 to $210 for nonmembers. These increases may change as more accurate estimates of costs in Orlando are determined; however, Jeff emphasized that any fee increase would be held to a minimum.

Kalen Pieper, Continuing Education chair, reported a 15% decrease in the total number of Workshop attendees. The last Workshop increase was in 1998. The Continuing Education Committee discussed ways to offer additional services (e.g., CD of Workshop materials) for Workshop attendees. The Workshop fees will increase from $350 to $400 for members and from $500 to $600 for nonmembers.

Ann Marie Ryan gave the president's report. The Task Force on Licensure will be continued, linking with State Affairs. SIOP needs to develop a position on licensure requirements. Robert Sternberg, APA president, has three initiatives that SIOP should be involved in: (a) a representational task

force on the unification of psychology, (b) a Bill of Rights for Researchers, and (c) educational reform. Suggestions for who might be good SIOP representatives for these initiatives should be sent to Ann Marie.

Paul Thayer, Foundation chair, reported that we had a good start, but were a long way from achieving the goal of $200,000 in the SIOP Foundation Scholarship Fund. Procedures for advertising the scholarships and the criteria for the awards will be developed soon so that awards may begin next year.

Ann Marie led a discussion on the issue of royalties for SIOP book authors. Historically, SIOP collected all royalties. A proposal was approved so that authors from all SIOP series would receive 0% of royalties on the first 10,000 copies and 80% of royalties after 10,000 copies with SIOP receiving 100% of the royalties on the first 10,000 copies and 20% of royalties after 10,000 copies.

There were general discussions on how to include more people in SIOP activities, how to brand our profession, whether we should change our name, and how to inform new members on how to put together symposia proposals and how to navigate the Conference.

As your new secretary, I'd like to thank **Janet Barnes-Farrell** for her guidance and support. It's my goal to keep these reports short and to the point. If you have any questions or comments, please contact me by e-mail at chaog@msu.edu or by phone (517) 353-5418.

Combined meeting of SIOP's Executive Committee members for 2001–2002 and 2002–2003

2002 APS Convention

Michael D. Coovert
I-O Track Program Chair

By the time you read this note the 14th Annual American Psychological Society Convention will have taken place June 6–9, 2002 in New Orleans. We had a very strong I-O track this year. In addition to 12 hot topics (short 15-minute talks with 5 minutes for questions and answers) and over 80 posters, the following addresses and symposia were on the program.

Ann Howard's invited address, *Assessment Centers in a Wired World: Progress or Peril?* Abstract: The assessment center method, which draws its strength from behavioral simulations, is being pushed in new directions by the expectations of managers accustomed to the instant gratification of the Internet. This session examined the implications of meeting these challenges in the context of 5 decades of assessment center research and practice

Richard Klimoski presented an invited address titled, *Not All Work Teams are Alike.* Abstract: Work organizations have traditionally been designed around hierarchies of people. However, over the last 20 years or so team-based structures have become increasingly the design of choice. This presentation focused on a particular type of work team—the project team. It is argued that the project team has become the "building block" for organizations operating in several industries (e.g., professional services, contracting, IT). Moreover, as a popular type of work team arrangement, it presents both opportunities and challenges to those doing research and theory building in this area. Evidence from recent studies supports the conclusion that not only are there distinct team processes involved, but new forms of team leadership are also implicated.

Tim Judge arranged the invited symposium, *Personality Measurement in Industrial-Organizational Psychology: On the Cutting Edge*. It included the following people:

Speakers: **Christine L. Jackson**, **Jason A. Colquitt**, and **Eric Wild**, University of Florida, *Construct Validation of a Measure of Collectivism*

Speakers: Timothy A. Judge, University of Florida, **Amir Erez**, University of Florida, **Joyce E. Bono**, University of Minnesota, and **Carl J. Thoresen**, Tulane University, *The Measurement of Self-Esteem, Locus of Control, Emotional Stability, and Generalized Self-Efficacy: A Departure*

Speakers: Carl J. Thoresen, and **Christopher Warren**, Tulane University, *Work and Subjective Well-Being: The Value Attainment Approach*

Discussants: Jason A. Colquitt, University of Florida; Timothy A. Judge, University of Florida; Carl J. Thoresen, Tulane University

Abstract: Participants presented three papers suggesting novel ways of measuring personality in industrial-organizational psychology research. These papers discussed (a) development of a measure of dispositional collectivism;

(b) validation of a measure of core self-evaluations; (c) development and validation of a measure of value attainment-based subjective well-being in organizational settings.

Ann Marie Ryan also formed a great group for an invited symposium titled, *Beyond* g*: Expanding Thinking on Predictors of College Success.*

Speaker: **Lauren J. Manheim,** Michigan State University, *Expanding the Criterion Space of College Student Success: Beyond GPA*

Speaker: **Michael A. Gillespie,** Michigan State University, *The Development and Validation of Biographical Data and Situational Judgment Inventories in the Prediction of College Student Success*

Speaker: **Nathan Kuncel**, University of Minnesota, *General and Specific Ability Predictors of Performance in College*

Discussant: **Wayne Camara**, College Board

Abstract: The role of the SAT in predicting college success has overshadowed development of additional predictors useful in college admissions. Recent research in I-O psychology has highlighted expanding definitions of success criteria and examining alternative predictors. Presenters described expanded definitions of college success and the development of new admissions tools.

If you are not familiar with the APS format, the conference has several tracks: Social/Personality, Clinical, Cognitive, I-O, Neuroscience, and Developmental. Each track has addresses, short talks, symposia, hot topics, and posters. There are also several crosscutting symposia, which draw experts from several subdisciplines of psychology. The crosscutting symposia that were presented in New Orleans included Herbal Remedies, Cohort Effects, Medical Error, Implicit Measures, and Deception.

The upcoming APS conference locations and dates are as follows.

15th Annual Convention	16th Annual Convention	17th Annual Convention
May 29–June 1, 2003	May 27–30, 2004	May 26–29, 2005
Atlanta, Georgia	Chicago, Illinois	Los Angeles, California

In closing I have two pieces of great news. First, **Howard Weiss** has agreed to be SIOP's APS I-O program chair in training. He will help pull together the upcoming conference in Atlanta and will settle into a 3-year term. I am very excited to be working with Howard. Submission deadlines have yet to be set for the Atlanta conference, but we will announce them as soon as they are known. Something to keep in mind if you are in a "publish-or-perish" situation is that APS has a policy that something submitted as a Hot Topic, if rejected for that format, is AUTOMATICALLY ACCEPTED as a poster.

Second, and most exciting, **Wally Borman** and **Neal Schmit** have agreed to present the invited addresses for the 2003 conference. So, block out May 29–June 1, 2003, and we'll see you in Atlanta.

Full details on the conferences can be found at the APS Web site http://www.psychologicalscience.org/convention/.

SIOP Gold Medal Award

This year's Gold Medal Award was a glass plate.

Lee Hakel, director of the Administrative Office for the Society for Industrial and Organizational Psychology, was awarded a special honor during SIOP's annual meeting in Toronto, April 12, 2002.

Hakel was presented the first-ever Gold Medal Award from SIOP in recognition of her "extraordinary, long-lasting and unique contributions" to the Society and to the profession.

The surprise honor was presented during the opening session of the annual Conference by **Dr. William Macey,** CEO of Personnel Research Associates, Inc. of Arlington Heights, IL. "Lee knows everything there is to know about this conference, but we were able to keep this from her. She was totally surprised," said Macey.

He said the award was initiated by the SIOP Executive Committee because it wanted to recognize Hakel for the long list of impressive accomplishments she has achieved in leading the Administrative Office.

"There are people who contribute greatly to SIOP and who are not adequately recognized through our annual awards and so the committee created the Gold Medal Award. It will be given only once every 3 years," Macey said.

Announcing New SIOP Members

Michele E. A. Jayne
Ford Motor Company

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 May 15, 2002.

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Welcome!

Debra A. Major and Rebekah Cardenas
Old Dominion University

Awards and Honors

SIOP Fellow, **Edwin A. Fleishman**, who is now Emeritus Distinguished University Professor of Psychology at George Mason University, and a past president of SIOP, was recently awarded the 2002 Distinguished International Alumnus Award from the University of Maryland. The award is presented annually to the graduate who "has achieved international recognition for excellence in his profession."

Professor of Organizational Behavior and SIOP member **David Herold** was recently appointed to the Gary T. and Elizabeth R. Jones Chair in Management of the DuPree College of Management at Georgia Tech. Harold has been a member of the Organizational Behavior faculty for 29 years and has served as area coordinator since 1985. In addition, he serves as management consultant to major corporations and public-sector organizations.

HumRRO has awarded **Jessica B. Foster** of Rice University the 2002–2003 Meredith P. Crawford Fellowship in I-O psychology. This $10,000 annual fellowship recognizes an outstanding graduate student with high potential for significant contributions to research. Jessica's research focuses on broad issues concerning the interaction of work and family.

New Affiliations and Appointments

Joseph J. Martocchio has joined **Gerald R. Ferris** as a co-editor of *Research in Personnel and Human Resource Management*. During the editorial transition, Ferris and Martocchio will co-edit Volumes 21 and 22 (2002–2003). After 21 years as editor, Ferris is stepping down in 2003. *RPHRM* will continue to publish monograph-length conceptual pieces on important issues in human resources management. Direct any questions to Joe at martocch@uiuc.edu or (217) 244-4098.

SIOP member **Mark J. Schmit** has recently been appointed as the new executive director of the Employee Stakeholder Business Unit at Gantz Wiley Research. Prior to joining Gantz Wiley Research, Schmit led the human capital measurement products and consulting services business at Personnel Decisions International (PDI), a division that recently merged with ePredix.

Steve Jex of University of Wisconsin-Oshkosh has accepted a position at Bowling Green State University and will join SIOP members **Milt Hakel**, **Scott Highhouse**, **Steven Rogelberg**, **Carlla Smith**, and **Mike Zickar** on the I-O faculty.

Carl I. Greenberg, senior vice-president of Aon Consulting, was recently installed as president of the Society of Psychologists in Management (SPIM) at its annual meeting in San Diego. Greenberg leads Aon Consulting's Management Consulting Group office in St. Louis, MO. SPIM was formed in 1984 to facilitate the growth and development of psychologists who work as managers, or whose primary focus is the application of psychology to management.

Rosemary Hays-Thomas, professor of psychology at the University of West Florida, has accepted a part-time position as administrative officer for the Southeastern Psychological Association. She will be responsible for supervising SEPA's administrative office, managing arrangements for the annual conference in March, and implementing policy as set by SEPA's elected officers. The Annual Meeting will be held in New Orleans March 26–29, 2003.

The I-O program at George Mason University offers a belated welcome to **Rob Ployhart**. (**José Cortina** says, "We wanted to make sure he worked out before we welcomed him.") Rob joins SIOP members **Lou Buffardi**, José Cortina, **Ted Gessner**, **Rich Klimoski**, **Lynn McFarland**, and **Steve Zaccaro.**

Books and Resources

SIOP Fellow and Harvard professor **J. Richard Hackman** has recently completed a new book entitled *Leading Teams: Setting the Stage for Great Performance*. The book presents 2 decades of research into identifying how to make work teams more effective. More specifically, *Leading Teams* outlines five organizational conditions that foster team effectiveness and the right times to establish them. The book is published by the Harvard Business School Press.

Steven Flannes of Flannes Associates, and Ginger Levin have been told that their book, *People Skills for Project Managers* (2001), will be translated into Russian and will be published in Moscow in the next 9 or 10 months. The translation was prompted by an increased interest among Russian technical leaders for information dealing with the "soft skills" required for managing complex projects.

Fred Frank and **Chris Mulligan** have founded TalentKeepers. TalentKeepers provides Web-enabled products and services that focus on leaders to reduce turnover. Fred was president and a founder of ESS as well as ADI, which were acquired by The Thomson Corporation and Wilson Learning respectively. Fred can be reached at ffrank@talentkeepers.com, and Chris at cmulligan@talentkeepers.com or (407) 660-6041, Suite 225, 2400 Maitland Center Parkway, Maitland, FL 32751.

OBITUARIES

Ralph R. Canter

Ralph Canter died in early March 2002, just 1 month short of his 81st birthday. He was born in Indianapolis, Indiana, received his BA from Depauw in 1943, and his MA and PhD from Ohio State in 1947 and 1949, respectively. Ralph and his wife Marge were enthusiastic people about life, golf, travel, and friends.

He was on the faculty at the University of California, Berkeley, from 1949–1955, where he worked with Ed Ghiselli. From there, he went to Rand Corporation in Santa Monica, then to the Systems Development Corporation, where he served as director of Personnel and director of the Washington office from 1958–1968. At that point, the Department of Defense called on him to direct manpower research, which he did from 1968–1974. Then he moved to the Army Research Institute as chief of Manpower and Personnel Research. In that role, as in earlier ones, he was an innovator and sponsored research that contributed both to the discipline and to the country. For example, he was instrumental in research on military selection devices and sponsored research on biodata that predicted which recruits would complete basic training and 180 days of active service. His colleagues found him receptive to innovative ideas and were encouraged by his understanding support.

In 1974, he moved to Fort Harrison, Indiana, as head of the science office there. He was an adjunct professor of psychology at Purdue University, Indianapolis, and also acted as a consultant for a few years before his retirement in Gig Harbor, Washington.

Ralph was a Fellow of APA and SIOP, and a member of the Dearborn Group, Human Factors Society, AAAS, and the Retired Executives Corps.

He leaves his wife Marge, two sons, James and Philip, and grandchildren. Those of us who knew him found him a bright, supportive, and innovative colleague. There are many who are known because he supported their ideas and work, without taking any credit to himself. We and the discipline will miss him.

Paul W. Thayer
Emeritus Professor of Psychology
North Carolina State University

CONFERENCES & MEETINGS

David Pollack
U.S. Immigration & Naturalization Service

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

2002

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. (CE credit offered).

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

Feb 27–March 2 Annual Midwinter Institute and Conference of the Society of Psychologists in Management (SPIM). Tampa, FL.

Contact: Lorraine Rieff, spim@lrieff or www.spim.org. (CE credit offered).

March 7–9   24th Annual IOOB Graduate Student Conference. Akron, OH. Contact: Chris Rosen (ccr3@uakron.edu).

March 15–18   Annual Conference of the American Society for Public Administration. Washington, DC. Contact: ASPA, (202) 393-7878 or www.aspanet.org.

March 19–22   Fifth Interdisciplinary Conference on Occupational Stress. Theme: Work Stress and Health: New Challenges in a Changing Workplace. Toronto, Ontario, Canada. Contact: Wes Baker, (202) 336-6124 or wbaker@apa.org. (CE credit offered).

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).

April 11–13   18th Annual Conference of the Society for Industrial and Organizational Psychology. Orlando, FL. Contact: SIOP, (419) 353-0032 or www.siop.org. (CE credit offered).

April 21–25   Annual Convention, American Educational Research Association. Chicago, IL. Contact: AERA, (202) 223-9485 or www.aera.net.

April 21–25   Annual Convention, National Council on Measurement in Education. Chicago, IL. Contact: NCME, (202) 223-9318 or www.ncme.org.

May 14–17   11th European Congress on Work and Organizational Psychology. Lisbon, Portugal. Contact: eawopcongress@iscte.pt or www.eawop-congress.istce.pt.

May 16–22   Annual Conference of the American Society for Training and Development. San Diego, CA. Contact: ASTD, (703) 683-8100 or www.astd.org.

May 28–June 1   Annual Convention of the American Psychological Society. Atlanta, GA. Contact: APS, (202) 783-2077 or www.psychologicalscience.org. (CE credit offered).

June 22–25   Annual Conference of the Society for Human Resource Management. Orlando, FL. Contact: SHRM, (703) 548-3440 or www.shrm.org. (CE credit offered).

CALLS & ANNOUNCEMENTS

SIOP Fellow Nominations

Nominations due **November 1, 2002** (firm deadline)**.**

Each year the Fellowship Committee requests and evaluates nominations of SIOP members for Fellow status. The key to Fellow status is unusual and outstanding contributions to the field. Contributions can be based on research or practice and application of industrial and organizational (I-O) psychology and can be in any content area of I-O. In addition, a nominee must have been a SIOP member for no less than 2 years at the time of election to Fellow and preferably has had a doctorate for at least 10 years.

A brief overview of the roles and procedures is provided below:

- Nominator—must be a Member or Fellow of SIOP
- Endorser—three or more; at least two endorsers must be SIOP Fellows

If the nominee is elected to SIOP Fellow status, his or her nomination materials are typically submitted to APA and/or APS for consideration as Fellow in APA and/or APS. If the newly elected SIOP Fellow is nominated for APA Fellow status, at least three of the endorsers must be Fellows of APA. If the newly elected SIOP Fellow is nominated for APS Fellow status, at least one of the endorsers must be a Fellow of APS.

Nominators must submit a package containing the following completed documents for each nominee (additional information may also be included):

1. Uniform Fellow Application Form—completed by nominator (typewritten).
2. Fellow Status Evaluation Form—completed by nominator and each endorser. (Letters of recommendation often accompany this form.)
3. Fellow Status Evaluation Worksheet—completed by nominator and each endorser.
4. Nominee's Self-Statement—completed by nominee; describes the accomplishments that demonstrate why nominee warrants Fellow status.
5. Nominee's Curriculum Vitae—with an "R" next to each refereed publication.

For more information and nomination materials, contact **Leaetta Hough, The Dunnette Group, Ltd., 370 Summit Avenue, St. Paul, MN 55102, phone: (651) 227-4888, fax: (651) 281-0045, e-mail: leaetta@msn.com.**

Fulbright Scholar Grants 2003–2004

The Fulbright Scholar Program is offering 37 lecturing, research, and lecturing/research awards in psychology for the 2003–2004 academic year. Awards for both faculty and professionals range from 2 months to an academic year.

While many awards specify project and host institution, there are a number of open "Any Field" awards that allow candidates to propose their own project and determine their host institution affiliation. Foreign language skills are needed in some countries, but most Fulbright lecturing assignments are in English.

Application deadline for 2003–2004 awards is **August 1, 2002** for Fulbright traditional lecturing and research grants worldwide. For more information, visit our Web site at www.cies.org or contact **The Council for International Exchange of Scholars, 3007 Tilden Street, N.W.—Suite 5L, Washington, D.C. 20008, phone: (202) 686-7877, e-mail: apprequest@cies.iie.org.**

GDO Doctoral Consortium

The Gender and Diversity in Organizations (GDO) division of the Academy of Management will be hosting a doctoral consortium August 9th and 10th. The theme this year is Finding (and/or) Creating One's Place. The consortium is comprised of four interactive sessions focused on finding one's place: in the job market, within scholarly publication outlets, within the community of diversity scholars, as well as creating a supportive diversity network. Many SIOP members will participate in the consortium this year. Panelists include Donna Chrobot-Mason, Derek Avery, Patrick McKay, Belle Rose Ragins, C. Douglas Johnson, Marcus Stewart, Marian Ruderman, Scott Button, and Jan Cleveland. Audrey Murrell, dt ogilvie [*sic*], Stacy Black-Beard, Erika James Hayes, Peggy Stockdale, David Thomas, David Ford, and Jasmine Tata are also participants. For more information or to register for the consortium, please contact the GDO doctoral consortium chair, **Kecia M. Thomas (kthomas@uga.edu)**.

Call for Papers: Psychology, Law, and the Workplace

Law and Human Behavior invites manuscript submissions for a special issue focused on psychology, law, and work. Plans are for the issue to contain several categories of articles, including:

- Empirical investigations of psychological issues that arise when the law and work intersect, including but not limited to issues related to employment discrimination, affirmative action, personnel selection, and criminal behavior in the workplace.
- Reviews of empirical research on the psychology of employment litigation or criminal behavior in the workplace. Reviews should include clear descriptions of (a) ways in which the research can or should inform the resolution of legal issues involving the workplace, and (b) directions for further research and suggestions for paradigms by which this research could be accomplished.

- Descriptions of important or newly emerging legal issues related to the workplace or employment. Descriptions should include suggestions for the types of research that could be used to inform policy or practice in these areas and, whenever possible, suggestions for paradigms by which this research could be accomplished. These manuscripts are likely to be briefer than those in the other two categories.

Contributions from any area of psychology (e.g., clinical, cognitive, industrial-organizational, social) are welcome. Collaborative efforts between psychologists and lawyers are particularly encouraged.

Guest editor for this issue is Margaret Bull Kovera. Four copies of manuscripts, prepared for anonymous review, should be sent to **Margaret Bull Kovera, PhD, Department of Psychology, Florida International University, University Park Campus, Miami, FL 33199.**

Margaret's e-mail address is **Margaret.Kovera@fiu.edu**. Manuscripts should be received by **November 1, 2002**.

Call for Papers
Contributions from the *National Studies of the Changing Workforce*

Guest Editors: Shelley M. MacDermid, Ellen Galinsky, and James T. Bond

The Center for Families at Purdue University and The Families and Work Institute are collaborating to edit a special issue of the *Journal of Family Issues*. Submissions are due **December 1, 2002.**

The 1992 and 1997 *National Studies of the Changing Workforce* are the first detailed examinations of work and family issues with nationally representative samples in almost 2 decades. These data sets now are available to researchers for analysis.

The special issue will publish original empirical contributions addressing gaps in the work–family literature. Such gaps include but are not limited to:

- Issues related to the aging of the population—experiences with caregiving, policies and programs related to elder care, and the issues of older workers
- Studies of groups underrepresented in existing research (e.g., low-wage workers, single parents, ethnically and culturally diverse workers, and workers who work in small workplaces)
- Links among work conditions, marriage, and parenting
- Studies designed to test specific propositions from recent theories

Manuscripts must include analyses of one or both of the *National Studies of the Changing Workforce*. Analyses conducted for the special issue should be firmly grounded in theory and those connections should be explicitly artic-

ulated. Analyses should not duplicate those already reported by the Families and Work Institute.

Each paper will be blind reviewed by at least two reviewers. Manuscripts should be no more than 25 pages long including all references, tables, and figures, and should follow APA guidelines. Submit 4 copies of manuscripts to **Shelley MacDermid, The Center for Families at Purdue University, 1267 CDFS Building, West Lafayette, IN 47907-1267.**

For information about the special issue, contact **Shelley MacDermid (shelley@purdue.edu)**. For information about acquiring data set(s), or existing analyses of the *National Studies of the Changing Workforce*, see the Families and Work Institute Web site: www.familiesandwork.org.

POSITIONS AVAILABLE

SBC COMMUNICATIONS INC. (www.sbc.com), an international leader in the telecommunications industry, is accepting applications for pre-doctoral **INTERNSHIPS** in **HR RESEARCH**. Internship positions are located in the corporate headquarters in San Antonio, Texas and in Hoffman Estates (Chicagoland), Illinois.

A *Fortune* 15 company with approximately 200,000 employees, SBC is made up of the merged companies of SBC Southwestern Bell, SBC Ameritech, SBC Pacific Bell, SBC Nevada Bell, and SBC Southern New England Telephone (SBC SNET). SBC's subsidiaries provide local and long-distance phone service, data communications, paging, high-speed Internet access, telecommunications equipment, and directory advertising and publishing.

Our internship program provides the opportunity to apply I-O training in a fast-paced corporate environment. Interns work in a team setting on a number of HR Research projects, primarily focused on industrial/personnel selection issues. Qualified candidates should have completed or be close to completing their master's degree and should be currently enrolled in a PhD program in I-O psychology, psychometrics, organizational behavior, or related discipline. Preference will be given to candidates who have had prior work experience in job analysis, selection procedure validation and/or survey research. A strong background in research methods and statistics is desired. Experience using SPSS is a plus.

If you meet the above qualifications, have strong written and oral communication skills, and desire to work in a highly successful *Fortune* 50 company, please submit your resume and a list of at least three references to the address below. Internships are designed to last either 6 months or 1 year.

Please send materials to **Robert L. Hartford, PhD, SBC Communications Inc., 105 Auditorium Circle, Room 10-H-80, San Antonio, TX 78205-2212, e-mail rhartfo@corp.sbc.com, fax 210-886-6738.**

INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY. Department of Psychology at **GEORGE MASON UNIVERSITY** has an opening for a senior-level position at the rank of advanced **ASSOCIATE** or **FULL PROFESSOR** in industrial-organizational psychology. This candidate is expected to serve as director of the industrial-organizational doctoral program and should have a demonstrated capacity for program leadership. The GMU I-O program contains seven faculty members and approximately 25 PhD and 25 MA students. The program has been rated as one of the top 10 I-O programs in the country by *U.S. News and World Report*. The program has a strong research emphasis, and recent graduates have gone in similar num-

bers into academic and nonacademic positions. Candidates should have a well-defined and visible research program in any area of I-O psychology, preferably with a history of external funding. Candidates should also have a commitment to high-quality teaching and be willing to participate in continued innovative program development.

George Mason University is located approximately 15 miles SW of Washington, DC and is the newest university in the Virginia state system. The psychology department has 30 full-time faculty and PhD programs in applied Cognitive Psychology, Industrial-Organizational Psychology, Developmental Psychology, and Clinical Psychology and a large undergraduate program.

Applications will be evaluated starting on September 1, 2002, and will continue until a suitable candidate is found. A vita, contact information for three people who might provide recommendations, a brief statement of research and teaching interests, and copies of relevant preprints/reprints should be sent to **I-O Search Committee, George Mason University, MSN 3F5, Fairfax, VA 22030-4444.** For general information about the industrial-organizational program, see our Web page: http://www.gmu.edu/org/iopsa.

We encourage applications from women and minority candidates. George Mason University is an Affirmative Action/Equal Opportunity Employer.

If you have any questions about this position, please contact Jose Cortina (jcortina@gmu.edu).

CONSULTING OPPORTUNITIES. Since 1970, **DEVELOPMENT DIMENSIONS INTERNATIONAL** (DDI) has helped thousands of organizations achieve superior business performance through selecting, developing, and retaining extraordinary people. Our two major areas of expertise are building leadership capacity and helping companies find and hire better people faster. We are looking for your innovative contributions to be a part of our continued success in a variety of consulting and leadership opportunities.

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

Resumes may be submitted for future opportunities in several major cities. **Development Dimensions Intl., Code EATIP, 1225 Washington Pike, Bridgeville, PA 15017, Fax: 412-220-2958, E-mail: resumes@ddiworld.com.**

DDI values diversity and is an equal opportunity employer.

HOGAN ASSESSMENT SYSTEMS. SENIOR CONSULTANT. Tulsa, OK or Jacksonville, FL. Experience Desired: 4-6 years. Degree Level Required: PhD Area of Expertise: N/A When Available: Open

Hogan Assessment Systems seeks a PhD psychologist to join the organization as a Senior Consultant. This person will work as part of a team to

deliver consulting services in the areas of: (a) development and validation of large-scale assessment systems; (b) managerial/executive assessment and feedback; and (c) team development. The ideal candidate will be knowledgeable about individual differences, personality theory, psychometrics, and training. Candidates must have strong presentation, interpersonal, and project management skills. The successful candidate will be expected to develop business, provide project leadership, and contribute to the development of intellectual property.

Hogan Assessment Systems is a test publisher and an assessment-based consultancy. We are looking for a person who can take initiative, and develop new ideas. Salary and benefits are excellent. Qualified and interested candidates should send their resumes and list of references to **Ann Ferguson, Hogan Assessment Systems, 2622 E. 21st St., Tulsa, OK 74114** or send an electronic file to **aferguson@hoganassessments.com.** Hogan Assessment Systems is an Equal Opportunity Employer. Visit our Web site at www. hoganassessments.com.

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

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

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

Advertising Rates per Insertion

Size of ad	One time	Four or more	Plate sizes: Vertical		Horizontal
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Half page	$235	$190	3-1/4"	x	4-1/4"
Inside back cover	$480	$330	7-1/4"	x	4-1/4"
Back cover	$510	$370	8-1/2"	x	5-1/2"
Back cover 4-color	$982	$842	8-1/2"	x	5-1/2"

Annual Conference Program

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

Size of ad	Price	Vertical		Horizontal
Two-page spread	$405	9"	x	6-1/2"
Full page	$243	9"	x	6-1/2"
Half page	$205	4-1/4"	x	6-1/2"
Quarter page	$162	4-1/4"	x	3-1/2"

Advertisement Submission Format

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