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TIP

THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST

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A MESSAGE FROM YOUR PRESIDENT

Ann Marie Ryan



I am writing this column shortly after returning from a long, leisurely vacation. After spending all that time having fun with the kids, I tend to run through those personal as well as existential questions about work and life (What is the meaning of work? Why do I work? Am I living the right balance for me?) For me, this is followed by some thinking about alternatives. ("Perhaps I should start buying lottery tickets.") Then, as I try to deal with my resistance to returning to work, I come across an article or have a conversation with a student that engages me and energizes me, and I remember why I love what I do.

So, my message for you for this month is to pause and reflect on what you love about what you do, what you find energizing and rewarding about your work. If you find yourself not coming up with much, perhaps there's some opportunity for realigning how you spend your time at work or redirecting your career to focus more on the kinds of things that motivate you.

For those of you who are finding fulfillment in being an I-O psychologist, I urge you to share that enthusiasm with young people thinking about career directions and those who are new to the profession. Elsewhere in this issue you'll find a description of Exploring Behavior Week by **Dawn Riddle** and **Neil Hauenstein**. Take an hour out of that week to talk to youth about why you love what you do. It ensures the future vitality of our field and increases our visibility in society as a whole. Another way to share your experiences is through volunteering to be a mentor to a new member of SIOP via our M2M program (see related article by **Michele Jayne** and **Annette Towler** in this issue). Giving a few hours of your time in this way can provide encouragement to those starting out in I-O.

APA Presidential Elections

Shortly, those of you who are APA members will be receiving your presidential ballots. As was done last year, I have sought the responses of the candidates to some questions of specific concern to our membership. The responses appear in this issue and may be helpful in enabling you to select a candidate who might best represent your interests.

Web News

By now, you surely have noticed our new Web page design, the product of the hard work of Larry Nader at the Administrative Office, with guidance provided by a very diligent Electronic Communications Committee (**Michael Brannick**, **Matt Barney**, **Barbara Fritzsche Clay**, **Steve Hall**, **Mike Har-**

ris, Jeff Stanton, Lori Foster Thompson, and Jason Weiss). We have two active electronic mailing lists now—for students wanting to share advice (see the Web page for how to sign up for the SIOP-SDL) and for directors of I-O programs wanting to share information. The committee is hoping to institute bulletin boards on specific topics in the near future, so please feel free to e-mail members with your suggestions.

There are a couple of issues regarding the Web site that members frequently raise, so this may be a good place and time to address them. Members often ask why we do not put the entire directory on the Web site, rather than only e-mail addresses, or why e-mail addresses can't be simply listed rather than accessed only through a search format. For privacy purposes, we chose not to put the entire membership directory on the Web site. We do sell our mailing list (check on the Web site about how to purchase) and members can opt out of that if they choose at the time of dues renewal. However, we do not sell the list indiscriminately but to individuals and organizations whose purposes and products may be of interest to our members. Members also question whether they are getting spam e-mail because of SIOP. It is important for you to know that SIOP has not and will not sell e-mail addresses. This is also the reason why we do not list the e-mail addresses in an easily copied format. Despite that, any time personal information such as an e-mail address is voluntarily disclosed on a Web site or electronic mailing list, that information can be collected by third parties using "harvesting software" and result in unsolicited e-mail or mail. Having to delete junk mail can be annoying, but the advantages of being accessible to colleagues clearly outweigh an occasional unwanted solicitation.

Education and Training

I also want to point out how active SIOP is on the education and training side. Because I am in academia, I sometimes hear grumbling that SIOP is too practice focused. As I noted in the last issue, we really do strive to meet a variety of member interests. I'd like to highlight some of the things that the Education & Training Committee (E & T), under the terrific leadership of **Laura Koppes**, has been working on just these past few months. An E & T subcommittee, led by **Todd Harris**, has put a lot of time into building upon our terrific base of instructor modules on I-O topics that are ideal for use in introductory psychology courses. Thanks to module authors **Carrie Bulger**, Todd Harris, **Martha Hennen**, **Mike Horvath**, and **Morrie Mullins** for their recent work. Not only are these a helpful teaching tool for our members, but they help increase the visibility of I-O by making it easier for other psychologists to introduce our field to the legions of students that go through intro psych each term. Check out the modules on the SIOP Web site (<http://www.siop.org/Instruct/InGuide.htm>).

E & T has also been active in responding to various APA documents on teaching and training that are of interest to our members. For example, APA

produced a report from the Task Force on Distance Education in Professional Psychology. Clearly, our members should be concerned about what constitutes acceptable distance education in I-O (e.g., can I get a PhD entirely via virtual courses and e-mail correspondence with a mentor) and the SIOP office often gets requests from students about virtual university programs in I-O. You can check out the report at http://www.apa.org/ed/distance_ed.html and forward comments to those putting together our perspective (**Steve Cohen, Kevin Ford, Linda Jackson, Laura Koppes, and Paul Spector**). A second report that an E & T subcommittee is commenting on from APA's Board of Educational Affairs (BEA) Task Force on Undergraduate Psychology Major Competencies is a report on the Undergraduate Psychology Major Learning Goals and Outcomes (available at (<http://www.apa.org/ed/pcue/taskforcereport2.pdf>)). Given our concerns about the visibility of our field, it is important that pronouncements regarding undergraduate training in psychology attend to I-O's role in the broader field, as well as indicate the type of training we'd like incoming graduate students to have. Please send any comments on this report to Laura as well.

Another activity that Laura Koppes and **Tom Becker** worked with the SIOP Program Committee on was instituting Teaching Forums as a category for conference submissions. As conferences are meant to be a means for us all to gain greater knowledge about what we do, and because many of our members are involved in teaching in some capacity or another, Teaching Forums will provide a means for a better exchange of information regarding teaching I-O. The I-O Program Directors electronic mailing list I mentioned earlier (developed with the assistance of Laura and Mike Brannick) also allows for a greater exchange of information regarding graduate education in our field. If you are a program director and are not already on the electronic mailing list, please contact the Administrative Office about signing up and updating information on your graduate program.

E & T also has a number of other efforts underway and would appreciate your input (e-mail thoughts, suggestions, or volunteer your assistance to Laura Koppes at laura.koppes@eku.edu). One group is exploring the nature of internship requirements and would love to hear your perspectives on what entails a quality internship experience. Another group is exploring ways for retraining psychologists from other areas into I-O and would love to hear experiences of individuals who have retreaded and programs that have helped with retreading. E & T is also developing a page for the SIOP Web site that provides education and teaching resources—please send your suggestions regarding what you have found to be particularly helpful in teaching I-O-related topics. Finally, E & T is considering developing a SIOP Distinguished Teaching Award. This would be a perfect opportunity to acknowledge an influential teacher by donating to the SIOP Foundation for the purpose of funding this award. Contact **Irv Goldstein** (Irv@bsos.umd.edu) to explore funding opportunities.

Thanks to all the E & T committee members for all the terrific work!

Final Thoughts

In keeping with the reflective start to my column, there are two other areas that members have led me to think about recently. One stems from a few (and actually just a few) write-in comments on the recent member survey (and yes, I did read every single one and there were many!) Some members believe it is “who you know” that gets you places in the field of I-O. As someone who is able to network “effortlessly,” whose graduate school mentor is a big name, and who works at a program with well-known colleagues and graduates, I may not be seen as understanding difficulties individuals have in meeting others and getting known in our field. (Although, I do like to point out that my own graduate degree is from a university that no longer offers a degree in Organizational Psychology). I’ve heard concerns from individuals who feel that being from a less established graduate program works against you, or working as a solo practitioner or sole I-O in an academic setting without a graduate program has a “second-class citizenship” status in I-O, or that SIOP is not welcoming of those who come to the field through other areas of psychology. I certainly hope that members of our society value the contributions and respect the choices and career paths of others that differ from one’s own. To make our field more visible and to continue its vitality, we need the involvement and perspective of individuals with different backgrounds and careers. For those of you interested in getting to know more people in SIOP, in this issue of *TIP* **Bill Macey** provides some information on getting involved in SIOP. Further, the Program Committee is making plans for ways to help individuals to better connect with those with similar interests at the conference in Orlando—I’m sure you’ll be pleased with some of the new sessions and formats that will help all of us to broaden our networks.

The second issue that many members approach me about is that of work–life balance and how one manages career and young children. My girls (Marilyn, 5 and Clare, 3) have wandered into my home office quite a few times since I started writing this column to show me artwork, ask questions, put on a show, and to settle squabbles—there isn’t a lot of segmentation right now between my work and home lives. While I’ve achieved a comfort zone around a lot of issues regarding work and family, I still struggle greatly through any business travel and get up pretty early to fit work around my children’s lives. Having a flexible job, understanding colleagues, and a terrific spouse helps me tremendously, but I have gained a great deal from the many conversations I have had with others in SIOP (and yes, I have talked to many male as well as female members) regarding how to best balance doing what you love in I-O with being with those you love. I encourage all of you to seek support from others in the field regarding the challenges you face and to offer support to colleagues who are struggling to live their priorities.

FROM THE EDITOR



Paths to Professional Involvement

Debra A. Major
Old Dominion University

If you're reading *TIP*, there's a good chance you're already involved in the profession of I-O psychology. I'm willing to bet, however, that even the most involved among you are unaware of the full spectrum of opportunities for contributing to the profession. Although there was no "master plan" for a theme, this issue of *TIP* is just loaded with information regarding a variety of ways to become more involved.

What about becoming more involved in SIOP? **Bill Macey's** article describes the process for serving on SIOP's numerous committees. You can also contribute by volunteering to mentor a new SIOP member as part of SIOP's Member-to-Member (M2M) Program. **Michele Jayne** and **Annette Towler** discuss the need for mentors and how you can help. And of course, submitting an article to *TIP* is a wonderful way to be more involved in SIOP!

However, SIOP is only one avenue for professional involvement. In this issue of *TIP*, APA president Philip Zimbardo explains how we can and why we should be more active in APA. In **Ann Marie Ryan's** Q & A with current APA presidential candidates, you'll notice that they too would like to see Division 14 members more involved in APA activities. One way is to submit your work to the Division 14 program of the Annual APA Convention (see **MaryBeth Mongillo's** article in this issue for details).

Some APA initiatives encourage you to make a contribution to the profession "in your own backyard." This issue of *TIP* includes a piece on APA's *Exploring Behavior Week*. **Dawn Riddle** and **Neil Hauenstein** explain how you can participate by sharing your experiences as an I-O psychologist with middle and high school students in your area. If you participate, please let me know. I'd love to include your contribution in the January issue's **IOTAS** section.

Since so many of you participate in local I-O organizations and many more of you would like to know how to become more involved, we are launching a new regular column in this issue of *TIP*. **Spotlight on Local I-O Organizations** will provide a forum for local I-O groups across the country to describe their professional organizations and activities. In this issue, we focus on San Francisco's Bay Area Applied Psychologists (BAAP). If you would like your local I-O organization to be featured in a future issue of *TIP*, contact **Michelle Donovan**.

Finally, many SIOP members are professionally involved on an international level. If you're interested in international discussions related to the field, see the piece on international online forums that **Santiago Demtschneko** and **Robert Jones** contributed to this issue.

Even if you're already contributing to the profession on the local, national, and international levels, I'm sure that there's still something in this issue of *TIP* for you!

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Why Should You Belong to APA?

Philip G. Zimbardo
President of APA

One of the first things that newly elected APA presidents do is get briefed by staff on the structure, function, and activities of APA's organization and its members. When I first became president I knew about as much about APA as the typical member—I subscribed to the journals, I read parts of the *Monitor*; gave talks at conventions, and I knew that there was a large organization “somewhere” doing things in support of psychology. Unlike most APA presidents, I was a total outsider to APA governance, never having had anything to do with its Council of Representatives, task forces, or many committees. I paid my dues, used APA when I needed to, but never worked in its trenches. I won the election based on solely on the credits I had earned as an academic-scientist.

Now that I am well into my presidency, I can say it has been an eye opener for me to discover the range, number, and extent of projects, task forces, actions, and initiatives meant to further our discipline, advocate for psychological science, and apply psychological knowledge in the service of society. I also had no idea of the large staff infrastructure at APA that serves as our eyes, ears, hands, and feet in making sure that psychology gets funded and represented at federal and local levels, in making sure that the very best of science, application, and practice come to the attention of policy makers and implementers, and in fostering psychology's collaborations with other scientific disciplines.

I realize I may sound like a cult convert, but I want to share with my colleagues in SIOP a few of the things that I've learned that APA does for its scientists and scientist-practitioners. I hope it will help dispel the myth that “APA does nothing for scientists or academics,” or “my dues go only to support practice.” The more I have learned, the more I have been motivated to contribute time, energy, and talents to further these important efforts (as I will outline at the end of this note). If you want to know the whole gamut of things the Science Directorate does, please check out its Web page—www.apa.org/science.

Here are a few highlights in just three areas—advocacy, training, and what I will call “burning issues.” These activities underscore what APA does “behind the scenes” in service to us all.

Advocacy

You probably all know that APA has a large presence on Capitol Hill through its activism for mental health parity and prescription privileges. But did you know that APA has an equally vocal presence for science matters? APA staffers monitor what is happening on the hill and in federal agencies relevant to researchers (NSF and NIH—including institutes NIMH, NICHD,

NCI, NINDS, NIDA, NIAAA, NIA; and VA, NASA, DOE, DoD, and FDA to name a few—a lot of alphabet soup, but rich in funds that we want to tap into). They work in many ways to advocate for behavioral science funding, and for report language in federal bills in support of behavioral science research—by proposing legislative language, by testifying before congressional committees, and by visiting with congressional members and their staff. Much of this work is done in coalitions, and APA's staffers take leading roles. Just for starters, PPO-Science's Karen Studwell chairs the Friends of the NICHD (a coalition that advocates for the National Institute of Child Health and Human Development), PPO-Science's Director Geoff Mumford is the treasurer of the Coalition for National Science Funding, PPO-Science's Heather Kelly is the treasurer of the Defense Research Coalition, and PPO-Science's Pat Kobor is co-chair for the Coalition for the Advancement of Health through Behavioral and Social Sciences Research. In addition to "lobbying" efforts, APA staff continually monitor and respond to doings in the federal research and regulation arena. Whenever there are requests for comment on proposed regulations or changes to the research landscape, staff request input from relevant experts and draft a comment or letter from APA. In the last year APA has made comments on a wide variety of proposed legislative and regulative issues from education, animal research, medical records privacy, data sharing, to standards for IRB accreditation. For each of these issues, members have been asked for their input—to make comments on written documents, to come to Washington to help put on congressional events, such as briefings or research exhibits, or to let APA take them to talk directly to their congressional representatives on the Hill about specific legislative issues. You can find out about these by subscribing to a monthly e-newsletter that will keep you up to date—it's called *SPIN*. Look at it via <http://www.apa.org/ppo/issues/spinhome.html> or sign up by sending an e-mail to ppo@apa.org.

APA also advocates in a different way—there is regular APA representation at major meetings of other societies and organizations (e.g., Society for Neuroscience, American Association for the Advancement of Science, National Academies of Science, etc.), where larger science initiatives and issues are discussed. In these venues, APA presents information on such issues as ethics, research regulation and IRBs, or gives comments to National Research Council committees on their scope and work plans. APA has an important place at the science table—I attend a biannual conference of the presidents of over 60 scientific societies, where psychology is the only social/behavioral science represented, and have been able to show these physicists, biologists, and others of the many ways in which psychology is relevant to issues of national defense, terrorism, and more. APA staff also attend regular meetings with other science groups and with policy makers (for example the Office of Science and Technology Policy—the White House's advisory

arm) to discuss current science opportunities and issues and consult with federal agencies on applications of behavioral research to their concerns.

Training

APA's most visible student activities occur through its graduate student association, APAGS—but did you know that the Science Directorate sponsors the “Science Student Council”—a group of 10 students who engage other science graduate students in convention programming, an extensive Web presence, an e-mail network, a grant program, and more? The Science Directorate is also involved in some direct training activities. One activity is for more established researchers—the Science Directorate's “Advanced Training Institutes,” first held in 1999, offer week-long, hands-on courses on cutting-edge methodologies such as fMRI techniques or longitudinal modeling. Another activity is directed toward advanced graduate students and young faculty, the Academic Career Workshop. This workshop, which delves into the nitty gritty of finding, getting, and keeping an academic research position, has been offered for several years at conventions and at smaller scientific meetings. APA offers many more opportunities for learning—from teaching tips for faculty, to a week-long course on psychology in general for outstanding science undergraduates, to the Exploring Behavior Week outreach to high school students. I will add that each of these activities is something in which you or your students could participate. I am planning to have APA develop the standard text for high school psychology courses, to collaborate with APS in promoting psychology science at high school science fairs, and to develop new Web sites for training high school and college teachers in being more effective in their teaching.

“Burning Issues” Activities

You may know about APA's standard governance groups—the Board of Scientific Affairs (BSA) consisting of 9 outstanding scientists (current chair is Harry Reis, Div. 8 Executive Officer), and its three standing Committees, CPTA (Committee on Psychological Tests and Assessments), CARE (Committee on Animal Research & Ethics), and COSA (Committee on Scientific Awards). But you may not know that BSA regularly supports the establishment of working groups or task forces that address timely issues. Recent ones are a working group on Internet research, a task force on testing on the Internet, and a working group on the implications of the genetic revolution for psychological research and knowledge, and an ad hoc group to address current issues in research regulation, especially IRB activities. Each of these groups, comprised of experts on the topics, has been called together to survey the issues and make recommendations about what to do next. For example, the research on the Internet group (chaired by Robert Kraut) is looking

at technical, ethical, and other implications of using the Internet as a tool for collecting data, as a means of assistance to researchers who are or intend to use this tool. The IRB group is planning to develop informational materials to facilitate IRB-researcher-administration interaction.

I could continue this list of things the Science Directorate and APA do for social psychologists and social psychology—I have not even mentioned their regular activities that support the field such as research-based awards, student grants, conference awards, and more, that demonstrate that APA respects and supports its scientific foundation. But there is a more important point that I would like to address: the perception that APA does nothing and what you can do about it. When I mentioned this perception to Science Directorate staff (headed by Dr. Kurt Salzinger), they said it was something they constantly worry about—and wondered how much their regular efforts—substantial communications such as, *Psychological Science Agenda*, the bi-monthly newsletter; electronic mailing list notes; and the Science sections in the monthly *Monitor*—get read or noticed by colleagues. Only you can answer that one—but I want to remind you that the marvelous activities APA does in support of science are only possible when members (that is YOU!) are generous with their time, effort, and attention. In each of their activities, the Science Directorate draws on member expertise, ideas, and enthusiasm. So when you read a call for comments on your division electronic mailing list, or read about a new important issue for which APA might be active, know that your input, your response, and your opinion are not only important, they are the heart of what APA is all about. I want to assure you that there are eager ears waiting to hear from you—mine, Bob Sternberg's (APA's president-elect who will carry on the scientific tradition), and the staff of the Science Directorate.

Finally, let me mention a few things that I will be focusing on during my presidential tenure, in addition to helping develop a high school text and psychology science fairs. I am working with the heads of APS to find areas in which our organizations can meaningfully collaborate for the benefit of psychological science. I am advancing an initiative to develop a compendium of what all research psychologists have done that demonstrates a significant difference in improving some aspect of our lives, individually or collectively. Data are coming in from this survey (to which I would like each of you to contribute, see <http://research.apa.org/survey/compendium/>). When collated and organized by a task force of our experts, this compendium will be invaluable for creating a more positive image of psychology to Congress, the media, and to the public.

I hope this quick overview has been of some value to you and encourages you to continue your APA membership, join if you are not, and promote APA to your students.

Call for Papers

2003 American Psychological Association Convention

Toronto, Canada

MaryBeth Mongillo
Division 14 APA Program Chair
Raytheon Company

It's time to plan on getting away from the scorching heat of August in many parts of the world and head to beautiful Toronto, Ontario for the 2003 APA Convention. Many of you are familiar with all Toronto has to offer after just being there with the SIOP Conference, but summer in Toronto will be even nicer. The APA Convention will be held earlier this year—from August 7, 2003 to August 10, 2003.

APA has also moved to an online submission process. Specific details about program submissions appeared in the September issue of the *APA Monitor*. The new online submission process is available at: <http://apaoutside.apa.org/ConventionCall/>

All program submissions must arrive by **November 15, 2002** to be considered for acceptance. The SIOP program at APA will be created from your submissions of posters, symposia, tutorials, conversation hours, and panel discussions or other formats you wish to propose. However, individual papers will not be accepted. Submission will be considered from APA and/or SIOP members or from persons sponsored by an APA or SIOP member.

Criteria for evaluating submissions will be: (a) appropriateness of the topic for SIOP members, (b) technical adequacy and scholarly quality, (c) contribution to knowledge on the topic, and (d) interest value, coherence, and innovation in content and format. Multidisciplinary papers of interest to multiple psychology areas are encouraged.

Paper submissions will only be accepted for individuals or groups that are unable to access the online submission process. If you must submit a hard-copy submission it must be *double-spaced, with one-inch margins. Two stamped, self-addressed envelopes must be included.*

Posters will require five copies of a 500- to 1,000-word summary and five copies of a 100-word abstract. Because these are blind reviewed, please include identifying information (name, affiliation, SIOP/APA status or sponsorship, address, phone, etc.) on a separate sheet **ONLY**. Please **DO NOT** include identifying information on the summary or abstract.

Programs with multiple presenters (e.g. panels, symposia) are **NOT** blind reviewed because the evaluations of the proposal rest partly on the identities and unique contributions of the participants. Please submit five copies of the proposal, including a 300-word summary of the overall topic and format, and 300-word summaries of the role and contribution of each participant. Identi-

fyng information for the submitter and all participants should be provided with the overall summary.

Submissions WILL NOT be accepted by fax. Hard-copy submissions should be mailed to:

MaryBeth Mongillo, SIOP/APA Program Chair
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APA Presidential Candidates Speak to SIOP's Concerns

Ann Marie Ryan

As was done last year by **Bill Macey**, I wrote to each of APA's five Presidential Candidates asking them to answer three questions. The questions were developed specifically regarding issues that related to APA and I-O's relationship with the broader field of psychology. I noted in my letter to the candidates that SIOP will not endorse or recommend any candidate to the membership. However, I hope the responses to questions related to concerns of a large segment of the membership enable individual SIOP members to make informed choices.

Four of the candidates graciously responded to my request. Here are the questions and their responses, presented verbatim.

Question 1

A recent survey of SIOP members indicates that most are opposed to the licensure of I-O psychologists. At the same time, many of our members live in states where they are required to be licensed and are finding it increasingly difficult to meet requirements. For example, California requires course work in child abuse, something not part of I-O practice. Additionally, nine states do not permit I-O psychologists to be licensed. What is your position on licensure and licensure requirements for I-O psychologists?

Laura Barbanel:

The issue of licensure for SIOP members is a complicated one with a long history. Historically, SIOP members have not wished to be licensed, not seeing themselves as providing health care. Today, however, many SIOP members do wish to be licensed, understanding that licensure is what defines the psychologist as a professional psychologist. Herein lies the dilemma. Licensure as defined in state statute requires an internship and an additional year of experience, which is not available to I-O psychologists. Some other kind of supervised experience as defined by the I-O field needs to be delineated for the I-O psychologist. Creating the process by which this could happen would be a long and arduous task, involving APA, the I-O experts, state and provincial psychology boards, and state legislatures. But it does need to be done. It is a task that needs to get started to help advance the professional status of I-O psychologists. Those who do not wish to be licensed could still have the option of not being licensed where that is indeed an option in their state.

James Bray:

As a member of the Board of Educational Affairs and APA Council, I strongly supported the I-O training guidelines developed by SIOP. I was very impressed with the quality of the guidelines. I believe that we need to incor-

porate the relevant I-O training guidelines into our APA model. The proposed psychology training and licensure model developed as part of Norine Johnson's presidency is an admirable step toward resolving some of the very difficult issues faced primarily by clinical/counseling psychologists. I have raised a number of concerns within the APA Council of Representatives with the current proposal because it does not adequately allow for the diversity of psychologists, especially for I-O and consulting psychologists. Licensure is for the regulation and protection of the profession and the clients who we serve. I believe that our licensure laws should be crafted to accomplish these goals. Thus, I support the rights of states to determine the appropriate regulation but to make sure that it does not exclude areas such as I-O psychology. I also support the rights of states and psychologists to choose to exclude certain areas of psychology from licensure. APA and SIOP can help by developing model licensing laws that include the needs of I-O psychologists.

Diane Halpern:

Licensure is a way of providing the public with the assurance that the professionals they hire have the knowledge, skills, and abilities (KSAs) needed to perform their job. Professional licensure is often necessary because there are few individual consumers who would know how to determine if any professional, including a psychologist, who is listed in a directory had appropriate education and training or has numerous violations of ethical standards. Professionals and others who work in academic settings are not required, and in some states not permitted, to attain a license because they are hired by other professionals who can make meaningful judgments about the education and training of the person they are hiring. The difficulty in determining the need for licensure for I-O psychologists is created by the many different types of work performed by I-O psychologists. An I-O psychologist who works for the military or consults with large corporations does not need to be licensed because there is no individual consumer who needs an external assurance that this person is competent. When I-O psychologists offer executive coaching to a middle manager who wants to learn how to move up in an organization, the situation is similar to a consumer who is looking for a qualified psychotherapist to help with his marriage problems. Licensing is a good idea when consumers cannot determine for themselves if the professional they are hiring is competent.

I-O psychologists do not offer services for child abuse, so requiring that they have course work in this specialized (and sensitive) area does not make sense. The licensing requirements need to be meaningfully related to the work for which the license is required. APA and Division 14 members can work together to determine defensible licensing requirements and coordinate lobbying at the state level that will bring licensing requirements in line with the work analysis. APA can help with state-by-state lobbying strategies because licensing boards can be aversive to any change and slow to act even

when they understand the need for change. Some states have strong state psychological associations already in place that can help with reforms in licensing laws. As APA president, I would play a key role in coordinating across states and across the diverse range of psychologists within each state so that the variety of psychologists can support each other.

Kathleen M. McNamara:

Having attended APA meetings where I-O psychology has been represented (most recently the Commission on Education and Training Leading to Licensure), and having heard debate over the years among members of APA Council, I am very aware that licensure is not a new concern. If there were a clear answer, SIOP would not be posing this question to candidates for the presidency. I do not have “a position” on this question. Rather, I think it is a very complex issue that is more relevant than ever as the culture of business, industry, and corporations changes around us and as more accountability is demanded. More than ever, I-O psychologists need to be at the forefront, with their domain of expertise clearly understood and recognized by the industrial-organizational world and by their own discipline. At the same time, a vulnerable public must be assured that no harm will come from the activities of I-O psychologists.

Although it would be ideal for I-O psychologists, themselves, to determine if the nature of what an I-O psychologist does is something that causes a need for protection from harm, we are all too aware that it is not the nature of government to be ideal, nor is it the nature of APA governance! Reviewing the literature in I-O psychology and SIOP’s own *TIP*, “academic” and “practitioner” cultures are very evident. Within the I-O practitioner arena, the functions that overlap with traditionally licensed “practice” (e.g. individual assessment) and those which do not fit into this traditional definition (e.g., team effectiveness, decision making within organizations) can be identified. Thus, the likelihood is slim that licensure for I-O psychology will be completely eliminated. The need for leadership within the field to circumscribe that which reasonably falls in the purview of licensing versus ethics and the field’s own guidelines is essential.

I believe that, to the extent I-O psychology can articulate its domain and assign values to the functions of its own practitioners to address the potential for harm, the president and other APA leadership can work in concert with SIOP to bring about a balanced discussion in Council, achieve agreement within the discipline on a reasonable standard for protection of the public (whether through licensure or another mechanism proposed by the field), and develop a strategy to address licensure requirements that appear unreasonable.

Question 2

We have witnessed a spate of articles advising clinical psychologists to “enter the workplace” as a new practice domain. Many of our members

are concerned about individuals who are approaching new practice areas without appropriate training/retooling (e.g., personal assessment, executive coaching, team interventions). What if any types of additional training should psychologists trained in traditional psychology programs receive before practicing in workplace settings in nonclinical areas?

Laura Barbanel:

No psychologist should work out of his or her area of expertise. If psychologists trained in one area of psychology wish to retrain to work in another area, they need to fulfill the training requirements of the substantive area. That would apply to clinical psychologists wishing to work in the schools or industry and I-O psychologists working in the clinic.

The specifics of the retraining are worked out in some substantive areas and need to be worked out in I-O as well.

James Bray:

Psychologists should only practice within their scope of training and licensure. There is some overlap among the various specialty areas of psychology and cross-fertilization among areas can only serve to strengthen our profession. SIOP has properly pointed out that it is important to not only learn a particular technique or assessment method, but to also have the training on how and when to apply it in particular context. As president, I would highlight the need for appropriate training for practice in this area and support SIOP's efforts to insure appropriate training. I am also concerned about other professionals branching out into I-O psychology's areas (e.g., small-business consulting and evaluation) and would ask APA to raise concerns about these types of activities to protect our profession.

Diane Halpern:

This question is closely related to the earlier one. Both questions address the broad topic of appropriate scope of practice. There are also touchy "turf" issues involved in these questions. The underlying question can be rephrased more simply: "Is executive coaching so dissimilar to individual therapy or counseling that different types of education and training are needed for each?" and, alternatively and by extension, "Is team intervention so similar to group therapy that a common set of education and training experiences is sufficient?" These are likely to be contentious and continuing issues among psychologists. This is the type of issue that requires a good president to be a good listener who can bring different groups together to tease apart the similarities and differences. It may be that some types of group interventions (e.g., assertiveness training) do not require specialized education and training; whereas other types of group interventions (e.g., changing organizational structures) do. I hope that Division 14 members were not expecting a simple answer to this difficult question because a simple answer would be sim-

ply wrong. It is better to ask what sorts of situations and interventions require specialized education and training and to support conclusions with examples and strong reasons, a process that will take time and cooperative effort. This is another area where good leadership in APA can make a difference.

Kathleen M. McNamara:

Those trained in traditional clinical psychology programs typically receive no coursework or seminars that address even the general knowledge base related to organizations, corporations, business, or industry. As many new practitioners will affirm, they do not even receive training in the “business” of practice! Once one gets beyond the general definitions in these areas, the myriad of concepts that are associated with the “culture” of the workplace, management, and labor relations are to be considered—not necessarily in depth, but at least to the degree that the individuals know what they do not know, and do no harm! More finely tuned (and along a similar dimension as far as depth) would be the areas of personnel and human resources (including EEO, affirmative action, diversity training), performance appraisals, core competency models, leadership, and various aspects of selection, promotion, and development of employees—not that the “consultant” doing something like executive coaching must be an expert in human resource management but that person must know the context within which those they are coaching exist. Depending on the “niche” into which the clinician intends to fit, other training could be appropriate—teams (not groups!), decision making (not problem solving), executive dynamics and development (not just coping with the glass ceiling)...and so forth.

Because I am not an I-O psychologist, and have not considered consulting in the workplace, I am sure that I have only scratched the surface of the training that would allow clinicians to competently practice in nonclinical areas of the workplace. I feel strongly that psychologists should not function outside of their areas of expertise. As your president has encouraged the SIOP membership, I also encourage you; participate at gatherings of those who would think themselves capable of functioning in your domain. Educate them, not with “crash” courses focused on “how to” but with serious dialogues that convey the depth of what you do.

Consistent with the theme for my presidential initiative to demonstrate the value of psychologists in public service settings to the profession as a whole, I would invite I-O psychologists to showcase what they have done either working in or consulting with public service settings (e.g. federal, state, county agencies). These large systems can certainly serve as a basis for demonstrating the “best practices” of psychologists working with organizations and can provide case examples of the need for competencies and skills beyond that provided in the traditional clinical psychology program.

Question 3

Our recent member survey indicates concern, particularly among our academic members, regarding the status of I-O psychology in the field of psychology and in psychology departments. For example, introductory textbooks provide little more than passing reference to our field, major departments treat applied fields as second-class, and so forth. If elected, what will you do to assist SIOP in promoting I-O psychology to other psychologists?

Laura Barbanel:

The promotion of I-O psychology to other psychologists has to be a collaborative effort of SIOP and APA. SIOP has as one of its missions the promoting of I-O psychology to other areas of psychology. This can be done through presentations at the APA convention, symposia and CE workshops as well as other participation in the life of the profession, most notably through APA. Yet it is sometimes difficult to get full participation from SIOP members, both as presenters and participants. There is an interaction here between the lack of recognition of I-O psychology by other areas of psychology and the disaffection of SIOP members. If, however, SIOP members do not seek to educate the other members of the profession, how will the other areas of psychology know more about I-O? The vicious cycle will continue. Some joint effort between SIOP and APA has to be developed. A planning group of SIOP and other members of APA needs to be developed to work out a plan to do this. I would hope to be able to make this happen.

James Bray:

I believe that I-O psychology represents a very important but underutilized specialty in psychology. As president, I can and will effectively represent the multiple points of view within APA and foster an ongoing collaborative approach for the organization. Throughout my life I have made associations and friends with a broad spectrum of psychologists and people who represent interests in I-O psychology, business, and other areas. I believe our profession is stronger because of these multiple viewpoints.

I-O psychologists can contribute their expertise to the demands of health-care systems for evaluation and documentation of effectiveness interventions and programs. One of my areas of scholarship is applied methodology (Bray & Maxwell, *Multivariate Analysis of Variance*, Sage). As a result I know that I-O psychologists have the training, experience, and methodologies to help clinically oriented psychologists improve their evaluation skills and methodologies. I strongly encourage I-O psychologists to become more involved in these areas. I also have a personal interest in aviation. As president, I will encourage stronger links and initiatives with the aviation industry, Federal Aviation Administration, and NASA to use the expertise of psychologists, especially I-O psychologists.

With the retirement of Ray Fowler, APA will soon transition to a new executive leader. I believe that it is important that APA use the expertise of I-O psychologists to help with this transition to make APA a more effective organization. I will also encourage I-O psychologists to be more involved in organizational development and human resource management within the organization. As president, I will have several groups of advisors from I-O and other areas to insure that our diversity is represented in APA policies.

For more information about my candidacy, please visit my Web page: <http://www.bcm.tmc.edu/familymed/jbray>. Thank you for the honor of being nominated to serve as your president and for your support and vote.

Diane Halpern:

Good strategies to bring I-O psychology into the mainstream curriculum include creating complete teaching modules that are easy for instructors with limited knowledge of I-O psychology to incorporate into core courses and enlisting I-O faculty to teach in other areas of the curriculum. The availability of teaching materials, along with strategies for instruction and a complete set of reading and learning activities, is especially important because this information could fit in numerous places in the undergraduate curriculum—business schools, sociology, introduction to psychology courses, labor economics, and family studies, to name a few. Easily usable modules that do not require an entire course or curricular restructuring are more likely to be effective and to reach a broader audience than other, more ambitious attempts to include these materials in the curriculum. I believe that the development of separate and “ready-to-use” teaching modules is an innovative approach to the dissemination of the information. SIOP has already begun an excellent database of teaching materials, but there are few outside of SIOP who know that it exists. Periodic reminders and updates when exercises or topics are added will help with the integration. It would also be helpful to send suggested materials to authors of top-selling texts along with reasons why the material should be included in the authors’ text. In my current position as director of the Berger Institute for Work, Family, and Children, I have begun a similar project that is designed to introduce issues in work–life balance into the undergraduate curriculum.

I-O psychology can be promoted to other psychologists by actively reaching out via a speaker who works as an I-O psychologist in an applied setting, asking others to join in a debate regarding real controversies (e.g., issues in personnel assessment or compensation fairness), and bringing interesting data into classes in statistics, ethics, psychology and the law, and experimental laboratories. I also suggest the development of career and academic advising materials for students so that they understand the practical advantages of I-O courses, including the broad range of career options, some of which are more financially rewarding than those available for other psychologists.

There are great colleagues in divisions concerned with teaching and education who would love to help with this project.

Thank you for considering my candidacy. If you have questions or ideas for me, please contact me at Diane.Halpern@ClaremontMcKenna.edu or on the Web at <http://berger.claremontmckenna.edu>.

Kathleen M. McNamara:

SIOP leadership already have proposed strategies for “marketing” the field to others, including other psychologists. These strategies are based on membership participation, and to whatever degree, using the visibility of the APA president (e.g. personal invitations to specific members, presidential citations, highlighting the field in the president’s column in *The Monitor*, etc.) would facilitate more involvement by members. As president I would be prepared to take those steps.

As I mentioned in my response to one of the previous questions, consistent with my presidential initiative to focus on the role of psychologists in public service in promoting the association-wide agenda, the work of I-O psychologists in or with public service settings can be featured as well.

Although there may be little mention in introductory textbooks about I-O psychology, a focus at an earlier stage may be helpful in creating a future demand to which psychology departments will need to respond. If SIOP is not already working with TOPSS (Teachers of Psychology in Secondary Schools), a partnership with this dedicated and creative group of leaders, developing curriculum modules for high school psychology classes, can add another dimension to the marketing of I-O psychology.

I have indicated in my response to the questions presented to the presidential candidates for publication in *The Monitor* that I would include among my highest priorities for a science agenda, areas already determined by the scientific community as a good fit for the Decade of Behavior. Beyond those initiatives, among my priorities would be those areas that address the pressing needs of society, and those that expand the knowledge base by not only including as research subjects a much more diverse population, but also by designing research to specifically address the unique differences of individual diverse populations. I believe that I-O psychology can make significant contributions in these areas, and these contributions can lead to visibility for the field and promotion of the field within psychology. I would encourage SIOP members also to consider a “special package” of journal articles to be submitted for publication in *Professional Psychology Research and Practice*, where not only would I-O psychology be spotlighted for other psychologists, but press releases could be issued to bring the I-O findings to the attention of the general public.

As president, I would be willing to meet with SIOP leadership to discuss additional ideas that may be proposed and how I might be able to facilitate accomplishing the objectives of the Society.



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The Discipline of Evaluation: A Helicopter Tour for I-O Psychologists

**E. Jane Davidson
Western Michigan University**

Remember when you started studying psychology and tried to explain to people what you did? Many of us had to respond to the accusation that “psychology is not a proper science—it’s just common sense.” But those of us who have studied the subject for years, and—even more challenging—used it in organizational settings, know that there is a lot more to psychology than meets the eye. Paradoxically, one of the hardest tasks we face as practitioners is how to make something incredibly complex look like good, simple common sense to a management audience.

The same is true of evaluation. Most people you talk to will wonder what the big deal is. Your average manager will point out that they do this all the time—try something out and “see if it works.” How complicated can it be? The response is only slightly different when talking to applied psychologists. As an I-O (and later OB) major myself, I initially figured that evaluation was more or less applying I-O research methods to looking at outcome variables...isn’t it? Well, yes and no. The I-O toolkit is a huge head start, but let me tell you—there is a goldmine of extra goodies out there!

What Is Evaluation?

Professional evaluation is defined as the systematic determination of the quality or value of something (Scriven, 1991). For the practicing I-O psychologist, that “something” might be an R&D project, a training program, a policy or strategy, a system or process, an organizational change intervention, a product or service, a business unit, a whole organization, a job, a contract bid or job application, or it might be individual or team performance. There is a fundamental logic and methodology that ties all of these different kinds of evaluation together (personnel, product, program, etc.). This transdisciplinary way of thinking about evaluation provides a constant source of innovative ideas for improving how we evaluate (Scriven, 1993). For example, what we have learned from evaluating products and personnel can often apply to the evaluation of organizational change programs, and vice versa.

Evaluation may be done for the purpose of improvement, to help make decisions about the best course of action for the future, and/or to learn about successes and failures. For any given evaluation, a range of possible approaches is available to the practitioner and the client. If the primary purpose of the evaluation is accountability, then it is important that the evaluation is independent (i.e., none of the evaluation team should have a significant vested interest in whether the results turn out to be positive or negative). But

if independence is not essential and building organizational learning capacity and buy-in is key, an evaluation can be conducted with a degree of stakeholder participation (e.g., Patton, 1997). Many evaluations are conducted collaboratively with organizational staff, internal HR consultants, managers, customers, or a combination of these groups. The best learning organizations tend to use both independent and participatory evaluations to build learning capacity, gather multiple perspectives on how they are doing, and keep themselves honest (Davidson, in press; Rose & Davidson, forthcoming).

Emergence of a Discipline

Although the practice of evaluation has existed for tens of thousands of years, it wasn't until the 1960s that a true evaluation profession started to emerge, complete with its own unique skill sets and standards. Today's evaluation profession has its strongest roots in social and educational program evaluation but has also developed semi-independently in a number of other fields, including international development, industrial engineering, health, human services, policy studies, industrial and organizational psychology, information technology, and consumer product testing.

One really exciting thing about this new profession is its unbelievably rapid growth across multiple industries and geographic regions. The past few years have seen explosive growth in the development of new evaluation professional organizations around the globe. In 1995, there were five (5) regional and/or national evaluation associations worldwide. Today there are at least 46, spanning every continent (see <http://home.wmis.net/~russon/ioce/eorg.htm>). The American Evaluation Association alone has almost 3,000 members, and its annual conferences have been running as long as SIOP's!

Position descriptions listing the main job function as evaluation are also on the rise. Sure, they masquerade under a range of job titles depending on the industry (e.g., Program Evaluator, Balanced Scorecard Consultant, Process Analyst, Organizational Effectiveness Specialist, Six Sigma Black Belt, Business Evaluation Specialist, Director of Analytics and Outcomes), but the growth trend is definitely there. See for yourself—try browsing the archives of the EvalJobs electronic mailing list: <http://evaluation.wmich.edu/archives>.

Paralleling this rise in demand for evaluation skills across multiple sectors, there has been an increase in the number of graduate programs where it is possible to major in evaluation. Most of these are currently housed in departments or schools of education, psychology, or educational psychology. Most of the links within psychology are to applied social or educational/school psychology rather than I-O or OB, although there are some exceptions (e.g., <http://www.cgu.edu/sbos>). Just starting to emerge are the first interdisciplinary graduate programs in evaluation that span multiple academic departments, schools, and/or colleges within a university (e.g., <http://evaluation.wmich.edu/phdflier.html>).

Evaluation, then, is not just an activity practiced by you, me, and a few consultants. It is rapidly becoming a fully-fledged discipline in its own right and for some very compelling reasons.

What Can Evaluation Contribute to I-O?

Why, you might ask, would there be such an interest in evaluation as a separate discipline that would draw people to professional evaluation associations in addition to those related to their content areas (such as I-O psychology, international development, engineering, social policy, or education)? And why would some organizations be specifically looking for evaluation specialists rather than people with applied research skills? What knowledge and skills could evaluation add to the I-O psychologist's toolkit? And, what could an evaluation specialist add to an organizational consulting team's repertoire?

To start at the nuts-and-bolts level, there have been some great advances in the development of something called "evaluation-specific methodology." This collection of tools and methods unique to evaluation turns out to be an extremely useful addition to the I-O practitioner's (and researcher's) toolkit because it picks up in many places where applied research methodology left us dangling. Here are a few examples:

1. How would you take a broad mix of qualitative and quantitative data relating to some aspect of a program/product/policy/and so forth and show someone (e.g., a client) exactly how you determined that this cluster of information represented "excellent" quality, value, or performance, as opposed to just "good," "satisfactory," or "completely unacceptable"?
2. Obviously, not all criteria are equally important when looking at the quality, value, or effectiveness of something; so, how is it possible to determine which are the most important, and which are really just "tie breakers" in the greater scheme of things? And, can you do this independently, based on a range of evidence, without resorting to "most managers thought..." (or some other strategy that asks someone else to do the weighting)?
3. Many things we evaluate are likely to have some features that are excellent, some that are quite good (but not great), and possibly also several weaknesses. How do we determine, given this mix of information, the overall quality/value of whatever it is we are evaluating? Is it (a) on balance, not quite good enough to buy/fund/support, (b) significantly better than that, (c) a great example of "best practice," and/or (d) clearly better than the other two options we are considering (or might have considered)?

On the surface, each of these questions sound like fairly straightforward, common sense issues—and they sometimes are, if one is only dealing with one or two performance indicators. But if you have ever tried to really grapple with complex versions of any of the above, you will know that it is a lot trickier than it looks! For new I-O psychologists in particular, it would be

extremely helpful to have some of these methodologies in hand before venturing out into the workforce.

The second major source of value to I-O psychologists is the practical evaluation know-how that has been developed and documented across multiple sectors (business and industry, health, social policy, manufacturing, international development, and criminal justice, to name a few). Ideas have been shared for decades (at conferences, on electronic mailing lists, and in books and journals) about topics like how to get evaluation findings used; how to navigate political and ethical minefields, conflicts of interest, and whistleblower issues; how to deal with conflicting stakeholder values; and strategies for addressing evaluation-related anxiety. As just one example of the body of knowledge available, there is now a Web site of evaluation checklists and guidelines put together by experienced evaluation professionals to guide evaluation practice (see <http://evaluation.wmich.edu/checklists>).

A third reason for I-O psychologists to delve into evaluation is that it opens up a very broad interdisciplinary network of professionals who think about organizational problems in quite different ways due to their diverse disciplinary roots and work settings. This interdisciplinary fusion can help stimulate outside-the-box thinking, and can hone skills for communicating across different functional areas and disciplines. In addition, it opens up a wider range of sources of information about best practice. Evaluators in business and industry, for example, often pick up useful ideas from evaluators in government, social work, education, international development, and health. And there are lots of evaluators who work across multiple content areas, allowing their clients to benefit from their breadth and versatility.

The long and the short of it is that evaluation knowledge and skills are valuable, extremely valuable, and people are starting to realize this. For those with a background in I-O psychology, they are very much a natural extension of the practical yet analytic instincts we have had drummed into us. Even more importantly, this addition to the I-O psychologist's repertoire can have instant payoffs by increasing the validity and relevance of our work in organizations.

What Can I-O Contribute to Evaluation?

The potential synergy between evaluation and I-O is no one-way street—there is much that an I-O psychologist could contribute to the development of evaluation theory, methodology, and practice. For example, I-O psychology clearly has the market cornered on personnel evaluation (selection and performance appraisal), which is a veritable goldmine of practical concepts that could be translated for broader use in the evaluation of other entities. Useful advances have been made in many other areas of I-O.

To get down to specifics, there are several tools and methods that have been developed primarily within I-O psychology and related fields that are ripe for application to the evaluation of other programs, policies, and products. These

include utility analysis, the use of multiple hurdles for selection and ranking tasks, 360-degree feedback, job evaluation, organization development and process consulting techniques, dealing with resistance to feedback and change, balancing conflicting values (e.g., work and family, union and management), and infusing organizations with an evaluation-centered "learning culture."

Interestingly, SIOP was not one of the 16 professional organizations of the Joint Committee on Standards involved in the development of either the Program Evaluation Standards or the Personnel Evaluation Standards (see <http://www.wmich.edu/evalctr/jc/>). Admittedly, APA was one of the sponsoring organizations, and the first drafts of these publications were centered primarily on evaluation in educational settings (e.g., the evaluation of teachers, faculty, and school programs). However, the Personnel Evaluation Standards are about to be revised to encompass a broader sphere, so it would be good to see SIOP step up to the plate to contribute its expertise.

There is a great interest in the evaluation community about I-O-related issues, and multiple opportunities exist for virtual and in-person involvement. The American Evaluation Association (AEA) runs a major international discussion list of almost 2,500 members, EVALTALK (<http://bama.ua.edu/archives/evaltalk.html>). There are frequent pleas for information about, for example, ROI, the Balanced Scorecard, organizational change, and similar topics. An informal group formed at a recent SIOP conference, the Strategic Evaluation Network, also runs an electronic mailing list specifically for people who do evaluation in organizational settings (see <http://evaluation.wmich.edu/archives>).

The American Evaluation Association has a Topical Interest Group on Business and Industry (B&I) evaluation (<http://www.evaluationsolutions.com/aea-bi-tig>), which welcomes presentation proposals (and audience members!) for the annual conference each November. This year AEA meets in Washington, DC (details at <http://eval.org>), and there are some excellent B&I sessions on the slate. It would be great to see some SIOP folks there!

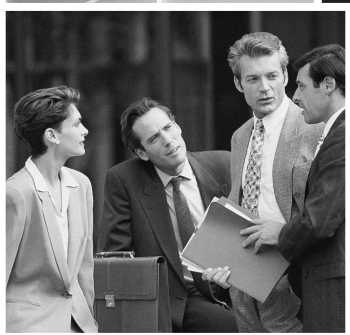
Whether you stop by to check out the evaluation community virtually or in person, I hope many of you will find something you resonate with that will help spark an interest in turning this dynamic duo of practical disciplines into something far greater than the sum of its parts!

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SPOTLIGHT ON LOCAL I-O ORGANIZATIONS

Michelle A. Donovan
Intel Corporation



During SIOP 2002 in Toronto, there were several sessions that brought individuals from local I-O psychology groups together. These sessions provided an excellent opportunity for leaders and members of local groups literally across the U.S.—from Washington, DC and New York to Chicago, Minneapolis, Texas, and California—to network, learn from each other, and share best practices.

A couple of these sessions generated some renewed interest in local I-O psychology groups—so much so that *TIP* invited a column that would spotlight a different local I-O group in each issue. It's my pleasure to introduce this column, as I think it's an excellent opportunity to "spread the word" about all the great things that are happening in I-O psychology at the local level!

In this first column, I have decided to profile an organization in my own backyard...the Bay Area Applied Psychologists (or BAAP for short). When I first moved to the bay area three and a half years ago, one of BAAP's founders, **Karen May**, introduced me to BAAP and I have been getting more and more involved with this organization every year since then. Fortunately, BAAP's secretary/newsletter-Web site coordinator, **Dale Rose**, agreed to describe BAAP in this first spotlight article. Below Dale describes the journey that this local group of I-O psychologists has taken since its inception and shares some of the value of participating in local I-O psychology groups.

Acting Locally: Bay Area Applied Psychologists

Dale Rose
3 D Group



Local I-O groups should play an important role in any professionally minded I-O psychologist's career. Easily as important as reading *TIP* or attending SIOP, these local meetings allow for a grassroots connection to our field that is sometimes missed at national events. BAAP is an outstanding venue for professionals in the San Francisco area to get to know each other, to exchange ideas, and to stay up-to-date on a wide range of topics in our field.

Like many small volunteer organizations, BAAP does not have a complete historical record. What records we do have suggest that the organization was originally founded (by persons unknown...) in 1987, but faded after a few years. In 1994, **Edie Goldberg**, Karen May, Kristi Whitney, **Sharon Rose**, **Becca Anhalt**, and **Ellen Purcell** then struck up a regular networking meeting at a local restaurant. After several twists and turns, they formalized the group into what we now know as BAAP.

In 1997, I joined three of the original founders (Edie, Karen, and Becca) and took up the job most such organizations have to offer at the outset: secretary/newsletter editor. I've been an active member on the committee since that time, though the job has now evolved into Web site coordinator. I suppose it is my long tenure and unique historical insight that drew Michelle to me when looking for someone to take up the cause of describing BAAP and our history for this article—this is the first lesson about local organizations: Stick around long enough and someone will ask you to do more!

As with our original presentation at SIOP 2002, I'll give you the basics on BAAP's format followed by some lessons learned and some areas we feel are working well. As for format, we meet quarterly with 1 hour for socializing followed by a 1-hour presentation by someone doing "applied psychology." We have had speakers ranging from former SIOP presidents to executive directors of local community organizations and even a local management professor specializing in HR (who explicitly identified himself as NOT a psychologist). Topics are extremely varied and have included mergers, careers, high-performance cultures, coaching, methods for selecting lawyers (please no jokes!), globalization, and a panel on online surveys. Our 70 members are equally varied and include I and O psychologists and even (if you can imagine it) clinical psychologists. Typically we get between 25 and 40 of these members at any given meeting (closer to 45 for our annual holiday party at a local watering hole).

Personally, I find the organization a blast. The regular meetings are a great way to get a bunch of people together from a wide range of orientations within the field to learn about and discuss current topics. For those of us who work in small firms or single-person shops, BAAP meetings give us a chance to regularly reconnect with others in the field; and for those in larger firms or academics, the diverse set of topics, speakers, and members often expand perspectives on our field. Of course, the excellent food and wine are a bonus as well!

Looking back at my years as a BAAP "coordinator" (we have shunned more grandiose titles), I would say that some of our greatest successes as an organization have been in moving past the original founding group. Following the excellent energy and vision of the original founders, a new group of volunteers took over three of the four coordinator roles in 2000: **Kathy Mosier**, Michelle Donovan, and **Holly Harrison**. This "new blood" has been critical to keep the organization growing. A continued source of success for us has been to stay focused on our membership and serving their needs. We recently conducted a census survey and have actively used the results to enhance the value of the organization for members. Last, the creation of a simple Web site (www.BAAPonline.org) has been a great tool for the organization. We post local job openings, list upcoming meetings/locations, provide links to other I-O sites, and provide summaries and/or slides from previous speakers. We also use our e-mail list as a way to quickly alert membership to new opportunities (jobs, local conferences, etc.). These simple Web tools have been very helpful in keeping people connected and documenting each speaker's talk.

In considering our “lessons learned,” one of the most difficult issues for us has clearly been meeting space. We put all of our funds into refreshments, small speaker gifts, and supplies and have tried to keep fees reasonable rather than hold meetings at a hotel/conference center. As a result, we borrow conference room space from local firms where members work (e.g. Kaiser Permanente, Towers Perrin, PG & E, Williams Sonoma). This has been an even greater challenge since last September, as with heightened security fewer firms are willing to volunteer their space. By far, however, the greatest challenges are related to the voluntary nature of the organization. For example, with some small caveats, the basic conclusion from our recent member survey was “it’s great, we just want more.” In a for-profit business, this would be music to our ears and would likely instigate immediate expansion. In a volunteer organization, however, this means “keep up the good work” and until the pay improves, four meetings a year is plenty! Another challenge early on was deciding who to include in the organization. From the beginning we included all applied psychologists, but there were discussions about whether we should allow students to join (“it needs to stay professional” vs. “in 2 short years they will be our peers”). In the end, I think our choice to include them has worked well and has helped us to be more inclusive.

I would encourage everyone who values our field to participate at some point in some way in a local organization such as BAAP. It is a very different experience than SIOP. Your local organization will be far more intimate (It’s a lot easier to meet 40 people than 3,000!), and it will also often offer more diverse topics in a setting that allows for more discussion. Also, of course, it’s a great way to make work fun and to stay connected to people you might otherwise not find the time to see. Every year at SIOP I am amazed at how many people I see from around the country who are fun to hang out with, great to discuss ideas with, and who I still only manage to see once a year (at SIOP!). So, get involved with your local I-O group—you’ll stay connected with the field, learn what your peers are doing that won’t ever get published, and have a chance to give back to I-O psychology.

Future Spotlights on Local Organizations

In January we will profile the Metropolitan New York Association for Applied Psychology (METRO). We thought it fitting that we check in with this group of New York I-O psychologists 1 year after September 11th to find out more about how their local group has responded to September 11th and how they plan to face their biggest challenge yet—revitalizing a very mature (63 years old!) METRO organization in these ever-changing times.

To learn more about local I-O organizations, see <http://www.siop.org/IOGroups.htm> for a list of Web sites. If you have questions about this article or are interested in including your local I-O psychology group in a future **Spotlight** column, please send an e-mail to Michelle Donovan at michelle.a.donovan@intel.com.

Exploring Behavior Week—SIOP Style: October 15th–19th

Dawn Riddle and Neil Hauenstein

Over the past several years SIOP's leadership has intensified efforts to increase the visibility of I-O psychology with other disciplines of psychology and with the general public. The Education and Training Committee of SIOP would like to encourage our membership to participate in APA's Decade of Behavior *Exploring Behavior Week*, a relatively quick, painless, and fun way in which you can do your part to enhance the visibility of I-O Psychology! *Exploring Behavior Week* is a new outreach program launched by the Decade of Behavior Initiative to introduce the excitement and opportunities of the behavioral and social sciences to secondary school students.

The “Fun” Part...How You Can Participate

Take this opportunity to visit a middle or high school classroom to talk about who I-O psychologists are, what we do, and where we work.

The “Quick and Painless” Part... Support Materials and Where to Get Them

The Decade of Behavior has generic psychology outreach materials available online at the *Exploring Behavior Week* site (<http://www.apa.org/science/ebw.html>). SIOP's E & T Committee is currently tailoring these materials for I-O. An easy-to-use *Exploring Behavior Week—SIOP Style* package will soon be available on SIOP's Web site.

This package will include:

- ☞ Instructions for contacting local area schools if you don't already have an “in”
- ☞ A customizable PowerPoint presentation with a “script” to give you a starting point for your classroom presentation
- ☞ Links to further information and resources provided by APA

When Is Exploring Behavior Week?

October 15th–19th. Targeting one special week will help generate energy and coordination and increase the visibility of our efforts.

PLEASE contact Dawn Riddle (813-632-1428), riddled@moffitt.usf.edu, or Neil Hauenstein (540-231-5716), nhauen@vt.edu, if you'd like to volunteer to participate or to obtain more information.

In addition, keep an eye out for more information on SIOP's Web page www.siop.org.

EDUCATION & TRAINING IN I-O PSYCHOLOGY

Neil Hauenstein

Virginia Polytechnic Institute and State University

Laura Koppes

Eastern Kentucky University

Laura and I are most pleased that **Steven Rogelberg** is our first guest columnist. Steven's living proof that it's possible to excel at both research and teaching. With over 30 publications and 50 presentations addressing issues such as organizational research methods, team effectiveness, organizational meetings, employee well-being, and organizational development, he has certainly demonstrated research excellence. His numerous teaching-related awards and honors (e.g., BGSU Psi Chi Professor of the Year) acknowledge his excellence in that domain as well. In this column, Steven brings his considerable expertise to bear to explore potential reasons why teaching presents a challenge to many research academicians, but more importantly, he presents great ideas for improving and enlivening the learning experience. Steven's column is a must read for both those of us embarking on the adventure that is teaching and those of us who have been toiling away in the classroom a bit longer but are in search of some fresh ideas. As always, feel free to send any comments to Laura (Laura.Koppes@eku.edu) or me at nhauen@vt.edu, and don't hesitate to contact Steven directly if you have any comments or are seeking more advice.



The "All-Around" Academic:

Improving Teaching and Maintaining Research Productivity

Steven G. Rogelberg

Bowling Green State University

When Neil and Laura invited me to contribute to their column I was hesitant at first. Providing advice on topics such as teaching, where there are so many paths to success, is daunting and ripe with the potential to appear overly simplistic. With this caveat, I wrote this column based on a talk I gave at the 2001 SIOP Doctoral Consortium. In my talk, I presented and discussed three case studies. The first was about an assistant professor struggling with teaching; the second was about an assistant professor struggling with research; and the third was about an assistant professor able to achieve success in both domains. Given that the editorial vision of this column is teaching, I will focus on the first case study. I will briefly pres-



ent the case of Jane the Teacher and provide some analysis and recommendations. Given that there is at least a little Jane in all of us, hopefully you will glean some useful insights into common pitfalls and simple ways to improve teaching effectiveness.

The Teaching Jane Case

Jane has been in academics for 5 years. She is an excellent researcher. Her publication record is impressive. She has 14 publications, a number of which are in top-tier journals. As good as her publication record is, her teaching is poor. She consistently gets poor student evaluations and mediocre peer evaluations. She gets no enjoyment out of teaching. There always appears to be friction between her and her students. Attendance in her classes is quite low compared to her colleagues' classes.

Jane's lack of teaching success can be explained by many factors. Here is a brief sampling of five potentially important determinants of Jane's poor performance. In each case, I will provide Jane with some advice and counsel I have found to be useful.

Reason One

Jane never challenged herself to improve as a teacher. Teaching is an acquired skill. As such, reading and workshops will promote skill attainment. More simply though, she should seek feedback and learn from colleagues (e.g., exchange ideas). Jane may also be viewing her student teaching evaluations cynically. She may rationalize that teaching evaluations are merely popularity contests, entertainment ratings, and class difficulty indices. These are self-defeating perceptions. While the students' evaluations are far from perfect indices of teaching, they do convey useful information (this is the same advice we would give a manager who was discounting employee attitude survey results). By examining themes imbedded in the evaluations, Jane can improve. Furthermore, Jane should consider using mid-semester evaluations of her course.

Reason Two

Jane may possess a low opinion of students in general. If Jane is a "Theory X" teacher (e.g., believes students are lazy, unmotivated, minimalists), odds are her behavior will reflect those beliefs in some manner. In turn, the students may react in a way to "confirm" the belief (e.g., act dispassionately, act immaturely, come unprepared). This is not an argument for pollyanna type beliefs about students. Instead, Jane should approach students with high, but reasonable expectations.

Reason Three

Jane views teaching as an impediment to research. She believes that good teaching comes at the expense of research productivity. She views teaching and research as orthogonal concepts where time spent in one domain is time lost in the other domain. This belief prevents her from being a reflective practitioner in the classroom; it prevents her from devoting energies to self-improvement in the classroom; it prevents her from showing any type of passion in the classroom; and it prevents her from exploring creative ways to actually foster additional research productivity via teaching practices.

The contention that teaching and research involves an either/or bifurcation implicitly establishes what I believe to be a false dichotomy. Success can be achieved in both domains. Let me just touch upon a series of stimulating classroom activities Jane can do to further promote her research productivity. In all cases, high ethical standards must prevail. In all cases, the activity must promote learning and fit with the objectives of the course.

1. Jane should look for opportunities to share and discuss her research data in the classroom. Jane can then gather student opinions and questions. She can generate a discussion concerning her findings. Jane will be pleased at what she can learn from her students (just presenting your study to a novice audience is a good exercise) and what her students can learn from a research discussion. After all, students rarely get firsthand exposure to the principal investigator on a research project.

2. Students can conduct research (collect pilot data) on a topic of interest to Jane. Students can administer surveys (they can even have a say on the survey content) and conduct interviews. Students can seek out friends and family to serve as participants. The students can analyze the data or Jane can analyze the data with the students providing interpretations. Students can share results with one another (e.g., conduct a class poster session). Jane should consult her Institutional Research Review Board to assure her classroom research practices comply with university policies.

3. Jane can have her students engage in service learning. By doing research assignments using local organizations and projects for local organizations the students gather firsthand applied experience with class content and provide a source of outreach. Service learning also provides the instructor with inroads into potential data collection sites for future research efforts. One service learning assignment that I have found useful in the past concerns benchmarking certain organizational practices (e.g., performance appraisal). The benchmarking results can then be shared with all participating organizations.

In the aggregate, the above activities can promote research productivity while stimulating student development. By being creative and unconventional, additional ideas to promote research and learning are not difficult to generate. Jane just needs to keep reminding herself that the barrier between

teaching and research should be permeable. Teaching and research efforts do not have to represent a zero-sum game.

Reason Four

Jane may be overpreparing for class. This counterintuitive explanation for Jane's lack of teaching success is a common pitfall for instructors. Overpreparing often leads to over-structuring and over-scripting the classroom experience. When this happens, flexibility and responsiveness to student needs may be compromised. Jane may be putting pressure on herself to execute the "classroom plan" at all costs. She may feel as if she is always playing catch-up. In response, her body language and verbal language may suggest a "hang-on we must get through this material" approach. She will then rely inordinately on lecture formats—after all, she reasons, nonlecture formats are too time-consuming. Her students may resent the quantity over quality learning experience that is thrust upon them. From a student perspective, Jane may even seem slightly out of control, robotic, stiff, and insensitive. Ironically, Jane's desire to prepare extensively for class was an attempt to prevent her students from seeing her in this light. So what does Jane need to do? She needs to prepare for class, but not overprepare. She should think in terms of learning objectives and student needs. The learning experience should ebb and flow between these objectives and needs. This creates a natural learning process. Jane must constantly remind herself that student learning, and not the completion of her class notes, is the goal. She also must remind herself that students can read and learn material not addressed in class on their own (the teacher can allocate class time for questions on the undiscussed content at a later time).

Reason Five

Jane has not created a diverse and contemporary learning experience. Lecture is one of many pedagogical tools at Jane's disposal. While lecture is a good tool for disseminating large quantities of information in short periods of time, it is fraught with problems. It is generally not interactive, not stimulating, and from what we know from training research, does not appear to promote genuine learning. Let's face it, it is not uncommon for faculty members ourselves to doze and lose focus during colloquium and job talks. Students for the most part have been socialized in a multimedia, highly stimulating world. Do we fight this reality or do we try to make adjustments in our classroom style? In my opinion, we must make adjustments. A diverse learning experience (i.e., the use of many pedagogical tools) promotes learning.

A Diverse Classroom Experience

Creating a diverse classroom experience can be accomplished in a number of ways. A diverse classroom experience will, along with the previously men-

tioned recommendations, help address a number of the aforementioned critiques of Jane's teaching attitudes and performance. Let me elaborate on this point by describing some techniques that I have found useful. Most of these techniques have been used within the context of small to midsize I-O psychology and statistics courses. However, from my experience, a number of the techniques are transportable to other content domains and larger class sizes. These techniques are used in combination with, and not instead of, lecture.

1. Debates. Almost any content topic can be debated. I have had students debate topics as varied as "What is most serious—a type 1 or type 2 error?" to "Should workplace salaries be made known within an organizational setting?" Debates foster learning of the content. Debates are stimulating for both student and teacher alike. Debates provide a context for the teacher to plug in essential content notes.

2. Small group discussions. Create small groups (e.g., 2–4 people sitting next to each other). Have these groups discuss the content in question either before you present it (e.g., to generate interest, to set the stage for learning) or after you present it (e.g., to generate questions, to promote understanding). This technique can be used in any size course. I would typically have at least two small group discussions in any one-hour class period. They can range from 2 to 10 minutes. I even create small group discussions spontaneously if it appears that student energy level toward the course content is low. Given the learning objectives (X) in question, here are some discussion stems that may lead to meaningful discourses: what are the implications of X; why would X be the case; how can X be prevented; what are the causes of X; how to improve the situation created by X; and what is the future of X?

3. Get students asking questions. Teachers must push students to ask questions. Without questions, the students will not learn. Without questions, the teacher may become disassociated (and bored) from the student learning process. To promote question asking I have tried the following. I will bring index cards in to the classroom and have students contribute questions anonymously. Then, I will respond to a subset (or all) of the questions. A second technique I have used is a question quota approach. A question quota is a requirement that I will not move on or end class unless I have 5 questions from students (I change the number of questions needed depending on the circumstances). Basically, asking questions becomes the way to advance class (question askers are informally lauded by their classmates). Another approach is to have students talk with the person next to him or her to generate questions. Additionally, during a class break (yes, pretty much every class should have a short break lasting 2 to 5 minutes), I speak to students about the course content. Then, I take what I learn informally and begin asking questions for the students to get the ball rolling. A last technique is that I have students try to explain the course content in question to someone else or the class in general. This type of activity compels students to ask questions so

that they can carry out the task effectively. Note, to state the obvious, to make the above strategies work, the teacher must be kind and respectful in how he or she responds to the questions asked (even if they are inane).

4. **Instant polling.** To get a feel for students' initial beliefs about the content, to assess where people are at with the content from a knowledge perspective, and to generate interest, I have students participate in planned and spontaneous polls. The results of the poll are tabulated on the spot (e.g., a show of hands, count index card responses) and shared with the students. Now the stage has been set for the instructor to share the facts/models concerning the polling topic. Given a particular learning objective (X), here are some general polling questions: what percentage of people are affected by X; what percentage of students feel X is true; how long do the effects of X last; how many of you have experienced or worked with X? A subcategory of instant polling is having students provide definitions, on index cards, of issues you are about to discuss. Then, the definitions can be read aloud anonymously to set the stage for you presenting and discussing the content in question.

5. **Speakers.** Bringing in speakers to the classroom provides a terrific opportunity to break monotony during the semester. Universities are filled with potential guest speakers. Speakers can be another faculty member and/or staff members working in departments such as HR, affirmative action, and athletics. For example, I have had the football coach come into class to discuss the science and practice of motivation. I have even had a guest speaker in my statistics course (someone from institutional research to talk about how student satisfaction data are analyzed). Speakers provide an opportunity to diversify the classroom experience.

6. **Take a field trip.** Yes, as strange as it seems field trip opportunities abound in a university setting. Field trips can cement learning and generate tremendous interest. The travel logistics are simple if you stay on campus. I have had I-O students tour the university heating plant, food operations, and general office spaces. Assignments on the field trips vary from evaluating human factors issues, examining workplace design, to assessing organizational culture.

7. **Hands-on discovery type exercises.** Students want to learn by doing. Look for opportunities to get students to try out and use their knowledge. Hands-on exercises create stimulating classroom environments (for you, too). Here are a few examples of hands-on exercises I have done in the classroom—I have had students create a statistic to assess data variability (this was done prior to my lecture on the topic); formally appraise my classroom performance; create selection systems for on-campus jobs; analyze and interpret employee attitude data; create plans for evaluating training effectiveness; and conduct training sessions. These types of exercises allow you to teach on the move within a learning context. This type of teaching is dynamic. From

my experience, students are most receptive to knowledge to the extent that it is imbedded within a context they find compelling.

Overall, the aforementioned techniques can work to promote student learning. Interestingly, I have found that the use of these techniques gives me the gift of time. In comparison to scripting a lecture for an entire class period, active learning techniques often require less time to construct (especially with practice). In addition, by using these techniques, students will share in the learning process. The instructor is not acting like a knowledge-providing faucet. These types of activities put responsibility on the student to participate in the learning process. Shared responsibility of learning takes the pressure off the instructor to design, alone, the “perfect” class experience. Instead, success and failure is everyone’s responsibility.

Finally, it is important to acknowledge a concern often expressed about the use of diverse classroom techniques, they take up too much class time (e.g., “I will not be able to complete or get through enough of the course textbook in the allotted semester time”). These classroom activities are indeed time consuming. But, it is time well spent. It is quality time spent learning rather than quantity time spent covering class content. It is my belief that this critique often stems from instructors being subservient to their textbooks. The book is to help instructors in their teaching mission. Remember, students can and should be held accountable for book content that is not explicitly discussed in class. From day one I tell students that topics covered in class may or may not overlap with the book. I further tell students that their learning must take place both within and outside the classroom. However, questions about uncovered book content can always be asked in office hours or during class time.

Conclusion

As mentioned earlier, there are many paths to teaching success. The above represents some advice and counsel that may be effective in certain circumstances. Obviously the teacher needs to evaluate what works for him/herself given his/her teaching style. However, just as we would advise others, sometimes you just need to try something new and stick with it for a period of time. If it does not work out, so be it. I believe that experimentation is a mark of an excellent teacher. Good luck in your teaching and research endeavors. I welcome your comments and ideas. Please e-mail me at rogelbe@bgnet.bgsu.edu.

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Databases and I-O

R. Jason Weiss

Development Dimensions International

Jeffrey Worst

Private I-O and IT Consultant



This column focuses on budding technologies and their implications for I-O psychology. A review of the technologies discussed so far and some that are on the board for future columns reveals an interesting commonality: Underlying each technology is at least one database playing a key role. Closer to home, databases are at the heart of much of the software that I-O practitioners design and use, such as Human Resource Information Systems (HRIS), applicant screening applications, 360° software, and many others. Still closer to home, most versions of Microsoft Office install an advanced database application, Microsoft Access, by default.

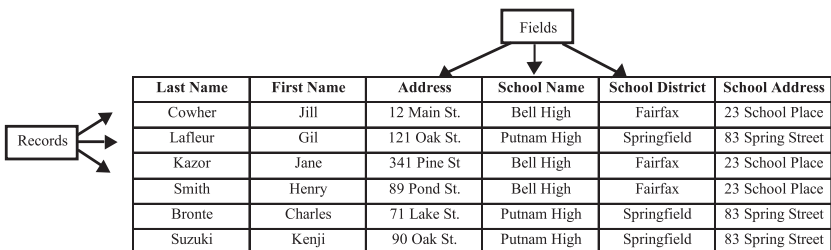
As we thought about it, we found some good arguments for devoting space in **Leading Edge** to a discussion of databases. As suggested above, databases underlie many of the emerging technologies highlighted in this column; a review of database concepts should help those with less technical backgrounds better evaluate the promises of these technologies. Second, we feel that relational database management systems (RDBMS) have a great deal to offer I-O psychologists of all stripes but have been overlooked in favor of more familiar tools that can emulate some simple database functionality. We hope that a look at some of the advantages of RDBMSs might save someone some difficulty down the road when faced with a data management task that would, say, stretch a spreadsheet beyond its limits.

As we will see, databases range in complexity, capability, and in the types of software used to interact with, and manage them. We start our discussion with simpler databases, known as *flat* or *flat-file* databases. As we will note, many of us already create and use flat-file databases due to their simplicity and flexibility. We then discuss relational databases, which have significant advantages over flat-file databases in generating flexible, powerful solutions. We finish with a discussion of resources for those interested in learning more or diving into the world of databases.

Keeping It Simple: Flat-File Databases

The first order of business is to define the term *database*. Many definitions exist, but for our purposes we will define a database as an organized collection of information related to a given topic. The information in a database is organized into files or records in a given file. A typical simple database is the *flat-file* database. A flat-file database is a single table of information. Each column, or field, in the table represents a variable, or category of information to be stored. Each row, or *record*, in the table describes a unique person, object, or concept that is described by the variables. The term “flat” is used to communicate the idea that the database is two-dimensional—all data are contained in the row-column structure of a single table.

Figure 1 is a very simple example of a very small flat-file database. This should look familiar to most readers who use spreadsheets or statistical analysis packages. Let’s assume that this is the very beginning of a simple applicant-tracking database for a rural company that primarily hires high school students from the surrounding area. Note how often the data related to school information is repeated (i.e., school name, school district, and address). Since most of this company’s applicants come from the surrounding area high schools, a significant amount of the data in this database will be the same.



Last Name	First Name	Address	School Name	School District	School Address
Cowher	Jill	12 Main St.	Bell High	Fairfax	23 School Place
Lafleur	Gil	121 Oak St.	Putnam High	Springfield	83 Spring Street
Kazor	Jane	341 Pine St.	Bell High	Fairfax	23 School Place
Smith	Henry	89 Pond St.	Bell High	Fairfax	23 School Place
Bronte	Charles	71 Lake St.	Putnam High	Springfield	83 Spring Street
Suzuki	Kenji	90 Oak St.	Putnam High	Springfield	83 Spring Street

Figure 1. Sample flat-file database.

The Good News

There is a lot to recommend flat-file databases. They are easy to conceptualize and do not require specialized background knowledge. They can be created and managed in almost any modern word processor or spreadsheet. Simple text editors such as the Windows Notepad may even be suitable for some flat-file databases. These are very powerful advantages—people often create and use flat-file databases without necessarily knowing anything about databases in the abstract. Consider the following representative examples that might be found on a given I-O psychologist’s computer:

- A spreadsheet file used to store and perform basic analyses on assessment data, where each record represents a different candidate, and each field a different competency;

- A collection of names and data stored in a word-processor table, used to generate reports as part of a mail-merge;
- A text file output by a “scan-sheet” reader, with names and data from a run of research participants, with responses to each question occupying a given column across all participants.

It seems as though flat-file databases are everywhere when you look for them. They are good, simple ways of working with data.

The Bad News

The simplicity of using well-known productivity applications like word processors and spreadsheets is attractive and perfectly suitable for a wide range of applications. However, these solutions can also be extremely confining. For example, each software application makes assumptions about the data that it will accommodate—a spreadsheet cell can contain text and numerical data, but not binary files, so including graphic or sound files in the database is not possible. A second example of the confining nature of these types of databases is that management of each database is completely in the hands of the person who uses or maintains the file. Database management comprises a variety of functions including adding, updating, and deleting records, and controlling others’ access to the data, among others. This, too, is not a problem, provided that the database in question is small and easily managed. However, with frequent changes to records or a need to share different data with different people, it can grow very tedious.

Bigger problems arise when requirements increase and a simple solution gets stretched in directions it cannot easily support. Using the spreadsheet-based assessment data spreadsheet described above, let’s say that assessments are being run concurrently in many different geographical locations, and the data need to be maintained in a central location. Since a given spreadsheet file can only be edited by one user at a time, updating the file would require either that representatives from each location take turns entering their data or that everyone forward their data to a single person who compiles it all. Either solution is messy and fraught with the danger of data loss or corruption, though potentially manageable. With a little more complexity, the whole situation becomes completely untenable. For example, what if there is a second spreadsheet with resume data...and a third with test score data? That’s when it’s time to look for a better solution.

Software issues aside, the flat-file database format is not ideal. Consider, for example, the issue of redundancy. The sample database above contains a significant amount of redundant information as data related to high schools are repeated across applicants. Naturally, this amounts to a great deal of wasted space across a large database, bloating the size of the database file. Worse, errors may slip into the odd entry such that “Bell High” occasionally comes out as “Belle High” or “Bel High.” If the recruiter is interested in

looking at summary analyses by high school, these types of anomalies will prove to be a source of considerable frustration. Many more issues have been documented but would be beyond the scope of this article. Readers interested in a more complete discussion are directed to Roman (1999).

As we prepare to turn our attention to more sophisticated relational databases, it is necessary that we emphasize that the use of flat-file databases with spreadsheet or word processing software is not a straw man solution. There are many situations in which such approaches make good sense, such as when the database is small and manageable, or if its use will be relatively temporary. It is when database management requirements grow more complex that these tools are found wanting. In such cases, significant power can be harnessed with dedicated database-management software. With this in mind, let's take a look at RDBMSs and the functionality they offer.

Feel the Power: Relational Database Management Systems

Our discussion of RDBMSs is divided into two parts. We begin with a review of the basic concepts underlying relational database design and the advantages offered by the relational database approach. Next, we describe basic functionality included in common off-the-shelf RDBMS systems.

The Relational Database Design

Similar to a flat-file database, a relational database uses tables as containers for data. However, a relational database includes multiple tables of information, rather than the single table of a flat-file database. Typically, each table contains a set of fields focused on a specific subject. Let's consider this by taking our flat-file database example above and turning it into two tables. In Figure 2, the first table is the "applicant" table, showing information about the applicants. The second table is the "school" table.

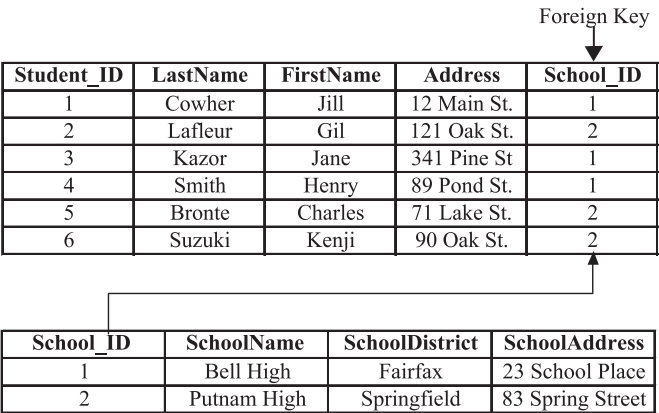


Figure 2. Simple Relational Database.

Note that we have added some new fields to help work with the tables. We added a Student ID field to the student table. This ID becomes what is known as the primary key for that table since it uniquely identifies each record in the table. For the school table, the School ID field is the primary key. A School ID field has also been added to the student table so we can determine which school a student has attended. It is called a foreign key in this context because it refers to a primary key in a different table.

Advantages of Relational Database Design

Relational databases achieve a number of powerful advantages by using additional tables to hold information that would otherwise be repeated across records. Let's just explore a few of these advantages to illustrate the utility of the relational database. First, having a single record for each high school means that all references to that high school refer to the same information. As a result, we would avoid the problem described above where data-entry errors result in minor variations in the high school name and frustrate efforts to generate meaningful summaries across high schools. A related advantage is that if we have to make changes to the high school information—say Bell High changes school districts—we only have to make the change in one place and can rest assured that the change has been implemented universally. A final advantage we will mention—though there are many more—is that the universe of information in the database is not limited to what is covered in the individual records. For example, with a relational database, we can represent all high schools in the region, rather than just those which existing applicants have attended. As a result, we can consider not only which schools are producing applicants but which schools aren't.

Relational database design is only one side of RDBMS software. The other side is the functionality that supports working with the data. In the following section, we describe typical functions universal to RDBMS packages along with some advanced functionality unique to high-end packages.

RDBMS Functionality

Queries

If you've had a conversation with someone who works with databases, it's likely that you have heard the word "query" at some point. One way to think about a query is as a business question that can be answered through an analysis of the data in the RDBMS. You ask the database for a subset of its data that relate to the question. Queries are composed using a standard language called Structured Query Language (SQL). The acronym "SQL" is pronounced as if you were saying the word "sequel." Currently, all major RDBMSs (e.g., Oracle, MS SQLServer, MS Access, etc.) use SQL as the language for writing queries and processing data. It is actually an easy language to learn and is very intuitive.

For example, suppose we are asked, “Who did we interview from Putnam High?” To find the answer, we would write a query that joins together the two tables in our database. Our query might look like the following SQL statement:

```
SELECT  applicant.lastname,  applicant.firstname,
school.schoolname
FROM  applicant INNER JOIN school
ON  applicant.school_id = school.school_id
WHERE ((school.schoolname)="Putnam High");
```

In plain English, it says that we are interested in seeing the applicant’s last name, first name, and school name (line 1). These are to be found in the applicant and school tables (line 2). We will join these two tables to get the appropriate information by matching records according to the school ID code found in the records of both tables (line 3). Remember, each applicant in the applicant table has a School_ID code representing the high school he or she attended, and this points back to the record associated with the matching School_ID in the school table. Finally, we are interested only in the records where the name of the school is “Putnam High” (line 4). The results of this query would return in a form similar to Table 1.

Table 1.

Sample Query Results

First Name	Last Name	School Name
Lafleur	Gil	Putnam High
Bronte	Charles	Putnam High
Suzuki	Kenji	Putnam High

Of course, we don’t really need to show the school name, since we wrote the query to select only interviewees from Putnam High. We just included it in this example as a way of illustrating the query joining the two tables.

You don’t have to be a programmer to write a query. With a minimal amount of instruction, one can begin writing his or her own queries very easily. For those who would like some assistance in the process, RDBMSs such as MS Access have a “wizard” that guides the user in query construction.

Once a query is written, it can be saved and run again—you can use the query to answer that question whenever necessary. We have found that once people learn the power of queries they start generating all sorts of questions

that otherwise might have seemed impossible to consider when the data were confined to a filing cabinet. This is often called “mining the data” or extracting as much value as possible from the database.

Reports

Though queries are an exciting idea on their own, the results of a query are typically not much to look at. To help make them presentable, RDBMSs also have the ability to create formatted reports that have the query results embedded within them. Hence, once you have set up your report and linked the applicable queries to it, you can run the report minutes before a meeting and present “hot off the press” results in a professionally formatted document. You can develop as many reports and queries as necessary to meet your business information reporting needs.

Database Applications

Finally, a database can serve as what is sometimes called the “back end” of a software application. For example, when you are browsing through Amazon.com, what you see on your computer screen (i.e., the various Web pages) forms the front end of the Web site. All of the data on books, customers, and orders is contained in a database at the back end. For example, you use the front end of Amazon’s Web site to enter the name of a book you might like to buy and press a button to execute a search for the book. The front end takes this request, uses it to query the back-end database where the book titles are stored and then returns the result back to you via the front end (i.e., a new Web page). Purchasing a book and entering delivery information might take a number of such front-end/back-end interactions. A similar front-end/back-end approach is taken by nearly all database applications.

Moving On

We hope that our discussion of databases has accomplished two goals. The first was to communicate how databases have a lot to offer as a way of storing and working with data—as it is, we have barely scratched the surface. The second goal was to generate excitement and encourage those readers who have not done so to consider creating databases to address their own data management needs. We would like to suggest the following resources for those readers interested in creating their own databases or learning more about database technology:

Database Software

Microsoft Access

As noted above, most versions of Microsoft Office include Microsoft Access, which is a reasonably powerful desktop RDBMS. If you installed Office with all of the defaults, look for an icon featuring a maroon key. That’s

Access! The online help offers good information on getting started. Additionally, we have other “getting started” resources below.

Freeware Databases

MySQL and PostgreSQL are available on the Web as free downloads. You can find MySQL at <http://www.mysql.com>, and PostgreSQL at <http://www.postgresql.org>. Both are available for Windows and Linux, as well as a number of other operating systems.

Resources on the Web

User Communities

Google Groups. There are several good sources of user communities on the Web. One is the Usenet newsgroups accessible through Google Groups (formerly deja.com), located at <http://groups.google.com>. The search terms “mailing.database” yielded a sizeable number of discussion boards.

Microsoft Communities. Microsoft has a set of boards discussing its database offerings (Access and SQL Server). These can be found by starting at <http://communities2.microsoft.com/home/default.aspx>.

Yahoo Groups. Yahoo has a number of groups associated with a variety of database topics. To locate them, start at <http://groups.yahoo.com> and search for “SQL,” “Microsoft Access,” or other database-related terms.

Web Sites

A vast number of Web sites are devoted to database-related topics. Here are a few good starting points:

- <http://www.sqlcourse.com> A free online tutorial on writing SQL queries. Best of all, it includes a “live” SQL interpreter, so you can practice what you learn. Very impressive.
- <http://www.mvps.org/access/> The home of the Microsoft Access MVPs, many of whom answer user questions on the Microsoft discussion boards described above. Lots to learn on this site, spanning everything from how-to articles to a compendium of bugs in the software.
- <http://www.microsoft.com/office/using/column06.asp> A nice frequently-asked questions guide to databases and Access.

Reference

Roman, S. (1999). *Access database design and programming*. Sebastopol, CA: O'Reilly.

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ON THE LEGAL FRONT



Affirmative Action: What's Going On?

Art Gutman
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Over the years, the Supreme Court has issued 13 rulings on various categories of Affirmative Action (or AA). These rulings and categories are depicted in Table 1. This column is about the first two rulings (*Regents v. Bakke*, 1978 & *United Steelworkers v. Weber*, 1979) and, at least for now, the most recent one (*Adarand v. Peña*, 1995). It's also about two predicates for AA: the remedial predicate (to correct injustices) and operational needs (diversity as basis for AA). It's also about false starts. It was generally believed that the Supreme Court would review *Hopwood v. Texas* (1996) and/or *Taxman v. Piscataway* (1996); they never did. They granted certiorari to *Adarand v. Slater* (1999) but changed their minds in midstream.¹ Now we have a promise of a Supreme Court review in *Grutter v. Bollinger* (2002). What's going on?

Table 1.

13 Supreme Court AA Rulings By Category of Affirmative Actions

Voluntary AA	<i>Regents v. Bakke</i> (1978), <i>United Steelworkers v. Weber</i> (1979), <i>Wygant v. Jackson</i> (1986), <i>Johnson v. Transportation</i> (1987)
Court Ordered AA	<i>Local 28 (Sheet Metal Workers) v. EEOC</i> (1986), <i>United States v. Paradise</i> (1987)
Court Approved Consent Decrees	<i>Firefighters v. Stotts</i> (1984), <i>Local 93 (Firefighters) v. Cleveland</i> (1986), <i>Martin v. Wilks</i> (1989)
Government Set Asides	<i>Fullilove v. Klutznick</i> (1980), <i>Metro v. FCC</i> (1990), <i>City of Richmond v. Croson</i> (1989), <i>Adarand v. Peña</i> (1995)

¹ See Don Zink's article in the July, 2002 issue of *TIP*.

The Bakke (1978) & Weber (1979) Rulings

Universities (and other entities) have used *Regents v. Bakke* (1978) to justify diversity as an operational need. Under this concept, diversity is viewed as being essential to the success of the entity. In contrast, *United Steelworkers v. Weber* (1979) (and all subsequent Supreme Court AA rulings) features the remedial predicate or the justification needed to use AA to correct egregious racial or gender discrimination violations, such as the pattern or practice of discrimination.

Regents v. Bakke (1978) was a 14th Amendment and Title VI (not Title VII) challenge to a medical school admissions policy. The “Davis Plan” reserved 16 of 100 seats for minorities. Allan Bakke’s charge was that minorities were eligible for any of 100 seats and he was eligible for any of only 84 seats. Interestingly, no single opinion was agreed to by any five justices. Rather, four justices viewed the Davis Plan as an illegal quota under Title VI and four others believed it satisfied moderate scrutiny under the 14th Amendment. These were obviously opposing viewpoints. Seizing the opportunity, Justice Powell took elements from both pluralities and ruled that (a) the Davis Plan contained an illegal quota, but (b) race is one of many factors that *may* be considered in university admissions. Powell then proposed the “Harvard Plan,” which treats race as one of many factors (or “plusses”) in the selection process.

In *Weber*, Kaiser Aluminum required prior craft experience for skilled jobs. Unfortunately, the unions teaching these crafts had a history of excluding blacks (i.e., a pattern or practice violation). As a result, only 5 of 273 skilled workers (1.83%) were black, relative to 39% availability in the local labor force. In response, Kaiser temporarily reserved 50% of all new training slots for blacks. Brian Weber sued when training slots were awarded to less senior black employees. The Supreme Court supported Kaiser because (a) there was an egregious violation and (b) the plan did not “trammel” the rights of white workers (i.e., no job terminations), it was temporary, and it was designed to eliminate a “manifest racial imbalance,” not maintain racial balance.

Adarand v. Pena (1995)

Adarand v. Pena (1995) established uniformity for 5th and 14th Amendment reverse discrimination race-based claims. Previously, the Supreme Court had struck down a municipal set-aside for Minority Business Enterprises (or MBEs) in *City of Richmond v. Croson* (1989), a 14th Amendment case, but then supported a federal MBE program in *Metro v. FCC* (1990), a 5th Amendment case. The Court invoked strict scrutiny in *Croson* and moderate scrutiny in *Metro*.

In a nutshell, to pass strict scrutiny, there must be (a) a compelling interest (or reason) for an intrusive law or policy (such as a set-aside) and (b) a solution narrowly tailored to that interest. The two prongs for moderate

scrutiny are (a) an important government objective served in (b) a substantially related way. For awhile, the *Croson* and *Metro* rulings meant that non-federal governments were held to strict scrutiny rules, whereas the federal government was held to the lighter moderate scrutiny rules, in race-based cases. The Supreme Court's ruling in *Adarand* changed this.

In *Adarand*, a federal Department of Transportation (or DOT) regulation offered extra money to prime contractors willing to subcontract with Disadvantaged Business Enterprises (or DBEs). *Adarand Constructors*, a white-owned company, lost out to a DBE even though it submitted the low bid. The 10th Circuit, based on *Metro*, upheld the regulation under moderate scrutiny. However, the Supreme Court reversed its prior ruling in *Metro* and ordered the lower courts to reevaluate the DBE program under strict scrutiny. Critically, the Supreme Court did not decide whether the DBE program passed strict scrutiny, only that *all* governments, federal, state and local, must pass strict scrutiny for race-based laws or policies in 5th or 14th Amendment challenges.

Hopwood v. Texas (1996)

Hopwood, a 14th Amendment case, featured a law school admissions policy that favored minorities. Ordinarily, applicants were assigned to one of three categories based on Texas Index scores: "presumptive admit," "discretionary zone," and "presumptive deny." The index scores were based on college GPA and LSAT performance. Critically, minority applicants were assigned to the two higher categories ("presumptive admit" or "discretionary zone") based on lower index scores than nonminority applicants.

All three 5th Circuit judges hearing this case agreed that the "Texas Plan" violated strict scrutiny. However, two of them (Judges DeMoss & Smith) found the plan wanting on *both* prongs of the strict scrutiny test, that it served no compelling interest, *and* it was not narrowly tailored. The third judge (Wiener) agreed it was not narrowly tailored, but disagreed on compelling interest. Judge Wiener wanted to protect the notion that operational needs may constitute a compelling interest.

More importantly, Judges DeMoss and Smith used the occasion to declare that *Bakke* was bad law. In response, Judge Wiener stated that "if *Bakke* is to be declared dead, the Supreme Court, not a three-judge panel of a circuit court, should make the pronouncement." Many observers thought the Supreme Court would accept this invitation by Judge Wiener to decide if *Bakke* was good law, but it did not.

Hindsight suggests the Supreme Court wanted a better case to decide so important an issue. After all, it was not necessary to overturn *Bakke* to strike down the Texas Plan. The Texas Plan, with its race-norming features, was as illegal under *Bakke* as was the original Davis Plan. Stated differently, Justice Powell could have written his 1978 opinion based just as easily on the Texas Plan as on the Davis Plan. Therefore, had *Hopwood* gone to the Supreme

Court, the issue of whether *Bakke* is good law or bad law could have been dodged in favor of a much simpler, less important ruling.

Taxman v. Piscataway (1996)

In *Taxman*, a layoff decision came down to two teachers, one white (Sharon Taxman) and one black (Debra Williams). Taxman and Williams were deemed equally qualified based on seniority and performance evaluations. Therefore, the school board made an “affirmative action” decision to terminate Taxman, thereby applying the “plus” rule from *Bakke* to *job termination*. Sharon Taxman pleaded her case via Title VII and won at both the district and circuit court levels. At the higher level, the case was heard by an en banc panel of 13 judges from the 3rd Circuit.

The main ruling in this case was expected. The Supreme Court had twice rejected application of AA to job termination. In *Firefighters v. Stotts* (1984), a Title VII case, the Court, citing *Weber*, ruled that job termination is too *trammeling*. In *Wygant v. Jackson* (1986), a 14th Amendment case, the Court ruled that job termination is too *burdensome* on third parties to be narrowly tailored. Additionally, in *Wygant*, the Supreme Court endorsed Title VII language (on trammeling) for strict scrutiny cases. In short, over the years, that which has been too trammeling has failed the second prong in both the *Weber* test (in Title VII) and the strict scrutiny test (in the 5th and 14th Amendments).

Against this background, it was not surprising that 12 of 13 circuit court judges found that job termination failed prong 2 of the *Weber* test.² However, there was also a prong 1 ruling. Speaking for seven other judges, Judge Mannsman ruled that there was no evidence of discrimination, or even a “manifest imbalance,” since black teachers were overrepresented in comparison to the requisite labor pool. The school board attempted to justify its lay-off decision based on racial diversity as an operational need, but Judge Mannsman rejected this reasoning as well, ruling that:

While the benefits flowing from diversity in the educational context are significant indeed, we are constrained to hold...that inasmuch as the Board does not even attempt to show that its affirmative action plan was adopted to remedy past discrimination or as a result of a manifest imbalance in the employment of minorities...the Board has failed to satisfy the first prong of the *Weber* test.

Since Title VII applies to federal, state, and local entities, a Supreme Court endorsement of Mannsman’s ruling (limiting *Weber* to remedial predicates) would negate any proof in 5th or 14th Amendment cases that operational needs may serve compelling interests.

² Actually, the 13th Judge noted it was not necessary to rule on prong 2 (narrow tailoring) because the defendant was already a loser on prong 1 (compelling interest).

Fearing a Supreme Court review of *Taxman*, the Justice Department (or DOJ) wrote an amicus brief urging the Supreme Court to let the 3rd Circuit ruling stand (See Sharf, 1998). The DOJ argued that Sharon Taxman deserved to win and that this case was an improper one to decide the much broader issue of whether Title VII can apply to operational needs. Or, as stated in the brief:

The Court of Appeals erred in holding that Title VII precludes *all* non-remedial race-conscious employment decisions. This case, however, does not provide a suitable vehicle for resolving that extraordinarily broad issue. The Court of Appeals' judgment should be affirmed on the ground that petitioner's layoff decision unnecessarily trammled respondent's interests, and the broader question should be reserved for a case in which its resolution is necessary to the outcome and in which the employer's use of race is more representative of the kind of actions taken by state and local governments and by private employers nationwide.

As noted by Sharf and Wolf (1998), *Taxman* originated in George H. Bush's watch. Early on, Bush's DOJ supported Sharon Taxman. However, by the time the 3rd Circuit got the case, Clinton's DOJ wanted out. By this time, the DOJ had established a stake in supporting operational needs as compelling interests in strict scrutiny cases. Therefore, the DOJ wrote its brief to protect its newer position. Of course, the Supreme Court did not review *Taxman*, and the DOJ is (perhaps) no longer under the influence of an administration friendly to issues such as operational needs.

Adarand v. Slater (2000)

As depicted in Table 2, the Supreme Court's ruling in *Adarand v. Pena* (1995) is affectionately known as Adarand III by the 10th Circuit Court. Previously, the Colorado District Court had upheld the at-issue DOT regulation under moderate scrutiny in Adarand I, as had the 10th Circuit in Adarand II. Of course in Adarand III, the Supreme Court told the lower courts to do it again using strict scrutiny rules.

After Adarand III, the district court ruled that the DBE program was *not* narrowly tailored (Adarand IV). However, by the time the 10th Circuit had its second shot at this case, Adarand Constructors had been granted DBE status. Therefore, the 10th Circuit declared the case moot (Adarand V). Next, the Supreme Court (in Adarand VI) reversed Adarand V, forcing the 10th circuit into a strict scrutiny analysis in Adarand VII (or *Adarand v. Slater*; 2000). By this time the DOT had modified the DBE program, enough so, that the 10th Circuit ruled that the new and improved DBE program was now narrowly tailored. Of course, in Adarand VIII, the Supreme Court was in the process of reviewing Adarand VII, but abandoned the case in midstream.

Table 2.

Chronology of Adarand

Adarand I	1992: District Court supports DBE program under moderate scrutiny
Adarand II	1994: 10th Circuit affirms district court ruling in Adarand I
Adarand III	1995: Supreme Court rules for retrial under strict scrutiny
Adarand IV	1997: District Court rules that DBE program is not narrowly tailored
Adarand V	1999: 10th Circuit reverses Adarand IV and declares the case moot
Adarand VI	2000: Supreme Court forces 10th Circuit to make strict scrutiny analysis
Adarand VII	2000: 10th Circuit rules that revised DBE program passes strict scrutiny
Adarand VIII	2002: Supreme Court decides to review Adarand VII but changes its mind

In the entire history of this case, the compelling interest for the DBE program was never in serious doubt; the DOT had early on amassed substantial evidence of a pattern of discrimination against minorities in the construction industry. However, the original DBE program failed on narrow tailoring in Adarand IV and would likely have failed in Adarand VII but for the critical changes made by the DOT in between.

These changes were based on *Adarand v. Peña* (Adarand III), where the Supreme Court outlined six criteria for narrow tailoring (see Table 3). At the time of Adarand III, the DBE program was already strong on flexibility and waivers (Criterion 3), and the estimated numerical goal (i.e., 10%) was deemed in line with the degree of injustice implied by the compelling interest (Criterion 4). However, the original program would have failed on each of the other criteria.

Table 3.

Six Criteria for Narrow Tailoring From Adarand III

Criterion 1	Race-neutral alternative to set-aside programs
Criterion 2	Limits on duration of the set-aside programs
Criterion 3	Flexibility in the rules & existing waiver provisions
Criterion 4	Numerical proportionality relative to compelling interest
Criterion 5	Least possible burden on third parties
Criterion 6	Avoidance of both over and under inclusion

Prior to *Adarand III*, the DOT assumed, without proof, that race-neutral alternatives (Criterion 1) would be futile. Afterwards, the DOT established race-neutral alternatives, including technical assistance with bonding, loans, and bidding, and special programs for start-ups. The DOT also established a 10.5-year lifetime limit on DBE status (Criterion 2), with the requirement to recertify every 3 years. Although there were obvious burdens on nonDBEs (Criterion 5), any firm, minority or otherwise, could prove social and/or economic disadvantage and become a DBE. Additionally, there were built-in protections against automatic inclusion of any group, minority or otherwise.

Criterion 6 requires some elaboration. To begin with, in *Croson*, the Supreme Court chastised the City of Richmond for overinclusion on two grounds. First, it included as MBEs some groups that did not own firms in the city (e.g., Eskimos & Aleuts). Second, there were no geographic boundaries, meaning any MBE in the country could apply. The first issue was no problem for the DOT because DBE status was not race based. However, the geographic problem was immense because the program could include contracts anywhere in the country. The DOT solved this problem by creating state agency supervision of the certification process.

It's unclear why this case was abandoned. Perhaps the Supreme Court believed that the at-issue DBE program was no longer its original self. However, even if this is true, the prescriptions for the DOT program changes were laid down by the Supreme Court itself in *Croson* (1989) and *Adarand* (1995). It would have been nice to know if these prescriptions were correctly addressed.

Grutter v. Bollinger (2002)

Hopwood and *Taxman* were spoiled because the potentially larger issues in both cases were not central to the ultimate rulings rendered; not so in *Grutter*:

Indeed, the only apparent way the University of Michigan can win this case at the highest level is if the Supreme Court affirms that *Bakke* is good law.

The 6th Circuit ruling in *Grutter* was handed down on May 14, 2002 and was followed by a quick *certiorari* pledge. Interestingly, the early fanfare surrounding the University of Michigan was on its undergraduate admissions policies (see Sharf & Wolf, 1998). Clearly, the focus has graduated to the law school admissions policy. The district court struck down the at-issue “Michigan Plan,” but the 6th Circuit, sitting en banc, reversed in a 5–4 ruling.

What makes this case so compelling is that the Michigan plan was crafted in 1992 with the expressed purpose of passing the *Bakke* test. Indeed, colleges and universities across the country have done this very thing. Because the Michigan Plan so closely mirrors Justice Powell’s vision in *Bakke*, there is no apparent wiggle room for the Supreme Court; *Bakke* is good law or bad law, and we will know (hopefully).

The Michigan Plan used objective variables (GPA & LSAT) combined with “soft” variables (recommendation letters, quality of undergraduate school, leadership and work experience, unique talents, etc.) to determine general qualification for admission. Applicants with lower objective scores could, however, gain admission if (a) there was “good reason to be skeptical of an index score-based prediction” and (b) a given student could “help achieve that diversity which has the potential to enrich everyone’s education and thus make a law school class stronger than the sum of its parts.”

On the issue of diversity, the Michigan Plan sought to enroll a “critical mass of underrepresented minority students.” Aside from the general interest of making the “law school class stronger than the sum of its parts,” other reasons supporting “critical mass” were (a) to ensure that minority students would “not feel isolated or like spokespersons for their race,” and (b) that they would not feel “uncomfortable discussing issues freely based on their personal experiences.” Critically, there was no hard and fast objective rule for admissions in general (as in the Texas Index in *Hopwood*) and no fixed percentage goal for the “critical mass” of minority students.

In short, the Michigan Plan had the same strengths as noted earlier in relation to Justice Powell’s “plus” rules. That is, minority status is one of several “plus” factors, there are no goals or timetables, and the compelling interest served is diversity as an operational need, *not* the remedial predicate.

The district court judge who ruled in this case acknowledged that the university “demonstrated that the educational atmosphere at the law school is improved by the presence of students who represent the greatest possible variety of backgrounds and viewpoints.” In other words, he seemed to acknowledge a strong factual predicate for diversity. However, the judge also ruled that:

Achieving a diverse student body is not a compelling state interest because (a) it was not bound by Justice Powell's conclusion in *Bakke*, and (b) achieving a diverse student body cannot be a compelling state interest because the Supreme Court has suggested that the only such interest is remedying specific instances of discrimination.

In contrast, five of the nine 6th Circuit judges reviewing this case overturned the district court judge stating that:

Justice Powell's opinion is binding on this court...and because *Bakke* remains the law until the Supreme Court instructs otherwise, we reject the district court's conclusion and find that the law school has a compelling interest in achieving a diverse student body.

In short, five of nine members of a 6th Circuit panel invited the Supreme Court to decide once in for all if *Bakke* is still good law, and the Supreme Court has accepted. Now, all we have to do is wait for the outcome (assuming there is one).

Conclusions

In 1996, Malos provided *TIP* readers with a scholarly review of scholarly reviews on affirmative action. In his conclusion section, Malos offers the following criticism of race-based affirmative action programs:

If the goal of affirmative action is to reapportion job and wealth such that the economic position of minorities comes to more closely resemble that historically occupied by nonminorities, then race-based affirmative action programs are both under inclusive (many economically disadvantaged individuals are not minorities) and over inclusive (many minorities are not economically disadvantaged). An affirmative action system of socioeconomic preferences to supplant the current system of race-based preferences therefore makes sense.

This criticism does not apply to court-ordered or court-approved AA because such actions involve actual remedies for egregious violations. However it strikes to the core of voluntary AA plans (or AAPs) and government set-asides.

Malos also notes that in his dissenting opinion in *Adarand III*, Justice Stevens stated that AAPs should focus not on racial issues, but instead, on socioeconomic characteristics shared by members of "disadvantaged classes." Interestingly, Justice O'Connor, who wrote the majority opinion in *Adarand III*, criticized Stevens for changing his vote on federal set-aside programs. In fact, Stevens did vote against the federal set-aside program in *Fullilove v. Klutznick* (1980). However, in *Fullilove*, Stevens went through pains to explain his belief that race-based programs cannot work because of the implications of underinclusion (failure to reach poor nonminorities) and

overinclusion (benefits for minorities who are not disadvantaged). Clearly, the new and improved DBE program (in Adarand VII) satisfies both the criticism raised by Malos and the issues raised by Stevens in *Fullilove* (and reiterated in Adarand III).

A final point to consider is that the “soft” variables in the Michigan Plan include, among other things, economic and social disadvantage (i.e., the same variables central to the DBE program in Adarand VII). Of course, the Michigan Plan mixes race-based issues with socioeconomic and social issues; not so in the DBE program.

In short, the Supreme Court missed a major opportunity in Adarand to satisfy criticisms such as those raised by Malos. Whether the Supreme Court does or does not strike down the Michigan Plan, hopefully it will take the opportunity to address the issues of over- and underinclusion and provide a way for voluntary AAPs and set-asides to continue to function. Because there are so many voluntary AAPs and set-aside programs, the alternative is a further slew of messy lawsuits.

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Chevron U.S.A., Inc. v. Echazabal: Has the Americans with Disabilities Act Become a Toothless Tiger?

Donald L. Zink
Personnel Management Decisions

On June 10, 2002, the Supreme Court, in a unanimous ruling, held that employers are not required under the Americans with Disabilities Act (ADA) to employ a person with a disability if the job being sought would put that person's own health or safety at risk. *Chevron USA v. Echazabal* (2002) was the third decision¹ in the Court's 2001–2002 term interpreting the ADA, all of which were widely regarded as striking victories for employers. For example, the United States Chamber of Commerce said the *Echazabal* decision was "a major victory for the business community," but the American Association of People with Disabilities decried the decision as showing that the court had "once again demonstrated its fundamental hostility to disability rights in the work place."

Mario Echazabal began working in 1972 in the coker unit of a Chevron oil refinery in California as an independent contractor with various maintenance firms. Twice he applied for a job with Chevron itself but was unsuccessful because he could not pass a required physical examination. Chevron's doctors denied his applications, saying that the toxic solvents and chemicals at the refinery would exacerbate the damage and abnormalities in his liver, which had been caused by Hepatitis C. Chevron first removed Echazabal from his then current position so he would not be exposed to the toxins and later denied him entry to the refinery altogether. Ultimately he was laid off by the contractor in early 1996.

Echazabal filed suit, claiming that Chevron's refusal to hire him violated the ADA by discriminating against him because of a disability, his liver condition. Chevron argued that its decision was justified because working in the refinery posed a direct threat to Echazabal's own health. Although the ADA prohibits discrimination against persons with a disability, Title I permits employers to impose a qualification standard "that an individual not pose a direct threat to the health or safety of *other individuals in the workplace*." 42 U.S.C. § 12113 (emphasis added). The Equal Employment Opportunity Commission (EEOC) expanded this qualification standard in its implementing regulations for Title I, to provide "that an individual not pose a direct threat to health or safety of *the individual or others* in the workplace." 29 C.F.R. § 1630.15(b)(2) (emphasis added). The regulations define "direct threat" as "a significant risk of substantial harm to the health or safety of the individual or

¹ The other two rulings, *Toyota v. Williams* and *Barnett v. US Airways*, were reviewed in detail by Art Gutman in his "On the Legal Front" column in the April and July, 2002 issues of *TIP*, respectively. Those rulings are noted less extensively in this report.

others that cannot be eliminated or reduced by reasonable accommodation.” The district court agreed with Chevron’s argument that EEOC’s regulations applied and granted summary judgment; Echazabal appealed to the 9th Circuit. The issue there was whether the direct threat defense was available to employers where the threat was only to the employee’s own health or safety but not to others in the workplace. The 9th Circuit held that the defense was not available and reversed the district court’s decision.

In *Echazabal v. Chevron* (2000), the 9th Circuit noted that “Conscious of the history of paternalistic rules that have often excluded disabled persons from the workplace, Congress concluded that disabled persons should be afforded the opportunity to decide for themselves what risks to undertake.” The court concluded that the direct threat clause should be interpreted as written in the ADA, where the plain language of the statute did not include “self-threats” to disabled persons. The court searched for the term “direct threat” in the legislative history of the ADA and, although found it used hundreds of times, “not once is the term accompanied by a reference to threats to the disabled person himself.” The court also cited Sen. Edward Kennedy, who stated during hearings on the ADA that “employers may not deny a person an employment opportunity based on paternalistic concerns regarding the person’s health.” The court also noted that the Supreme Court previously had rejected paternalistic stances in employment practices as sex discrimination that violated Title VII of the Civil Rights Act of 1964. For example, in *Dothard v. Rawlinson* (1977), the Court held that a female applicant could not be denied employment as a prison guard in an all male prison because her small stature posed a threat to her personal safety (although increased threat to overall prison safety might preclude her employment). In *International Union, UAW v. Johnson Controls, Inc.* (1991), the Court held that women could not be excluded from employment in a battery manufacturing plant because possible exposure to lead could threaten their own reproductive health. Although those decisions were in the context of Title VII sex discrimination, the 9th Circuit found the reasoning applicable in the context of ADA as well.

Finally, the 9th Circuit took note that three other circuits had found that the direct threat defense did include threats to oneself. Those judicial precedents were rejected, however. Neither *EEOC v. Amego* (1997) nor *LaChance v. Duffy’s Draft House* (1998) had discussed the EEOC regulations or the statutory language of ADA. The decision in *Moses v. American Nonwovens* (1996) was also rejected, because that court did not explain its holding, and supported the self-threat concept only in dicta.²

² Interestingly, one of the judges on the panel, who had joined in the original opinion, later amended the decision, adding his dissenting opinion. On apparent second thought, the judge agreed with the argument put forth by Chevron that Echazabal was not qualified for the job. “[H]ow can we claim he can perform the essential functions...when...those functions may kill him[?]” He also found that it would be an undue hardship to require Chevron knowingly to endanger an employee.

Writing for the unanimous Court, Justice Souter marched through the 9th Circuit's decision, finding all of its reasoning without merit. Addressing the argument that "threat to self" was excluded because it was not explicitly mentioned³ in the text of the ADA, Justice Souter reasoned that the language "threat to others" only was intended as "an example of legitimate qualifications that are 'job-related and consistent with business necessity.'" Consequently, "job-related and consistent with business necessity" were "spacious defensive categories" that gave the EEOC "a good deal of discretion in setting the limits of permissible qualification standards." Further, it seemed apparent to Justice Souter that the language used demonstrated that "Congress appears to have made a deliberate choice to omit [threats to self] as a signal of the affirmative defense's scope."

Justice Souter also noted that the Rehabilitation Act of 1973, a precursor to the ADA, also said nothing about threats to self. EEOC regulations implementing the Rehabilitation Act, however, excepted coverage where employment might result in threats to self. Justice Souter rejected the argument that the later inclusion only of threats to others in the ADA indicated that Congress had made a "deliberate omission of the Rehabilitation Act regulation's tandem term of threat-to-self, with intent to exclude it." Agencies other than the EEOC had interpreted the Rehabilitation Act, he observed, and had not included threats to self, with the result that there was no "clear, standard pairing of threats to self and others." Consequently, any argument as to Congress's intent had to fail.

Finally, Justice Souter reasoned that there was no stopping point to the argument that a negative implication was intended by Congress as to whose safety should be considered when Congress specified threats to others but not to self. "[C]ould it possibly have meant that an employer could not defend a refusal to hire when a worker's disability would threaten others outside the workplace? If Typhoid Mary had come under the ADA, would a meat packer have been defenseless if Mary had sued after being turned away?"⁴

The legislative history and prior decisions decrying paternalism only were addressed briefly in a footnote. Comments in the history that "paternalistic concerns for the disabled person's own safety [should not] be used to disqualify an otherwise qualified applicant" were taken only to "express the more pointed concern that such justifications are usually pretextual." Prior decisions were "beside the point, as they, like Title VII generally, were concerned with paternalistic judgments based on the broad category of gender,

³ A well known canon of statutory interpretation is *expressio unius exclusio alterius*, "expressing one item of [an] associated group or series excludes another left unmentioned." See *United States v. Vonn*, 535 U.S. ____ (2002). Justice Souter found that the relevant phrases in the ADA did not express any established series of items.

⁴ This analogy fails to recognize that packing meat likely would not endanger Typhoid Mary, but that Mary would endanger others, both within as well as outside of the workplace.

while the EEOC has required that judgments based on the direct threat provision be made on the basis of individualized risk.”

Has the Tiger Had Its Fangs Extracted, or Does It Have Only a Bad Toothache?

The decision in *Echazabal* came as a surprise to many. Mario Echazabal was expected to prevail, for several reasons (most of them nonwinning positions put forward by the 9th Circuit). That self-threat was not mentioned in the statute seemed especially persuasive. The more-conservative members of the Court (especially Justice Antonin Scalia) view the Court’s role as applying rules derived from the exact words used in the statute. The legislative history seemed persuasive as well, but the same more conservative members generally are less likely to look to the legislative history of any statute: Regardless of the arguments, declarations, and compromises, it’s the final result that counts. In addition, the current Supreme Court is not notable for its willingness to defer to regulatory agencies (especially, some would say, to the EEOC). The willingness to embrace EEOC’s position exempting coverage of the ADA to persons who pose a threat to themselves seemed surprising in view of Justice O’Connor’s remarks in *Sutton*, that “No agency has been delegated the authority to interpret the term ‘disability’ in the ADA. [Although the EEOC’s regulations are not needed for a decision in this case] the Court has no occasion to consider what they are due, *if any*.” (Emphasis added.) Finally, the prior decisions of the Court rejecting paternalism did not seem to rely upon specific application of Title VII only to gender discrimination.

The full impact of *Echazabal* needs to be evaluated in conjunction with the two other decisions reached in the just completed term of the Court, as well as the trio of decisions announced by the Court in its 1999–2000 term. The decisions in 1999, *Albertsons v. Kirkingburg*, *Murphy v. United Parcel Service*, and *Sutton v. United Airlines*, although differing in the details, all stood for the proposition that the severity of an impairment, and therefore whether the impairment constituted a disability, needed to be evaluated looking at the degree of severity after it had been mitigated, that is, subjected to correction or treatment.⁵ In *Albertsons*, an amblyopic truck driver was found not to be disabled because he used monocular visual cues to compensate for his impairment. In *Murphy*, a mechanic with high blood pressure was found not to be disabled because he could maintain his blood pressure at normal levels with medication. And in *Sutton*, twin visually impaired female airline pilots were found not to be disabled since their vision was correctable to better than 20/200 with corrective lenses.

⁵ Note that in these cases the Court did not defer to EEOC regulations, which directed that the severity should be evaluated in its unmitigated state.

For many commentators, the more important remark in *Sutton* (although dicta) was Justice O'Connor's observation that "there may be some conceptual difficulty in defining 'major life activities' to include work." That observation perhaps forecast the later holding in *Toyota v. Williams* (2002) that even a substantial limitation in performing manual tasks (in that case, carpal tunnel syndrome), only associated with a specific job, was not enough to constitute a disability. Justice O'Connor commented that "When addressing the major life activity of performing manual tasks the central inquiry must be whether the claimant is unable to perform a variety of tasks central to most people's daily lives, not whether the claimant is unable to perform the tasks associated with her specific job." Although it is correct to state that the Court did not rule on whether working is a major life activity in either *Sutton* or *Williams*, it seems clear that only a showing that a particular job cannot be performed is insufficient for a plaintiff to prevail.

The outcome from *US Airways Inc. v. Barnett* (2002) seems mixed: In *Barnett*, the Court rejected the positions of both employer and employee. Barnett had been denied an accommodation for his back injury because US Airways had a seniority system, though not one that had been collectively bargained. In a 5-4 decision that produced five opinions, writing for the Court, Justice Breyer held that:

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

Thus, it still would be possible for an ADA plaintiff to show that "special circumstances" warranted that a seniority system be superseded, depending "on the particular facts." Experts on both sides have claimed at least a partial victory. On the one hand, if an employer has a consistently applied seniority system, the employer likely could expect to prevail. On the other hand, seniority systems do not impose a per se rule that automatically trumps a request for reasonable accommodation.

On balance, it would seem that it has become significantly more difficult for individuals to establish that they are disabled under the ADA as now interpreted by the courts. From its beginning, there has been skepticism about Congress's statement in the ADA that 43 million or more Americans had at least one mental or physical disability. Even if that estimate were true in 1990 when the ADA was passed, the definition of disability has been limited, especially by the subsequent decisions of *Sutton* and *Williams*. In addition, the courts have clarified that the impact of any impairment must be long-term or permanent, and evaluated in its mitigated state. Although some advocates for the disabled may feel that a door of opportunity is being shut, a more rea-

sonable view might be that the courts have clarified a poorly written statute, which will lead to a reduction of cases that never should have been brought, and will ultimately result in better protection for those truly intended to be covered by the ADA.

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ON THE HORIZON

Peter Bachiochi
Eastern Connecticut State University



In this issue, **Thomas Becker** will be sharing the results of an informal study he conducted of the topics that have been covered recently in the top I-O journals. The results provide a good indication of what's hot and what's not in our research domain.

A Mostly Informal Analysis of Our Marketplace of Ideas

Thomas Becker
University of Delaware

The purposes of my guest appearance in Peter's column are to inform readers of how intensely I-O topics have been studied recently and (for those looking for research ideas) to suggest how they might use this information. First, though, let me give you a little background. During grad school at Ohio State, I felt that I had a good handle on the topics of I-O. Our faculty (predominantly, **Rich Klimoski**, **Bob Billings**, and **Bob Vance**) made sure of that by requiring us to read an ungodly amount of material from the top journals. After I graduated, I focused on my key interests (mostly employee commitment) and other research projects and, for the most part, confined my reading to whatever I was working on. The result was that I knew a lot about a few things but felt out of touch with the field overall.



Now I'm on sabbatical. In anticipating this enviable condition, this past summer I decided to get back in touch with the topics of I-O. As a major part of this effort, I read the abstracts of all articles appearing in the six major journals (*AMJ*, *AMR*, *OBHDP*, *ASQ*, *JAP*, and *Personnel Psychology*) for the period 1/1/01 through 6/1/02. For my purposes, this was I-O's current marketplace of ideas. As I read the abstracts, I created categories for classifying the articles. In pigeonholing my readings, I limited myself to four categories per article. As the categories grew in number and size, I developed subcategories for many of the larger classes. Within any given category, I did not include an article in more than one subcategory. In contrast to categories, the subcategories represent smaller research streams within and, in some cases, across categories. For example, personality was studied so widely that it earned multiple subcategories under the category of individual differences and additional subcategories under the performance and motivation categories.

The result of all this was 50 categories, 14 with subcategories. In preparation for this column, I counted the number of articles in each category and subcategory. The results are reported in Table 1.

A few caveats about the process and results:

- This classification scheme is entirely mine, based on my attempt to make sense of the myriad topics about which I was reading. You may have created a different typology.
- I chose the above decision rules (e.g., number of categories in which an article can be put) based in part on time concerns. I wanted to finish the project over the summer and have time to work on other things. Different decision rules would likely produce different results, as would classifying the articles based on reading whole articles or on an electronic search.
- In several cases, I identified a category rather late in the process and may have failed to classify some articles accordingly. I don't believe this happened often, but in the table I've put an asterisk next to such categories.
- Some topics (e.g. individual differences) were widely distributed across journals, while others (e.g., decision making) were more narrowly published (e.g., in OBHDP). So, frequency of publication (e.g., in one journal) may not correspond to likelihood of publication (e.g., based on a greater number of potential outlets).

So, what's hot in the field? Well, this depends on what we mean by "hot." If a hot topic is one that reflects lots of recent publications, then Table 1 rank orders topics from hottest to coldest. (Note that due to ties, the 50 categories comprise 31 "places.") The table suggests that individual differences, performance, decision making, teams, and motivation are scorching (as they probably have been for years). The subcategories provide a bit more information: affect and core self-evaluations are especially hot individual differences; the personality-performance link is burning; team process and performance are off the dial; and the roles of attributions, empowerment, goals, and personality in motivation are still warm. I was interested to note some convergence of the findings in Table 1 with the results of Peter's informal survey reported in the April 2002 *TIP*. Among the hot topics he identified were statistical tools (included in my table as a subcategory of 11th-placed "research issues and methods"), employee well-being (10th in the table), new recruitment and selection methods (6th in the table), and affect (under 1st place "individual differences").

On the ice-cold side, at the very bottom of Table 1 is research on contingent workers, downsizing, drugs, job analysis, socialization, and theft, with one associated pub each. And there are two handfuls of topics with only 2-4 pubs each.

Table 1.

Frequencies of Publication in the Top Six Journals for 50 I-O Topics During the Period of 1/1/01 to 6/1/02

Topic/Subtopic	Frequency
1. Individual Differences	81
A. Big Five	7
B. Cognitive ability	4
C. Core self-evaluations	9
D. Positive and negative affectivity and affect	12
E. Self-monitoring	5
F. Miscellaneous	44
2. Performance (individual)	68
A. Overall performance	11
B. Contextual performance/OCBs	9
C. Commitment and other attitudes	7
D. Fairness	8
E. Measurement issues	9
F. Personality	17
G. Miscellaneous	7
3. Decision Making	65
4. Group/Team Phenomena	52
A. Team processes	26
B. Team performance	17
C. Top management teams	2
D. Miscellaneous	7
5. Motivation	46
A. Attributions	6
B. Empowerment	7
C. Feedback and appraisal	6
D. Goals	7
E. Money	2
F. Personality	7
G. Miscellaneous	11
6. Recruitment and Selection	38
A. Assessment centers	4
B. Cognitive ability and other ability tests	5
C. Fit	2
D. Interviews	6
E. Race issues	6

Table 1. (continued)

Topic/Subtopic	Frequency
F. Recruitment and job search	6
G. Validation and testing issues	4
H. Miscellaneous	5
7. Competitive Advantage (organizational performance)	37
A. Knowledge, experience, and motivation	8
B. CEO and top management issues	6
C. OD and employee issues	9
D. Miscellaneous	14
7. Diversity	37
A. Disability	4
B. Race/ethnicity	7
C. Sex and sexual harassment	16
D. Miscellaneous	10
8. Organizational Change	36
9. Commitment/Identification	35
A. Employee commitment	23
B. Goal commitment	1
C. Identification	6
D. Escalation of commitment	4
E. Miscellaneous	1
10. Satisfaction and Well-Being	34
11. Research Issues and Methods	33
A. Academic-practitioner interface	6
B. Measurement issues	6
C. Statistical techniques	10
D. The role of time in research	9
E. Theory development	2
12. Leadership	32
A. Leader attributes	7
B. Leader effects	8
C. Leader-member exchange	2
D. Effects on leaders	2
E. Miscellaneous	13
13. Cross-Cultural Issues	30
A. Culture as moderator	11
B. Multinationals and international joint ventures	10

Table 1. (continued)

Topic/Subtopic	Frequency
C. Non-U.S. samples	4
D. Miscellaneous	5
14. Conflict and Cooperation	29
A. Aggression	3
B. Collaboration	3
C. Interpersonal conflict	9
D. Negotiation	7
E. Role conflict	3
F. Miscellaneous	4
14. Fairness/Justice	29
A. Antecedents	7
B. Consequences	9
C. Miscellaneous	13
15. Power and Politics	22
16. Strategy & Organizational Theory	21
16. Turnover	21
A. Antecedents	9
B. Consequences	3
C. Correlates	4
D. Miscellaneous	5
17. Technology	20
18. Compensation	17
18. Training and Development	17
19. Legal Issues	14
20. Organizational Design (structure)	13
21. Culture and Climate	11
22. Stress	10
23. Entrepreneurship	9
23. Job Design	9
24. Communication	8
24. Creativity*	8
24. Networks	8
25. Absenteeism, and Tardiness	7

Table 1. (continued)

Topic/Subtopic	Frequency
25. Promotion	7
26. Ethics/Morality	6
27. Work-Family Issues	5
28. Career Issues	4
28. Perceived Organizational Support	4
28. Environment (organizational)	4
29. Impression Management	3
29. Social Capital*	3
29. Trust*	3
29. Unionization and Collective Bargaining	3
30. Accidents	2
30. Mergers and Acquisitions	2
31. Contingent Workers	1
31. Downsizing	1
31. Drugs	1
31. Job Analysis	1
31. Socialization	1
31. Theft	1

Note. Frequencies are based upon my manual classification resulting from reading all abstracts in the *Academy of Management Journal*, *Academy of Management Review*, *Administrative Science Quarterly*, *Organizational Behavior and Human Performance*, *Journal of Applied Psychology*, and *Personnel Psychology*. Bolded frequencies are the numbers of articles per category, and nonbolded frequencies are the numbers per subcategory. Asterisks next to a category indicate that I identified that category late in my analysis and, hence, am less certain that all relevant articles are included in the corresponding frequency.

For readers who are not looking for research topics, that's the end of the story. I would simply add that if you're ever feeling out of touch with the field, you might consider doing a similar summer read-and-classify project. However, primarily for my junior colleagues who may be trying to decide what to study next, I'd like to make a few comments. (See Campbell, Daft, & Hulin, 1982, for more on this issue.) First, if you love one or more of the hot topics or already have something promising going, then by all means carry on. If not, consider focusing on a more underresearched topic. Some

of these topics may be cold because they were heavily studied in the past and we know a good deal about them. For other topics (e.g., socialization, theft, drugs), reasons for the lack of attention are unclear; certainly it's not because we know all about them or they are unimportant. Perhaps it is difficult to access or collect data on some of these topics. For instance, socialization research typically requires that a large number of organizational newcomers be studied longitudinally. In our publish-or-perish world, the length of time necessary to do this research well can be a liability. As other examples, accurate information on theft may be hard to come by and data on drug use may be deemed highly sensitive by management. At any rate, if you can overcome these difficulties you may be able to make a name for yourself by doing high-quality work in one of these areas.

Second, there are probably some up-and-coming topics whose frequencies don't reflect their status. These include trust, social capital, networks, and perceived organizational support. I don't recommend that you chase research fads, so read some of this work and decide for yourself whether it is a fad or if it's a rapidly emerging topic with substance. If it's the latter and you can get in on the ground floor, then you could become "Dr. Contingent Worker" (or whatever) just in time for tenure!

In keeping with Hot Topic #1, the preferred style of choosing a research direction may depend upon one's personality. For instance, based upon a nonvalidated and nonmutually exclusive trilogy of traits:

For the risk-averse: You might try the *follow the herd* approach by doing research on one of the hot topics in the table. A variation is the *follow their lead* approach where you wait until someone asks you to do research and then you do it on the topic they want. Of course, neither of these strategies is risk free; in fact, I believe being risk-averse can in general be quite risky.

For the daring: You might try *random selection* (e.g., close your eyes and point to any old category in Table 1) or the *importation method*, where you create a new category or subcategory by bringing in theory or research from an area way outside I-O. I'd recommend the first only in cases of desperation or experimentation. The second is probably a post-tenure strategy.

For the rational: You've probably already figured this out, but you might try choosing a topic based on *your personal interests and values*, using the table to help you choose among these. Or, within the context of your interests and values, you could use the table to help identify gaps of knowledge within the areas in which you're interested.

One question I have not addressed is the following: Are we studying what we ought to be studying? Well, that's for each of us to decide for him- or herself. Many I-O psychologists contribute to both the supply (as journal authors) and demand (as readers, reviewers, editors) sides of the equation, and our intellectual market reflects our values accordingly. I will say that it would be great to have more input from our practitioner colleagues regarding

what topics are of most significance for them and their employers. This could then be factored into the demand component to ensure that research fads and trends aren't overwhelming our marketplace of ideas.

Have an enjoyable and productive fall! And if you have any comments on this column you can e-mail me at beckert@be.udel.edu

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What is Your Orientation—*I* or *O*?: A Perspective from the Middle (of America)

Bob Grace
Grace & Associates

Vicki Staebler Tardino
Saint Louis University¹

Having read **Paul Muchinsky's** July 2002 article "What is Your Orientation: Are You an *I* or an *O*?" with much amusement and some distress—distress similar to that felt when your parents argue in public—we were intrigued by the assertions that it contained. Namely, we tend to pick teams (the "*I*'s" and "*O*'s") and each team has an even distribution of players. Living here in the middle of the country, St. Louis, we are certainly familiar with the *I* versus *O* divide. The two PhD programs in our own backyard mirror this separation; one program is traditionally *I* and the other is almost exclusively *O*. The local master's program appears to strike a balance between the two and perhaps serves as the professional glue. Given these different lenses, conflict and competition are not strangers here. But the belief that as a field we are bimodally distributed in our orientations just didn't seem to match our own experiences. So we did the only thing we could do: looked for archival data.

As active members of our local collective of *I*'s and *O*'s, Gateway Industrial/Organizational Psychologists, this I-O identity issue piqued our curiosity more than a little. In 1999, we decided to find out how people described themselves on this dimension. A question on our membership survey asked respondents to identify their orientation along a 5-point scale of *I* and *O*. While some of the 37 professional members were purists, aligning with the extreme *I*'s (3%) and *O*'s (28%), the majority placed themselves somewhere in between. And considering the views of 20 graduate student members hardly changed the picture—4% *I*'s and 29% *O*'s.

We conducted another membership survey early this year, and this time we asked members to categorize themselves as either *I*, *O*, *balanced between I-O*, or *something else*. Of the 57 professionals responding, most (60%) labeled themselves as balanced between *I* and *O*. More than twice as many—26% versus 12%—labeled themselves as purely *O* rather than purely *I*. Looking at the 24 student members we saw a similar proportion in the balanced category (54%), a larger proportion labeling themselves as *O* (42%), and very few labeling themselves as *I* (4%). If this meeting in the center is the case throughout the field, shouldn't we have more harmony and peace? What do these surveys tell us? Perhaps we have an enclave of centrists in St.

¹We thank **Ed Sabin** of Saint Louis University for his helpful comments. Please send your thoughts to bob@grace-associates.com and tardino@slu.edu.

Louis, or maybe we are inclined to impression management and the perception of harmony. Or maybe it's self-selection bias within our organization. More questions than answers, so we looked for more data.

The 2000 SIOP Salary Survey presented us with a different perspective. When asked about their primary work area, PhD's placed themselves 58% and 37%, respectively, in the *I* and *O* categories. Of course this is comparing apples and oranges with regard to questions. For one thing, categories of work performed don't lend themselves to impression management. Again no firm answers, but there are other telling clues revealed in the survey. When we sorted work areas into *I* or *O* buckets something became very apparent: There are many more opportunities to label yourself an *I* compared to an *O*. Coincidence? The *I* categories outnumbered the *O* by 7 to 2, with three categories not fitting neatly in either group. (We're just not sure what to do with the human factors folks). The *I* categories of job analysis, selection, and individual assessment each have their own home, where organizational design, development, and change are forced to share.

So what have we learned about picking teams and being evenly split between *I* and *O*? Well the even split doesn't appear to hold up. At the national level the *I*'s have it. As for picking teams, it seems at the national level we maintain a dichotomy of either *I* or *O*. On a local scale, where we have more opportunities to get to know each other, the gulf seems to diminish. Could this result from interacting and working together? Or maybe it's due to the way the question was asked? At the national level the question was about work. At the local level the question was about our views of self. When we think about ourselves, perhaps we like to think we are closer to the middle. Perhaps we see ourselves as more open-minded, more open to the possibility of coexistence and cross-pollination of *I*'s and *O*'s, or maybe we've kept our eyes on the super-ordinate goal of stewarding research and practice of I-O psychology.

With I-O it's not an either/or proposition; rather, it's clear to us that the future of our discipline will depend on both. With this approach perhaps we can stop saying "You got your peanut butter on my chocolate!" and "You got your chocolate in my peanut butter!" and begin to "double our pleasure and double our fun."²

²In case the attempt at humor was lost, our references are to Reese's Peanut Butter Cups and Wrigley's Doublemint Gum.



THE HIGH SOCIETY

No Numbers

Paul M. Muchinsky*

The University of North Carolina at Greensboro

I don't know about you, but I'm getting numbered out. Our profession has this seemingly insatiable appetite for exclusively advancing knowledge through the presentation of numbers. Lots of numbers. The other day I grabbed two volumes as I settled back into my chair. One was the latest issue of a leading journal in our field, the other was my local telephone book. I could scarcely tell them apart. The telephone book had some yellow and blue pages. Since the inception of our discipline, we have developed a three-step system for creating knowledge. First, we think of a concept. Second, we measure it. Third, we correlate those numbers with numbers from the measurement of some other concept. Over the years what we have done is to think of new concepts, find new ways to assign numbers to those concepts, and find new ways to analyze the numbers. It is time for what they call a paradigm shift. And I mean a big one. We need a watershed event to herald the new social order. I have selected the SIOP conference in 2004 to be held in Chicago. At this conference there will be an absolute and total prohibition on numbers in any form, written or spoken. We will force ourselves to advance our discipline without any reference to numbers. And I mean it. The page numbers of the conference program will be printed in words. Page "32," for example, will be page "thirty-two." A session will not be presented at "1:30," but rather "one-thirty o'clock," printed just like one of those fancy wedding invitations. If people want to know your hotel room number, don't tell them. It's none of their business anyway.

Now for the program. We will present the sum and substance of I-O psychology through forms of expression civilization has developed, all devoid of numbers. Here are some examples.

We could have a session on stress presented by a juggler. The juggler would have long thin sticks on top of which are spinning plates. A lot of them. Just as the juggler starts spinning the last plate, the first one is about to fall. The juggler would run from stick to stick, keeping the plates from falling. Relentlessly. What a powerful image to convey the concept of stress.

The concept of work affect could be presented by an instrumental musical recital. The dulcet tones of the woodwinds and strings could represent job

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

satisfaction, while job dissatisfaction could be represented by the harsher sounds of brass and percussion.

How about a mime doing a presentation on career advancement? Do you know the classic bit where the mime walks into a glass wall and seemingly can't find the end of it? Well, just flip this pane horizontally, and you have the proverbial glass ceiling. Imagine what a good mime could do with this image.

I say we go with sculpture to convey poor person/job congruence. We have a thick metal plate, like a manhole cover, with a round hole in the middle. Pounded into the round hole is a square piece of wood. Soft wood, like pine or balsa. There would be a lot of splinters where the square peg was pounded into the round hole. The top of the abused peg will have been flattened from unmerciful pounding, forcing the fit. Get the picture?

Teamwork would be conveyed by a barbershop quartet. Each person in the quartet would first sing solo, and it wouldn't sound too good. Then a duet, then a trio, and finally a blending of all four voices. They would make beautiful music together.

Speaking of singing, how about a presentation on Type II error. The thesis of the presentation is that Type II error is overwhelmingly underestimated in our field. It causes us not to see things that are actually there. It is the author's contention the prevalence of Type I error is totally subservient to Type II error. The mode for this presentation would be a rap song. The title of the song would be "Master Beta Error." I bet some uptight member of the Program Committee would vote to censor it.

How about a session on work-family conflict? I'm thinking of an interpretative dance routine. The dancers would be wearing one of two different colored outfits, like red or green. Each dancer would have one of those long 20-foot streamers that gets whipped around their head in a circular motion. When work and family are properly balanced, the two sets of dancers interact harmoniously, like in one of those Busby Berkeley musical extravaganzas of the 1930s. But when they clash, the dancers and their streamers get all tangled up with each other.

To convey the concept of differing predictive accuracy, I'll go with sequential visual images. First a finger painting to convey low clarity. Then a water color painting, then an oil painting, and finally the highest level of clarity would be portrayed by a photograph. This would be a low-budget session.

In case you might be thinking SIOP would be renting the services of professional performers to put on these exhibits and presentations, guess again. Our own members, us, would be doing all of this stuff. I say if we can learn how to correlate, we can learn how to juggle, dance, sculpt, sing, or paint. Think of the new assessment skills the Program Committee would develop in evaluating submissions.

You think I can't walk the talk? Try this on for size. The topic is diversity, the mode of presentation is poetry.

"Diversity"
by Paul Muchinsky

I think that I shall never see
A concept like diversity
A blend of brown and white and black
Should not cause us such grief and flak
Working together young and old
Opens our hearts and stems the cold
The Greeks and Poles knew where they stood
But were friends in my neighborhood
Can we mix both woman and man?
If we try, I know we can
Poems are made by fools like me
This won't get into *J.A.P.*

Speaking of premier journals, many of you probably think they are too constipated to ever publish poetry as a means of expression. Wrong. Go to your library and look up *Personnel Psychology*. That's right, *Personnel Psychology*. The year was 1975. The journal actually published a four-page poem.¹ Granted it was published at the end of the issue following all the empirical articles. I bet the editor took some serious heat for devoting precious journal space to this means of expression. How many times have you read this citation?

Mayer, S. E., & Jorgenson, D. O. (1975). The song of a consultant. *Personnel Psychology*, 28, 389–392.

I say if we've done it once, we can do it again. If we publish enough poems, someone could meta-analyze the number of beats per line in I-O poetry.

I am all too familiar with the quantitative types in our discipline. Not only do they dominate how we think and what we do, they are downright sneaky people. I wouldn't put it past them to find a way to circumvent the prohibition on numbers at SIOP 2004. And they would be real clever about it. For example, under the guise of presenting an oral history on dysfunctional means of stress reduction, one of these crafty people would say something like this: "Too bad he won a prize for gluttony after he ate the whole pie." That sentence may sound innocent enough, but it actually contains the numbers 2, 1, 4, 8, and 3.14 (pi). We must remain steadfast in our resolve for a paradigm shift. The Numbers Police must always be watching and listening.

SIOP Two Thousand and Four. No numbers. Pass it on.

¹I'm not a conspiracy theorist, but it's tempting. The existence of this publication has been expunged from electronic databases. I retrieved it from a manual search of the journal in my library. Fortunately, I still have a good memory and I knew where to look.

TIP-TOPICS

TIP-TOPics for Students

Eyal Grauer
Bowling Green State University

Marcus Butts and Nancy Yanchus
University of Georgia



Traversing our way through the I-O galaxy, we return ready to report our findings. In this issue, we focus on two areas. In **Scientists AND Practitioners**, we present various perspectives on the perennially hot topic of organizational data—how can we get access to it? In **Path to Glory**, we offer some stress-relief suggestions. We would like to remind everyone about the IOOB conference taking place March 7–9, 2003. The IOOB conference is a student-run conference where grads get a chance to meet and network with fellow graduate students from around the country. Next year's host is the University of Akron—check out www.ioob.org, and the ad in this issue of *TIP*. Submissions are due January 8.



Scientists AND Practitioners

Collecting data is one of the quintessential components of the I-O psychologist realm. As a graduate student, data from an undergraduate population is very accessible, but not necessarily good for all kinds of research (e.g., research on turnover). What is more difficult is obtaining information from existing companies. This organizational data is a common ground for both Scientists AND Practitioners because practitioners have access to organizational data but may not have the desire/time to publish it, and scientists are often dying to get “real world data” to analyze. Striving towards the scientist-practitioner model espoused by SIOP and graduate schools alike, interacting with organizations gives graduate students practice in interpersonal interactions and the chance to communicate our goals. These interactions can also allow us to acquire invaluable data.

In an effort to conduct meaningful thesis and dissertation research, Wayne State University students **Cara Bauer** and **Jacqueline Trayser**, along with their advisor **Marcus Dickson**, investigated the question, “How do students get access to organizations to collect data?” They hosted a panel discussion at the 2001 SIOP Conference entitled “Collecting Organizational Data as a Student: Academic and Practitioner Perspectives.” The panel members for the SIOP session included **Bernard Bedon**, Bristol-Myers Squibb Company; **Tomas Giberson**, Wayne State University alumnus (currently with Oakland

University); **Marilyn Gowing**, ASI/AON Consulting; **Greg Oldham**, University of Illinois at Urbana-Champaign; **David Oliver**, Frito-Lay; and **Neal Schmitt**, Michigan State University. This section of **TIP-TOPics for Students** provides portions from that meeting which we think will be useful to graduate students everywhere. Furthermore, one of the panel members (Tom Giberson), who recently received his PhD from Wayne State, got 32 of 50 CEOs to personally participate in his dissertation research (which is an amazing response rate both for dissertation research and for this particular population). We asked him to describe the strategies he used in gaining entry to these organizations and making his data collection a success. His suggestions and ideas follow the panel discussion excerpts.

Lastly, we'd like to thank Marcus, Jackie, and Cara for their hard work and insight. If you would like a more detailed version of their panel discussion or have any additional questions, contact Cara Bauer at carab20@aol.com.

Collecting Organizational Data: Academic and Practitioner Perspectives

How should one go about approaching a company for organizational data? For example, who should one contact initially and how should they sell their idea to the company?

Marilyn Gowing (MG): I think the key is relationships—who do you know? Internships are a wonderful opportunity to get to a key decision-maker in the organization.

David Oliver (DO): SIOP contacts in the organization are a good start, especially if your faculty members have contacts there too.

Greg Oldham (GO): I have used a couple of other contacts—students who have been involved in our Executive MBA programs and former master's students and MBAs from our regular programs.

Bernard Bedon (BB): In addition to going through alumni or internships, if you are not lucky enough to have a contact person that you know, a good way is to look at titles within an organization. Approach someone who has responsibility for recruitment and retention, and then you know they are going to have access to people data.

Neal Schmitt (NS): Everyone is focused on relationships and I would second that. I don't think that you can cold call and get a positive response very often. But there is another set of people that you might consider contacting or cultivating for these purposes. Most of us are located in fairly large urban areas where there is a local I-O association. Go to those meetings, and get to know the people. Most of these people have an HR or similar function in their organization, and they are the people who are going to open the doors if you are going to get them open.

Tom Giberson (TG): The first step is figuring out what is in it for the organization. A lot of times, it is the president or CEO of the organization

who “feels the need” that you can help resolve, perhaps by collecting some information for them.

(DO): But also keep in mind that there are groups within the organization that have responsibility for the types of work you’re doing. So, if you are going in to do some research in selection, for example, and you talk to the CEO—that person might champion the idea but might not be aware of the details of the selection research underway at the company.

(MG): Also, you should know about the business that you are entering into. Do your homework. Go on the Web, learn all you can about their strategic plan, the issues that they are confronting, and then when you are preparing a proposal, distill it down to a page-and-a-half, maximum. I was given advice early in my career to try and write for a lay audience—I explain my research as if I were explaining it to someone with no I-O experience, and that really does make all the difference in the world. Again, you always have to focus in on the benefits to the organization.

(TG): The thing that I realized very early in trying to engage an organization into my research is that I was in a sales mode. I was trying to help them understand what the benefits were and what’s in it for them. It didn’t cost them anything, but they had to release people to complete surveys and do a couple of interviews and that takes time—that’s a resource—that’s a cost to the organization. So, you need to figure out, “How can I produce something of value for them?”

(DO): I-O people within the organization really do support the research in the community and really do want to see people get their degrees and keep fostering that. One thing that I have noticed is that internally, we have a very hard time even getting time to do our own research. We don’t have a lot of options in terms of getting data collected. So keep that in mind when you come in—you want to do something that is efficient.

What are the roadblocks or obstacles that you have experienced or witnessed during this initial step? Were they overcome and if so, how?

(GO): I have experienced quite a few obstacles over the years. One of the biggest has been the commitment to the project of the management team at the site where the research was going to be conducted. In one case, a corporate VP was very enthusiastic about a research project and informed the managers of a work unit that they and their employees would be participating in the research. The managers of this unit were considerably less enthusiastic about the research, and the project was stalled for months while we negotiated with these individuals. I think the solution here is to involve all the relevant managers in discussions about the research—and to do that early on in the process.

(TG): Building on that, you should have someone inside be the manager, so to speak, of your project. You have to remember that you are an outsider, and you don’t know the culture, you don’t know the norms of behav-

ior, what it takes to get someone to follow through with something. I think that that is absolutely key—you need to have a person inside who will be your point person and who will champion your project.

(BB): I take a little bit of a different slant because I am on the organization's side. You have to remember that we're going to hold you responsible as a co-project manager, but on my side, this is one of 100 different things that are going on so the flexibility needs to come from your side. There is going to be a different time frame than you are used to, and it is not because we are putting things off—it is just that there are a million things going on in the meantime. Be prepared for setbacks, and plan a worst-case scenario—for example, what if this site loses funding and they drop out? Know the industry well enough to be able to plan for these things.

Given the importance of developing relationships, how can graduate students make contact with CEOs or presidents and foster those kind of relationships in a graduate school time frame?

(NS): I hate to be pessimistic, but I don't think it is possible. If you are being held responsible by your graduate program to be finished with your master's thesis in 2 years, then it is very difficult to make these contacts and get these organizations to cooperate in any extensive data collection. That is why I think that for a lot of master's and doctorate research, if you are going to do any organizational research, you probably have to tack on to an existing project or at least an existing relationship that someone in your academic program has fostered over several years.

(TG): One thing that you have to consider when you put together your strategy for how you are going to get into an organization is, "Do I need one organization or do I need many?" I think that it can be done—I agree with many of the comments that it is very difficult, but I think it comes down to how you match up with what organizations need, whether it is one organization or many. Be strategic about your personal and professional network and put together that compelling case as to why you should have access to this critical resource.

What are the one or two main things that one can do to make sure that a project does not get derailed?

(MG): I would say that if you narrow the scope of the project, you will have a better chance. Don't try to be too grandiose. I would try to focus that research question, and get it in a controlled situation if you really want to be successful.

(DO): Early on, focus on several different organizations. If you talk to multiple organizations and find out what their needs are, it may turn out that one opportunity opens up for you and not the other—one of them hopefully will play out for you.

(NS): I want to underscore one thing. I sort of avoided saying it, but we actually don't encourage our students to do field research, particularly for their dissertation or their thesis. They do applied projects with faculty at

Michigan State very frequently, but when push comes to shove, you need that dissertation done at the end of your 4th or 5th year. I think it is bad advice to tell a student to start finding an organization to collect data.

(TG): What I hear in your question is that, as a student, there is a certain amount of risk involved in betting your future degree on an organization. But both my master's and doctorate were based on using real organizations. It ultimately comes back down to how hard you are going to work. In both cases, I parallel-processed in the sense that as I did my literature review and fine-tuned my hypotheses, I also went out and began attempting to recruit organizations and build that contract or agreement. That way, by the time I got to the point of proposing my research, I already had commitment from over 30 organizations. I have done it twice and it is possible, but it is a lot of work. It's also fun to be out there with people in real situations, helping them solve real problems.

Getting Organizations to Participate in YOUR Research

Tomas R. Giberson

I recently completed my doctoral dissertation at Wayne State University based on data from multiple organizations and wanted to share ideas that could help you do the same. First, some statistics: I spoke with 53 CEOs/Presidents; 33 committed to participate in my research (62%), and 32 followed through by completing four survey/assessments. A total of 544 surveys went out to these 33 organizations, and 499 came back (92%). The entire process from initiation to defense took about 20 months. While getting organizations involved in your project can be daunting, putting together research relevant to the "real world" of work can be highly rewarding.

As the dissertation progressed, I came to think of my efforts in three broad phases: "selling" my ideas to others, managing the collection of data, and ensuring adequate closure for participating organizations. This leads to the definition of a robust, generic process that can help you build a solid project plan for gaining entry into organizations (open), working with them through the data collection process (focus), and providing feedback or another appropriate conclusion to the project (close). Each phase is completed through six basic steps that help you to open (initiate & understand), focus (value & evaluate) and close (agree & commit) the phase, prepared to move in partnership with your participants to the next phase (Bell, 2001).

Throughout the remainder of this short piece, I'll describe a way to utilize the open, focus, close model to build your project plan, as well as the types of skills required by phase to ensure your success. As you review each phase and step, consider how the general descriptions could be applied to your specific research project. Two factors must be mentioned that are critical to your success. First, enter into the organization at the highest possible level (you'd be surprised how supportive top leaders can be of your project, assuming the second factor is established). Second, take into account your own mindset:

Are you meekly asking organizations to participate as a favor, or have you translated your work into something relevant and valuable for the participants/organizations? The latter is commonly referred to as “WIIFM” (What’s In It For Me?), and is clearly the way you’ll want to frame your pitch to organizations. There is no doubt that the perceived value of the final deliverable promised to my participants (i.e., a customized report with implications for action) contributed significantly to my participant’s acceptance and follow-through with the study.

Phase I: OPEN—Building Interest and Gaining Commitment to Participate

During the open phase, you must identify the type of organization(s) you need to participate, build interest in your research, and secure commitment from those organization(s). Brief explanations below should provide you with ideas regarding how to apply them to your project. Key skills in this phase include persuasion, time management, presentation, and project management.

1. Initiate—based on your selection criteria, initiate contact with organization leaders through your network, phone calls, and so forth. Are there associations (industry-specific or broad) that you can contact?

2. Understand—communicate in clear, layperson terms what you’re interested in doing, and why it is important to your field and for the organization.

3. Value—clarify WIIFM, both for the organization and for you.

4. Evaluate—present the cost/benefit of participation—don’t let them guess.

5. Agree—make it easy to take the next step—to participate or to request additional information (have them sign something). Describe specifically what you will do when, and get agreement regarding next steps.

6. Commit—secure their commitment via a signed document regarding your respective roles and approximate timeframes to get started.

Phase II: FOCUS—Managing the Data Collection Process

Phase II assumes that you’ve secured commitment from one or many organizations and that you’ve started with the top of the organization (e.g., upper management approved). At this point, you likely have other people to persuade to participate via focus groups, interviews, survey/assessments, and so forth. Throughout this phase, you are essentially managing your data collection process utilizing the same six steps as phase I, only you are now intervening (via your data collection process) in the organization. You will be most successful if you are able to put yourself in the participant’s shoes: What would you want to know in order to agree and commit to participate? Key skills for this phase are project management, written/oral communication, and timely follow-up.

1. Initiate—request introduction into the organization by the project sponsor (in person, through a letter you’ve drafted for them, etc.).

2. Understand—through your introduction, describe your project, and disclose what participation means and the likely implications.
3. Value—clarify what's in it for the organization, the participant(s), and you.
4. Evaluate—support their decision to participate through simple cost/benefit statements.
5. Agree—obtain agreement to participate in the study by making it as easy and safe as possible.
6. Commit—collect your data, ensuring a balance between sound quasi-experimental design and the realities of work and what is required of participants.

Phase III: CLOSE—Closing the Project

This phase addresses closing the research project from the organization's perspective; this does not necessarily mean finishing your analyses and write-up. Sound scientist-practitioner principles suggest that you've "opened" something with the organization via data collection, and you must now provide some sort of closure. Closure could be feedback to the organization, such as a report on your findings with suggestions on what to do next, training, and so forth. How you help organization(s) to closure will depend on your project; just ensure that you do help close the project. Action-research (e.g., Grundy, 1982) philosophy and practices provide effective models for working through the feedback process. Key skills for this phase are communication, presentation, listening, facilitation, and project management.

1. Initiate—remind the organization what they did and why they did it.
2. Understand—debrief meaningful information in a useful way.
3. Value—ensure the organizations know what to do with the feedback—value comes from the utility of the feedback.
4. Evaluate—confirm that what they received matches what they expected.
5. Agree—agree to any next steps required to close the project.
6. Commit—leave the door open if possible—keep in touch to see how the organization has used the information; you may be asking the organizations to participate in a follow-up study in the future, and they are part of your network now—keep it alive!

What I've attempted to do is provide a simple model and some tips that you can use to build a project plan specifically designed to get organizations engaged and successfully follow through. I do hope it at least gives you some ideas about what will work for you and that it encourages you to get out of the lab and into the "real world" of work. Now get started by defining WIIFM for your participants!

Path to Glory

With the fall semester underway, there is obviously an increased level of stress among graduate students. New students are getting accustomed to their environments, and older students are feeling the pressure that comes with more responsibilities and less time. Thus, we wanted to provide a few stress-reducing TIPS to help you during your semester and throughout the rest of your time in graduate school. Relax, and enjoy.

1. Avoid procrastinating. This is easier said than done, but it is advice well worth following. The longer you put off a project or assignment, the less time you have to do it, and chances are you will have to finish it when many other things are simultaneously due at midterm or the end of the semester. Some of the calmest people we know begin by at least thinking about their papers or projects soon after the semester starts and doing some of the leg-work ahead of time. Individuals with the best-laid plans adhere to a well-paced strategy allowing them to work on and finish the assignment at their convenience, rather than during a high-pressure point in the semester. And even if an assignment is finished last-minute, doing term papers or projects (or even reading articles) in multiple, smaller chunks yields better quality work.

2. Exercise, exercise, and more exercise. No, we're not your physicians telling you to get in better shape! But what we have learned through our experience in graduate school thus far is that exercising is one of the best ways to reduce stress. You need not be athletic to heed this advice—just do what's best for you. This might consist of a fast-paced, 20-minute walk around your apartment complex, a refreshing swim, or a run. The most important thing is that you get those endorphins up and running so that you feel more relaxed while you work.

3. Make time for yourself. Consider this familiar scenario: You've just spent the day at school working on various projects and assignments, meeting with professors, and interacting with your peers. You come home, grab a microwave dinner, and continue working into the night...maybe reading some articles that are due in class the next day. Whew! Take a break! Literally! Before hitting the sack, take at least half an hour to a full hour of time, just for you, to relax from what has most likely been a hectic day. Maybe read for fun, watch some old re-runs on TV, have a beer with your roommates, give yourself a manicure and/or pedicure, take a bubble bath, or play your favorite computer game. This mental downtime really helps put closure on the day so that you can start the next one refreshed and ready to go.

4. Take a deep breath (or three). Mastery of Zen is not necessary—deep breathing is a quick way to reduce stress and can be done at almost any time, whether it's before taking a difficult exam, while at the computer desperately finishing a paper (Tip: see #1 above), or during those nerve-wracking comprehensive examinations. You can even take this one step farther and consider learning and practicing meditation. This activity helps reduce stress while simultaneously providing you with more control over your daily

thoughts, feelings, and actions by increasing your mindfulness. Self-hypnosis involves very similar techniques—the important thing is to slow down, and concentrate on yourself and your breathing.

5. One step at a time. That's right. Or, as some might put it, baby steps. Let's take a minute and look at your weekly planner. Wow—that thing's full! Calm down and look at it this way: I can do this if I just focus on one day, one thing, one step at a time. Thinking of and organizing what you need to accomplish in small, manageable segments, and then focusing on each segment one at a time will reduce stress and keep you from being overwhelmed by the big picture of your day or week. By using TIPS #1 and #5 together, you can set up long-term goals and follow through by making shorter, more attainable goals. Ah, Locke and Latham would be proud!

6. Out on the town. Grab those dancing shoes, because it is time to get out of the apartment and into the city! (Or wherever it is that will get you away from your graduate life for at least one afternoon or evening a week.) Even if it's when you're preparing for comps. Meet friends and go to clubs, get coffee or drinks, go fishing, walk in a park, go to movies, get some ice cream, or just go for a drive. Do anything but get out!

7. Va-ca-tion (n.): A period of time devoted to pleasure, rest, or relaxation. Our final tip? Take your vacations. This means that when fall break, winter break, and spring break roll around, take some or all of the days off. You think we're being overly obvious when we say this, but honestly, many graduate students fail to take time off and wind up being more pressed and stressed because of it. Or, they take work with them on vacation, making it hard or impossible to relax. We all work hard, and we all need a rejuvenating break, so we'll put this very simply: Take one!

Seeking Graduate Student Columnists: Do you enjoy **TIP-TOPics**? Have you ever thought about contributing to SIOP and to the professional development of your fellow students? Eyal, Marcus, and Nancy will soon be handing over the **TIP-TOPics** column to a new group of writers. Check out the January 2003 issue of *TIP* for details and start getting those column ideas together.

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Information Technology and Global I-O Psychology: International Online Forums

Santiago Demtschenko
Deutsche Bank

Robert G. Jones
Southwest Missouri State University

In a recent issue of *TIP*, Griffin and Kabanoff (2002) identified several barriers to international collaboration and some excellent ideas for overcoming these. We read this with great interest, as we had embarked on a quest to find out what people were doing online to span the barriers of time and distance. Before the eruption of New Information Technologies (NIT) the distances between I-O practitioners, scientists, and students around the world were more real. For many years, cross-cultural exchanges were either too expensive or too slow and in some cases simply not possible at all. For many people internationally, it was not easy to attend I-O meetings and congresses or to have access to relevant information; therefore, global exchange was rare.

Certainly, NIT has had a positive impact on the development of our science and profession all over the world. In the past, the ability of I-O psychologists to investigate, compare, and share knowledge and experiences within nations and regions has benefited us, both through learning from each other, and also, perhaps, from the more homogeneous growth of our field. Now, however, we can communicate and cooperate more readily with colleagues and organizations from other countries and regions. Awareness of the global I-O community can show us similarities and differences in the issues we face and the range of possible solutions available. Expanding the use of NIT to support new channels for cross-cultural interchanges seems like a valuable next step.

Obviously, there are many ways to make this happen. A starting point is to ask the question of how NIT has been used in I-O to this point. This is certainly a broad topic, but the intention here is to open the topic of online international forums for discussion. In general terms, we could define online forums as *accessible virtual places where I-O psychologists can meet with peers and discuss scientific and professional themes or become informed by reading the contents and following the dynamics of such dialogues*.

In order to investigate I-O online forums, we approached six North American SIOP members (**Joy Hazucha, Paul Chan, Ted Hayes, Ron Riggio, Irene Sasaki, and Peg Stockdale**) and members from Asia (**David Chan**), Europe (**Marise Born and Handan Sinangil**), and South America (**Abel Gallardo Alcay and Jaime Moreno Villegas**). We spoke to these particular people because, in most cases, they have significant international involve-

ments, either through their work or their research areas. We asked our respondents to answer the following questions:

1. Do you know about the existence of any I-O international online forums for discussion? At what level have you been involved, and what has your experience been? What are some prominent topics that have been discussed?
2. If you have never heard of I-O online forums: Would you like to participate in one? What topics would you like to discuss? Who would you suggest to organize such a forum?
3. How might such an interchange affect the development of I-O psychology globally?
4. How could I-O international online forums be promoted?
5. Do you know other similar types of online interchanges?

Responses

In response to the first, only two North American respondents were aware of international online discussion forums, while four of our international respondents were familiar with such forums. The forums used included piopnet¹, rmnet, emonet, orgcult, hrnet, delphy forums, and the Academy of Management gender and diversity in organizations division electronic mailing list. Those who knew of these forums were either active participants or had just visited the sites.

In general, forum users said that they have had good experiences with them, but that there are problems. Useful information, advice, opportunities to get to know colleagues, and developing networks were all positive consequences of being involved. Problems mentioned included different educational levels and expectations of the participants, time constraints ("I don't have time to read and respond to lengthy opinions on a daily basis"), and domination by a few contributors. Our respondents saw the forums as being dominated by U.S. participants and classical I-O topics (e.g., training, selection interviews, quality processes, OD, methodology and assessment).

All respondents who had never been involved in an international I-O forum said they would like to participate. Global assignments, performance management, psychological tests in selection, and succession planning were among the topics of interest.

It was suggested in this question and in question four that SIOP organize such an online forum and that it be promoted in several ways, including publicity during conferences and congresses, promotion in *TIP*, through national and regional psychological associations, e-mails to I-O psychologists with information on the forums and a request to "spread the word," I-O related Web pages, and informally.

¹ For information on PIOP.NET see Russell (2002).

In response to our third question, respondents were quite eloquent in expressing the potential benefits of international I-O online forums. The gist of these was that such a forum would create the opportunity to open a fast and efficient exchange of ideas and networking. Here are some quotes:

“Many researchers, especially those from less-developed countries and smaller universities, don’t get to attend conferences regularly. The forum will be an excellent platform for them to contribute their ideas and also benefit from researchers in other countries.”

“You may know the work of other people who are doing interesting things in this area that otherwise you would not have known.”

“As for international issues, it would be helpful to get a better understanding of what scholars and practitioners are doing around the world, and to build connections with them.”

Other potential benefits included improving understanding of global issues, facilitating cross-cultural I-O research, and international validation of methods and techniques.

A Moderator’s View

We asked **Neal Ashkanasy** (University of Queensland, Australia) to share his experiences as a moderator of two successful electronic mailing lists: (a) The Organizational Culture Caucus (orgcult), orgcult@list.gsm.uq.edu.au and (b) The Emotions in Organizations Group (emonet), emonet@gsm.list.uq.edu.au. Both are selective subscriber lists. Orgcult has 334 members from 23 countries. Emonet has 330 members representing 21 countries. Slightly over half the subscribers to both orgcult and emonet are U.S. based. Neal reports that issues of an international or cross-cultural nature are discussed in both forums, but especially in the Organizational Culture Caucus.

Neal also commented that, while there may not be a need for a separate online forum for international SIOP associates and members, he does think that we can do more as a society to promote international involvement. “I was a member of SIOP’s International Affairs Subcommittee, [which]...seems to have faded from view since 1999.” He suggested we create an international tab on the SIOP Web site and have a look at the ways that some of our related organizations (APA, APS, Academy) have (and have not) successfully promoted international involvement.

Some Ideas for Effective International Forums

The *structure* and *content* of I-O international online forums can make them more effective and possibly avoid the problems mentioned by our respondents. We can think about some structural features that may be effective (a) to avoid problems related to different educational levels, participants can be previously selected (e.g. indicating the target group, using a specific

registration process, etc.); (b) to better meet the expectations of participants, goals and an agenda for the discussion can be communicated before starting the exchange; (c) to avoid domination in the discussion, the forum can include a moderator; (d) to facilitate the communication of the group's results, the outcomes of online discussions can be summed up and published, which would also be a solution for problems of time constraints; (e) to promote participant interest and involvement, the forum can deliberately involve important researchers and practitioners. Guiding discussion *content* may best be accomplished by changing forum topics as needs arise for collaboration or to work out local and global issues in the field. These structure and content features come from choices that need to be made when a forum is being planned, because the forum may take any of several forms. These are much the same sorts of decisions made by conference organizers regarding the structure and content of conference sessions.

Conclusions

As you can see, we got some support for the notion of I-O international forums from the people we talked with. This may not be enough data to dedicate resources yet, but there appears to be some interest, especially among those outside North America, for either establishing new forums or better promoting existing ones as a professional society. Perhaps if we can involve national and regional psychological associations in the organization of the forums (e.g. promotion, definition of the topics to be discussed, etc.), we can broaden our reach in more ways than just geographically, as well.

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International Collaboration on the Handbook of Industrial, Work and Organizational (IWO) Psychology: Editorial Perspectives



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If any of us had realized the true scale and nature of the task ahead of us 4 years ago when we agreed to act as joint editors of a new globally oriented handbook for our field, we would without doubt have tactfully but firmly declined! What began life originally as an idea casually run up for discussion between the four of us at European Association of Work and Organization Psychology (EAWOP—the equivalent of SIOP in Europe) and SIOP conferences for a limited collection of authored chapters snowballed over the coming months into a personal challenge for a major, two-volume handbook. To illustrate just how truly global this project became, the following points can be noted:

- The finished 2-volume set comprises 43 chapters from 79 authors across 14 countries on four continents
- The volumes were published simultaneously in the USA and the UK, reflecting the cross-national divisionalized structure of our publisher, Sage.
- Editorial meetings were held between the four editors at international conferences in San Francisco, Atlanta, Glasgow, New Orleans, and Prague.
- Administration was controlled from University of Minnesota, contrac-

tual and publisher liaison from London, and all typesetting and copy-editing was carried out electronically from New Delhi.

As a case study for the recently initiated **Global Vision** column of *TIP*, therefore, this major project illustrates some important positive points, mainly, but also underscores the potential challenges in attempting to undertake such collaborations across countries and time zones. To summarize the bullet points above, our self-inflicted quest became one of editing a globally contributed, comprehensive series of chapters to cover the broad spectrum of topics that are deemed core knowledge for I-O psychologists in the United States, Europe, and the rest of the world. With the benefit of hindsight (Isn't it amazing how hindsight always seems to bring benefits?), not to mention now several months part-recuperation since its publication, we are able to reflect at a safe psychological distance, thus allowing our own core self-evaluations to remain intact and the sheer folly of our lofty ambitions to gracefully fade into hazy, repressed memories!

Going Large: Alpha, Beta, and Gamma Change in Aspirations

Why undertake to coedit a perfectly reasonable, moderately sized, targeted collection of chapters when you can aspire to hit the field with a magnum opus running to almost 1,000 printed pages in two volumes? Precisely. So, we opted for the latter. We had never truly analyzed the (self-evidently dysfunctional) within-group decision-making processes that led us as editors inexorably down this track until the prospect of a piece for the **Global Vision** column of *TIP* became live. Of course, we now have radically differing individual recollections over these group processes (Neil blames Deniz, Deniz claims that neither Neil or Handan stopped her, and Vish is adamant that Neil planted the idea subliminally in Deniz's mind), but for sure, the irrepressible energy and highly contagious motivation of one of the editors lulled the others into a false sense of security early on (for obvious reasons we cannot mention names, but think meta-analysis, think editor of *IJSA*, think twin cities...). So, however such outrageous alpha, beta, and gamma inflation occurred in our original editorial plans and ambitions, it did. And it took hold with a vengeance early on as we all remember obtaining copies of the relevant teaching syllabi for I-O psychology in the United States, Canada, the UK, Europe, and Australia in an attempt to make the eventually published volumes relevant across as many countries with developed professional education for I-O psychologists as possible. We also content analyzed several existing handbooks in our field, including **Marv Dunnette** and **Leaetta Hough's** classic and excellent four-volume tomes, and Drenth, Thierry and De Wolff's Europe-oriented set.

Going Live: Ingratiation of the Great and the Good

Having finalized the publication contract with our chosen publishers, Sage in the UK and USA, the next challenge was to contract (i.e., entrap) some internationally eminent authors for the 41 content chapters who would be willing (i.e., gullible) and intrinsically motivated (i.e., misdirected) enough to agree to provide us with state-of-the-science-and-practice reviews within our time scales. Authors were approached around the world as experts in their respected areas based upon our initial schedule of content domains for the Handbook, but also with the encouragement to involve coauthors from other countries if practical. The administrative office was based at Minnesota, on the grounds that most surprisingly we discovered administrative costs would be approximately 50% lower than in London, England. So, the whole effort was co-coordinated from the Minnesota office with the support of our publishers and the Psychology Department at the University of Minnesota. Given the nature of our undertaking, we made an effort to recruit cross-culturally sensitive administrative staff. Predictably, our editorial assistants proved to be invaluable assets in facilitating communications among culturally diverse individuals.

Our detailed experiences over these years are in Table 1, which follows this chronological flow and also highlights the main points of surprise experienced by the authors concerning aspects of this international collaboration. Readers of *TIP* will be able to see from this some of our major surprises, learning points, and few frustrations throughout this long haul. At a level of analysis above and beyond these points, and again with the benefit of hindsight, four further issues can be noted:

- New technology and author professionalism
- Mixed-mode submissions and communications
- New technology versus old communication needs
- Cross-national cultural similarities and differences

Going Nicely: Lessons Learned from New Technology and Author Professionalism

What was most amazing to us throughout this whole process was just how smoothly the main aspects of the editorial procedure were. Of all of the authors we originally contacted with invitations to contribute chapters only a handful declined, and all of these because they were so heavily committed to other ongoing projects. Beyond this, only three authors failed to deliver first draft chapters at all despite agreeing to do so, and these chapter areas were graciously covered by authors who stepped in and responded magnificently under our time-scale constraints—**John Campbell, John Donovan** and Gerard Hodgkinson, sincere thanks.

Table 1.

Pertinent Experiences and Chronological Milestones in Producing the Handbook of IWO Psychology

Date	Milestone	Editorial experiences
April–July 1998	Pre-proposal discussions	Reliance upon e-mail and meetings at international conferences
August 1998	Proposal submitted to publisher	Breadth of the field similar across most countries
October 1998	Reviews returned	Reviewers enthusiastic about the global vision for the Handbook Some reviewers strongly encourage inclusion of their own areas of research
December 1998	Contract with Sage signed	Face-to-face meetings crucial to finalize some issues—travel implications Feelings of no escape now—we have signed the contract!
January–March 1999	Authors contacted	Use written, e-mail, personal and phone contacts with authors regularly to ensure “visibility”
March 1999	Administrative offices set up at University of Minnesota	U.S. administrative expenses significantly lower than in UK Coordination challenges—79 authors across 14 countries Appointment of excellent support staff crucial (thanks Jeannette, Jocelyn, and Rachel)

Table 1. (continued)

Date	Milestone	Editorial experiences
January 2000	First draft chapters submitted by authors	<p>Over 90 % received to schedule</p> <p>All chapters double-blind reviewed</p> <p>Review tone intentionally constructively positive</p> <p>Ensuring standardization of level, style, and tone of chapters across different subareas in IWO psychology—subareas differ radically in maturity, number of studies, theoretical-pragmatic orientation, and so forth</p> <p>Written English for nonUS/UK authors may naturally need some editorial revisions</p>
June 2000	Revised chapters resubmitted by authors	<p>Allow for international post delays—packages delivered next day in the USA can take up to 2 weeks from Australia</p> <p>Option to relay upon electronic resubmissions; therefore, offered to all authors</p>
October 2000	All final chapters received by editors	<p>Massive peak in editorial workload—plan for this</p> <p>Editors accessed all chapters to write the introductory chapters for each volume</p>
November 2000	Complete manuscript delivered to Sage, London	<p>Editors worked together intensively for 60+ hours (in 4 days) in London (Deniz on an extended weekend “vacation” from U of Minnesota)</p>

Table 1. *(continued)*

Date	Milestone	Editorial experiences
		<p>Publishers shocked by on-time delivery of complete manuscript for two volumes</p> <p>Need to coordinate editors, authors, admin staff, <i>and</i> your publisher simultaneously</p> <p>Typesetting and copy-editing in New Delhi, India, all correspondence via PDF files and e-mail.</p>
May–June 2001	Page proofs	<p>Sage sent typeset chapters to editorial offices</p> <p>Page proofing coordinated by Minneapolis administrative offices (Proofs e-mailed to authors around the world; changes reviewed for consistency across chapters; revisions forwarded to the UK and India)</p> <p>Different time zones can be an advantage when sequential work being performed</p>
May–July 2001	Indexing	<p>Author and Subject Indexes prepared by Ates Haner (aka Deniz's loving, self-sacrificing husband)</p> <p>Importance of having just-in-time editorial input into indexing (no professional indexer knows intricacies of IWO psychology)</p> <p>Importance of having an internationally oriented indexer (familiar with differences in</p>

Table 1. *(continued)*

Date	Milestone	Editorial experiences
		English language usage across different countries)
September 2001	UK publication	Pre- and post-publication marketing at international conferences (EAWOP at Prague; SIOP in San Diego; Academy at Washington DC; BPS at Blackpool; SIOP in Toronto; ICAP at Singapore) Willingness of editors to travel helpful for marketing efforts
November 2001	USA publication	Divisionalized publishers may not communicate perfectly across divisions

Going Electronic: Mixed-Mode Submissions and Communications

We believe that this is the first major handbook in our field where the technology has been sufficiently advanced and reliable to have been able to rely upon electronic submissions and routine correspondence with authors halfway around the globe. This stated, we actually used a “mixed-mode” approach where hard copies of any electronic correspondence were also sent by international mail—the learning point here was that what can arrive overnight within the USA may take up to 2 weeks to arrive from Australia or other long-distance journeys. Authors were, however, strongly encouraged to submit their draft chapters as e-mail attachments along with back-up copies sent by mail. Authors were assigned an action editor who collated anonymous reviews of their chapter and responded with suggestions for improvements and changes for the second draft version. Electronic submissions and reviews are becoming the norm amongst the top journals in our field, and so our aim was to try as many aspects of this approach as we could in our editorial process. This, we feel, with hindsight, was a generally successful process, and one which removed many what would otherwise have been unavoidable delays in the international post system (not to mention the trees saved and environments protected).

Going Back to Basics: New Technology Versus Old Communication Needs

To present this process as being one of magical, flawless reliance upon the new technology would not paint an entirely accurate or honest picture, however. One of our most telling experiences, well-documented in the literature on remote communication, was that e-mail contacts could never fully obviate the need for periodic face-to-face, or at least telephone-based conversations, between the editors and the authors. We collectively ran up extortionate phone bills throughout this 4-year project, and due to time differences, calls more often than not had to be made from our home phones (ouch!). This had the effect of blurring the work-home divide and extending even our usual hours of work still further. Time of day (or night) became secondary concerns to merely getting hold of the other person and talking with them. Another key tactic we used was to schedule considerable time for meetings at international conferences where all or some of the editors were attending—apologies to colleagues whose papers we missed as a result of this. We also scheduled author receptions at several conferences prior to publication to keep up the pressure on them ostensibly under the cunning guise of providing them with invaluable information for their chapters and a free glass of wine! But the underlying learning point for us all was that e-mail contacts were not enough, both in terms of editorial contacts and in terms of contacts between authors who were often based in different countries intentionally so as to give as international a coverage of topics as possible. Perhaps this underscores the need for more international conferences focused on individual topics like personnel selection.

Going Global: Making Mole Hills out of Perceived Mountains

Given the multinational background of the editors (USA, UK, Turkey, and India), we were acutely aware that there is a wide world of cultural diversity beyond Elk City, Idaho, USA and Royal Tunbridge Wells, England, UK (Yes, there really is a town bestowed with Royal Heritage Status called this in England!). Not that this is at all derogatory toward Elk City or Royal Tunbridge Wells, of course, but when we began the Handbook we were slightly concerned that cultural differences in expectations between scholars based across four continents would have unpredictable consequences.

Use of English language (for some of our authors English was only their second or even their third language), style of expression, adherence to timetable deadlines, and use of e-mail and other technology differences all conspired to generate unease amongst the editors that standardization across the chapters would be an impossible goal. However, our subsequent experience was the direct opposite—almost without exception authors responded on time and exactly as requested in terms of style and format—the only

exceptions actually emanating from a couple of U.S. authors who failed to deliver to contract. This made the job of the editors relatively easy and the panel of authors a genuine pleasure to correspond with. Of course some support was given to authors who wrote and spoke English as only a second language, and Neil's British English was "translated" into good-ole American English with the naturalized assistance of Vish and Deniz! As a quid pro quo, Neil subjected their joint-authored chapter to the referee standards of so-called "Queens English" or "Received Pronunciation" (RP) as the entirely proper form of international English language.

So what advice would we give the readers of this piece regarding collaborative research project on a global scale? One important lesson was that there were substantive differences on what topics are considered trendy across the continents but the commonalities were sufficiently encouraging that we can hope for a global science and practice of IWO psychology. The current debates in the business periodicals and political debates about the globalization of trade and commerce are good entrance points for our profession to the policy and decision-making fields. IWO psychologists have developed the skills for efficient human resource management in different cultural contexts and are in a unique position to contribute to these policy discussions.

A second rather surprising point we noted was that core knowledge areas and curriculum topics in most of the countries for training IWO psychologists were very narrow in global focus. We need textbook authors to bring perspectives from different countries into their chapters. Alternately, we need textbooks coauthored by authors from different backgrounds or by authors knowledgeable in different cultures. On a related note, we need empirical research that investigates IWO issues in different cultural contexts and succinct meta-analytic summaries of such extant literature on topics where many empirical studies exist. The recent attempts to examine the validity of cognitive ability and personality across countries in Asia, Europe, and Africa is a step in the right direction.

Finally, we would advise the readers of the time pressures that have to be addressed. Although true for all major projects, international collaboration puts a premium on time budgeting and management. When it is summer holidays in Europe, some of us may be having final exam week across the Atlantic. On one hand, this enables continuous and more time-efficient development of the project; but only if you plan and manage the project.

We hope we have conveyed some of our enthusiasm, enjoyment, professional development, and satisfaction in this collaborative effort. Our joint experience was such a positive one, the teamwork between the editors so collegiate, and the unswerving professionalism of the responses from our panel of contributing authors so supportive, that we would willingly consider a second edition—just in 25 years time, that's all! How wise were Mary Dunnette

and Leaetta Hough in this time scale for their handbooks of I-O psychology we only now appreciate. Happy global collaborations!

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JAIOP: The Japanese Association of I-O Psychology



Mr. and Mrs. Masao Baba
taking a break from the IAAP
Congress in Singapore

JAIOP was founded in 1985 and has 890 members in four divisions: Personnel, Organizational Behavior, Human Engineering, and Marketing. According to **Masao Baba**, JAIOP is an active group. They hold an annual convention, and each division sponsors a special symposium once a year. Twice a year they publish the *Japanese Association of Industrial/Organizational Psychology Journal* (abstracts are in English) and a newsletter. JAIOP also provides research funding for young I-O psychologists.

Each year, they set aside some funds to invite a well-known I-O psychologist to address them. To date, SIOP Fellows **Marvin Dunnette**, **Richard Arvey**, and **Edwin Locke** have addressed the group.

JAIOP is now preparing for its 18th Annual Convention, which will be held October 5–6, 2002. For more details, contact Masao Baba at mbfaba@topaz.ocn.ne.jp.

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Preview of 2003 SIOP Preconference Workshops

Kalen Pieper
TRILOGY, Inc

The Continuing Education and Workshop Committee is very pleased and proud to announce this year's lineup of distinguished workshop leaders and compelling topics for the SIOP Preconference Workshops to be held in Orlando on April 10, 2003. We are finalizing the workshops and more detailed information will follow in the next issue of *TIP*. We hope you will join us for what promises to be an outstanding set of learning opportunities.

1. *Advanced Coaching: Accelerating the Transition From Good to Great.* David B. Peterson, Senior Vice President, Personnel Decisions International, Elyse Sutherland, Vice President, Right Management Consultants

2. *Managing Succession Successfully: Old Truths and New Tools for Challenging Times.* Elaine Sloan, Senior Vice President & General Manager, Personnel Decisions International

3. *Dude, You're Gettin' Developed: Building People Capability at the Speed of Dell.* Tobin Anselmi, Senior OD Strategist, Dell Computer Corporation, Belinda Hyde, Senior OD Strategist, Dell Computer Corporation, Nathan Mondragon, Senior OD Consultant, Dell Computer Corporation, Tom Rauzi, Senior OD Strategist, Dell Computer Corporation

4. *Beyond the Validity Study: The Realities of Implementing Selection Systems.* Mathew R. Redmond, Senior Vice President, AON Consulting, Carl I. Greenberg, Senior Vice President, AON Consulting, Robert Driggers, Selection Consultant, Capital One Financial Services, Victoria B. Crawshaw, Director, Measurement and Assessment, Sears, Roebuck and Co.

5. *The Science and Art of Selection and Assessment Tools.* Leaetta M. Hough, President, The Dunnette Group, Ltd., Jeff W. Johnson, Research Scientist, Personnel Decisions Research Institutes, Inc.

6. *Action Learning in Action—A Powerful New Tool for Solving Problems and Building Leaders, Teams, and Organizations.* Michael J. Marquardt, Professor, Human Resources Development & Program Director, Overseas Programs, George Washington University

7. *Employment Branding: The Power of Perception in Recruiting, Selecting, and Retaining Top Talent.* Sean Broderick, Vice President, National Business Development, Bernard Hodes, Andy Solomonson, Senior Organi-

zation Consultant, Right Management Consultants, Julie Staudenmier, Vice President, Organizational Planning and Development, Sony Electronics, Inc.

8. *E-magining I-O Practice and Science.* Karla K. Stuebing, President, FSD Data Services, Inc., Milton D. Hakel, Professor of Psychology, Bowling Green State University, Nancy T. Tippins, President, Employee Selection Group, Personnel Research Associates, Inc., Keith M. Rettig, President, Multirater.com, inc.

9. *An Update on the Science and Practice of I-O Psychology.* Frank J. Landy, SHL

10. *Leading and Implementing Strategic Change.* Christopher G. Worley, Associate Professor of Business Strategy, and Director, Master of Science in Organizational Development Program, Graziadio School of Business and Management, Pepperdine University

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15. *Moving the Needle: Getting Action After an Organizational Survey.* Allen I. Kraut, Professor Management, Baruch College, CUNY, and President, Kraut Associates, Allan H. Church, Director, Organization and Management Development, PepsiCo, Janine Wacławski, Director, Organization and Management Development, Pepsi-Cola Company

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SIOP 2003 Expanded Tutorials

Robert E. Ployhart
George Mason University

SIOP is excited to announce that four new Expanded Tutorial sessions will be offered at the SIOP 2003 Conference in Orlando. The goal of the Expanded Tutorials is to provide a longer and more in-depth opportunity to explore a particular area of research or a methodological issue from a scholarly perspective. As such, they are primarily academic in nature and address state-of-the-art research and theory.

Below is some basic information on the sessions. A more detailed description of the sessions and presenters will appear in the January 2003 *TIP*.

Duration: The sessions are 3 hours long and you can earn 3 CE credits for attending.

Enrollment: Enrollment for each session is limited to 40 individuals.

Cost: Each Expanded Tutorial will cost \$50.00

When: Sunday, April 13th, 2003, 9:00 a.m. until 12:00 p.m. The location will be at the conference site and information will be provided in the conference program and at the conference registration desk.

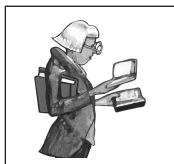
Registration: To register, you must complete the Expanded Tutorials section of the conference registration form and include payment in your total. The registration forms will be available in January 2003.

Topics

- *Current Research on Organizational Citizenship Behavior* (**Walter C. Borman & Stephan J. Motowidlo**)
- *Alternatives to Difference Scores: Polynomial Regression and Response Surface Methodology* (**Jeffrey R. Edwards**)
- *Contributing to Applied Psychology With Laboratory Research: Why, How, When, Where, and With Whom* (**John R. Hollenbeck**)
- *Occupational Health Psychology: Building a Bridge between Individual and Organizational Health* (**Lois Tetrick**)

Although it is too early to register, mark these sessions on your calendar. Don't forget to sign up when registering for the conference—the sessions filled up early last year, and this year we can expect the same!!!

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18th Annual Industrial-Organizational Psychology Doctoral Consortium

**Charlotte Gerstner
Personnel Decisions International**

**Wendy Becker
University at Albany**

The 18th Annual Industrial-Organizational Psychology Doctoral Consortium will be held on Thursday, April 10, 2003 in Orlando, Florida. The consortium is traditionally known for its impressive lineup of speakers chosen for their outstanding contributions to the field. The speakers will include both academics and practitioners who will provide their unique perspectives on opportunities and challenges faced by I-O psychologists today with a special emphasis on career issues. Please look in the next issue of *TIP* for the announcement of the speakers for 2003 as well as the exact location of the consortium.

Each doctoral program will receive registration materials for the consortium in early January 2003. Enrollment is limited to one student per program up to a maximum of 40 participants. We encourage you to make your nomination as soon as registration materials arrive because students are enrolled in the order that completed applications are received.

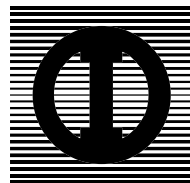
The consortium is designed for upper-level students nearing the completion of their doctorates. Most participants will be graduate students in I-O psychology or HR/OB who are currently working on their dissertations. Preference will be given to nominees who meet these criteria and have not attended previous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

If you need additional information, please contact Charlotte Gerstner at Charlotte.Gerstner@personneldecisions.com or (212) 692-3325 or Wendy Becker at w.becker@albany.edu or (518) 442-4176.

Announcing New Scholarships

The SIOP Foundation is pleased to provide funding for two scholarships of \$2,000 each.

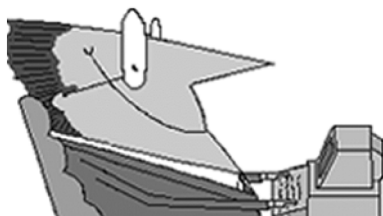
Application information will be available soon on the SIOP Web site at www.siop.org



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On the Nature of SIOP Committee Work

Bill Macey

Over the years, I've always been amazed at the time and energy so many SIOP members contribute to the Society. SIOP is a highly effective organization because of the talents and contributions of its members.

For most, the nature of contribution has been in the form of committee work or service in an elected office. Because the process of getting involved does seem mysterious to some, my comments here are intended to shed a little light on how committees work and how to get involved. So, here's my attempt to describe how it all works.

The Nature of SIOP Committees

SIOP has a number of standing committees as well as various ad hoc committees. These are described both in the Membership Directory (see the Bylaws) and on the SIOP Web site, where **Nancy Tippins** has prepared a detailed description of each committee and its purpose (see http://www.siop.org/siop_committees.htm).

Committee Work

Obviously, committee work varies significantly according to the purpose of the committee. Nonetheless, all our committees share several common characteristics.

Committee members do the work. SIOP is an extremely lean organization. While there is support from the Administrative Office, most of the work has traditionally been accomplished by committee members. Thus, a committee's analyses, reports, reviews, surveys, and so forth are completed by committee members. Put in other terms, committee work by and large means being part of the process more than managing the process.

Committee work gets done by a schedule. Much committee work is driven by key deliverable dates. For example, the Program Committee has set tasks to do by key dates in the program submission and review process. Similarly, the timing of the annual conference determines the workflow calendar for the Placement, Workshop, and Conference Planning Committees. For these committees, the work to be done is clearly defined. For other committees, the work is completed by a schedule set by the Executive Committee or the committee itself and based on the goals set jointly by the committee and the Executive Committee. The goals of the committees are reviewed on an annual cycle; progress toward goal attainment occurs at various key points during the year and is monitored by the elected officers. Committee chairs report on progress both in writing and in person at the spring and fall meetings of the Executive Committee.

Committee meetings are held only if necessary. Much, if not most, committee work is done by individuals who get together in person only as necessary. Meetings may take place at the site of the annual conference, or at other times as necessary. In general, most contact among committee members is by phone and e-mail.

Budgets are limited. Committee chairs establish a budget request that is reviewed and approved by the Executive Committee. For many committees, the budget is limited to a nominal amount sufficient to cover minimal operating costs. Many committee members tap resources provided by their employers to cover minor expenses (e.g., the cost of telephone calls, photocopying, paper, etc.).

How Committee Membership is Determined

Committees are formed by drawing from the list of those SIOP members who volunteer (visit the SIOP Web site for information on how to volunteer; http://www.org/siop_committees.htm) as well as from those members with an interest known to the committee chairs. Last year, there were about 90 SIOP members who volunteered by completing a form and submitting that form to the Administrative Office. As a rule of thumb, most of those who volunteer are asked to serve on a committee, though sometimes the committee assignment is not the member's first choice. Importantly, a few committees have additional criteria beyond SIOP membership. For example, one must be a SIOP Fellow to serve on the Fellowship Committee. Other committees with additional criteria include *TIP* and Society Conference Planning Committee. In all instances, committee membership is limited to current SIOP members; however, Student Affiliates may participate on the Education and Training, *TIP*, Committee on Ethnic and Minority Affairs, and Membership Committees as student advisors.

Length of Committee Service

The typical tenure on a committee is 2 years though the continuation of committee membership from one year to another is at the discretion of the committee chairperson. The maximum number of years a person may serve on a committee is 3 years.

Limits on Committee Membership

As a general rule of thumb, with the exception of the Program Committees, SIOP members should not serve on more than one committee at a time. This is to provide the opportunity for broad participation. However, membership on some committees implies simultaneous service on others, so you may notice from time to time that certain names seem to just pop up in multiple

places. Also, there are certain exceptions that are made to this policy, such as joint service on the Awards Committee while serving on another committee.

Volunteering

The process of volunteering is a simple one. Go to the SIOP Web site and download the volunteer form (<http://www.siop.org/Board.htm>). Complete the form and return it to the Administrative Office. You're likely to find the experience a rewarding one.



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SIOP's Member-to-Member (M2M) Program— Get Involved!

**Michele Jayne
Ford Company**

**Annette Towler
University Of Colorado**

Did you know SIOP has a mentoring program for new professional members? Known as the Member-to-Member (M2M) Program, it's been going strong since May 2001 with 80+ successful matches between junior and senior members.

Currently, we have more requests for senior members (those who have been members of SIOP for 5 years or more) than volunteers, so we need your help! Also, because we hope our current shortage of senior member volunteers is only temporary, we want to invite new members (those who have joined SIOP within the last 2 years) to participate in the program.

Before getting into the details of the program, we want to acknowledge and thank **Beth Chung** and **Joan Glaman** for creating and launching the program. Beth designed the program and much of the information in this article is taken directly from the guidelines and material she developed. Joan administered the program during its first year and played an important role in getting the program launched. Our thanks to both Beth and Joan for creating such a great program!

What Is M2M All About?

The goals of the M2M program are to integrate new members into the profession and the Society quickly. It was launched, in part, due to feedback from new members that information dissemination and integration into SIOP were important issues. Ultimately, it is hoped that this program will help establish a cadre of new members who are active in the profession and the Society.

The program targets new members who have joined SIOP within the past 2 years. Junior members are paired with senior members (i.e., those who have been SIOP members for 5 years or more). Coordinated by SIOP's Membership Committee, junior and senior members are paired based on a number of criteria including:

- Geographic location
- Employment setting (practitioner, academic)
- Interests
- Other expressed preferences that we are able to accommodate

By design, the program is loosely structured so that individual pairs can determine the course of their relationship. Relationships are generally expect-

ed to last for approximately a year. We ask senior members to initiate first contact with the junior member but ask junior members to take the lead in initiating subsequent contacts (e.g., every couple of months or as needed). Suggested areas of discussion for a first contact (whether it be in person, e-mail or phone) include the following:

- Background information (e.g., where grew up, where obtained degree, current job, etc.)
- Research interests or areas of work expertise
- Expectations for relationship (e.g., frequency of contact, areas of discussion for future contact, etc.)
- Exchange of information on SIOP if junior member has questions

We also suggest that senior and junior pairs try to meet in person at SIOP if possible.

Although the program itself is loosely structured by design, the role of the senior member has been defined. Specifically,

A senior member IS:

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

A senior member IS NOT:

- A recruiter used to find the junior member a job.
- Expected to commit a lot of time and resources.
- Expected to chaperone the junior member at the SIOP conference.

Why Should You Volunteer?

Now comes the real purpose of this article—convincing you to volunteer. I know many of you are probably reading this and thinking—“Yeah, it sounds like a good program, but I’m really busy, I’m sure others will volunteer, I’m

not an expert about SIOP, etc.” Well, here are some responses to all those excuses:

- “I don’t have time.” We know you are busy and participation does take some time. But, it doesn’t take a lot of time. Plus, the program is flexible and you and your partner can work out the particulars so it works with (not against) your schedules.
- “Others will volunteer—they don’t need me.” We don’t have throngs of volunteers. And we need you in particular because *you* may have just the right mix of professional interests, geographic location, and so forth that makes you a perfect match for a new member. Remember, despite SIOP’s size, we currently have a wait list of junior members waiting for a mentor!
- “I’m not an expert about SIOP.” Think you don’t know enough about SIOP? Well, you know more than the new member. SIOP has grown quite a bit in the last several years so it can be somewhat intimidating for someone new to navigate the ins and outs of SIOP membership.

Of course, last but not least, it’s an opportunity to give back to the Society, to share your expertise with a new member, and foster new professional relationships. Feedback from participants in the program has been overwhelmingly positive as illustrated by the following testimonials. First, a couple from senior members:

It was fun mentoring. First of all, I made a new friend and colleague that in all probability never would have occurred without this process. Second, it is always a privilege to share the excitement of our profession with colleagues. I was delighted to have the opportunity and look forward to doing it again and again (**Joel Moses**, Applied Research Corporation).

I am very pleased that I volunteered as a mentor for the SIOP program. I was paired with **Ken Brown** of the University of Iowa and we have had many pleasurable interactions due to the SIOP mentoring program. After our pairing, Ken and I spoke on the phone and subsequently shared a meal at a conference. I believe we both enjoyed the conversation and our sharing of work and life experiences with each other. Since our initial pairing, Ken and I have had many interactions and are currently collaborating on several research projects. Ken has helped me learn about our field and to grow and develop my skills, which was one of the outcomes I was hoping for from the program. More broadly, I feel fortunate to have developed a relationship with Ken, a relationship that I know will continue much beyond the formal SIOP mentoring program (**Dan Turban**, University of Missouri).

And some feedback from junior members:

My mentor is Dan Turban, and the experience has been excellent. Although I had met him in the past, the formal mentoring relationship led us to set aside time for a phone conversation and a one-on-one meeting at a conference. We shared stories and I learned a great deal about Dan's view of the field. He provided support and tips that were extremely helpful. Also, during these meetings, we discovered overlapping interests that neither of us knew going in, and we are now collaborating on 3 projects. So, in addition to the psychosocial support provided by Dan, I have received some instrumental outcomes. So, the program is a great opportunity, and I would encourage people to give it a try! (Ken Brown, University of Iowa).

I have been working with my mentor (**Jane Bryan**, Hewitt Associates) for about 6 months now. I cannot begin to explain how much she has assisted me and helped me to grow within my current job and as a professional. As a new professional, I am facing challenges and skill gaps that I never expected or prepared for. My mentor has helped me to improve my skills (e.g., thinking strategically, decision making, working with difficult people) at a faster rate than I would have through simple on-the-job experience. She is able to share her knowledge and encourages self-reflection and growth at a deeper level. In general, it is terrific to have someone outside my organization with whom I can speak about current issues and interests (**Kate Suckow**, Senior Researcher, Microsoft).

So, we hope we'll be flooded with requests to volunteer. And new SIOP members—don't let our current shortage of senior members dissuade you. Participation can provide you with a host of benefits too including networking opportunities, a chance to learn about and become involved in the Society, and the chance to acquire other useful information (e.g., early career advice) to facilitate integration into the profession.

If you are interested in participating as a senior or junior member, please provide the information requested below, and e-mail this information to Annette Towler at atowler@carbon.cudenver.edu, or print this form and fax it to Annette at (303) 556-3520. More information about the program can be found at <http://www.siop.org/membertomember.htm>.

If you have any questions regarding this program, please contact the SIOP Administrative Office at siop@siop.org or call (419) 353-0032.

Member-to-Member (M2M) Form

Name: _____

Senior or junior member: _____

Organization: _____

Mailing address: _____

City/State: _____ Zip code: _____

Country _____

Phone: _____ E-mail: _____

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

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

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

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

Are you an ethnic minority?* Yes ☐ No ☐

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

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A SIOP Foundation Charitable Gift Annuity: An Attractive and Creative Option for Financial Planning

As the economy slows and people are looking for different ways to invest or place their monies, a charitable gift annuity through the SIOP Foundation may be an interesting, financially sound option. A charitable gift annuity (CGA) allows an individual to “transfer cash, securities, or other assets...in exchange for a contract for payment of a fixed rate of income to one or two persons for the remainder of their lives (Marks, 2002).” The age of the individual determines the rate paid by the overseeing institution/foundation (see Table 1). In addition, a CGA allows annuitants to take a significant contribution deduction (ranging from 15% to 49% depending on the value of the assets), which can be taken the year the contract is funded.

Below are several scenarios illustrating how a CGA can work—provided by The Dayton Foundation newsletter, *Futures*. The SIOP Foundation is a fund of The Dayton Foundation.

Example One

Joan and David had been supplementing her mother’s income. They have a substantial income themselves, and sizable income taxes. A CGA purchased for Joan’s mother allowed them to have distributions made directly to the mother, without increasing their own income or their taxes. In the mother’s case her exemption and standard deduction may offset her total income, resulting in no income tax to her. If her income is more than the exemption and deductions, the income will be taxed at a far lower rate than Joan and David’s.

Example Two

A few years ago, John, 47, and wife Mary, 46, invested \$420,000 in a commercial annuity that grew to a value of \$600,000. They considered gifting the annuity directly to their church. They did not, however, want to have to report the \$180,000 accumulated income from the annuity. They also wished to receive income from the asset at a later time.

Their attorney referred them to The Dayton Foundation. They cashed in their annuity and transferred the net cash received to The Dayton Foundation in exchange for a deferred CGA. Quarterly annuity payments at an annual rate of 11.5% are scheduled to start 12 years later, following John’s expected retirement, and will continue as long as both or either of them is alive. Sixteen percent of the income received will be nontaxable for the 30 years of their normal life expectancy.

Given that John and Mary’s annual income from other sources was \$450,000, the income on an annuity increased their reported income to \$630,000. Their deferred CGA contribution of \$272,000, however, offset the \$180,000 commercial annuity income, as well as \$92,000 of their regular income. In summary, John and Mary receive both tax and income ben-

efits from their deferred CGA, and their church will receive income from an endowed fund at The Dayton Foundation after John and Mary pass away.

Example Three

Charles and Treva were married for 35 years before being divorced. Treva received a substantial property settlement and was granted \$5,000 alimony per month. Charles has made the payments each month, but Treva has been finding fault with the timing of the payments and several other matters. Charles would like to find a way for monthly payments to go to Treva directly and get him out of the middle.

He has a security that he inherited from his father several years ago. The present value is \$1 million. His tax basis is \$350,000. Charles transferred the stock to The Dayton Foundation in exchange for an immediate CGA. The payment rate, based upon his age, is \$60,000 per year. Charles has requested that the Foundation make the monthly payments directly to Treva. He has to report the income from the annuity on his personal income tax return, but part of the income is tax-free, part is taxed as a capital gain, and the balance is ordinary income. He received a substantial contribution deduction in the year the contract was funded. He also receives a deduction on his tax return for the \$60,000 alimony payments to Treva. Furthermore, he has the satisfaction of knowing that what remains after he passes away will go the fund charities he cares about.

As illustrated above, a charitable gift annuity is truly a creative and attractive financial option for many individuals. This article was meant to provide only a brief introduction to the benefits of a CGA. Please contact Lee Hakel at the SIOP Administrative Office for more details.

Table 1.

Rate Examples through June 30, 2002

Single Annuitant		Two Annuitants	
Age	Rate	Ages	Rate
60	6.4%	60/62	6.2%
65	6.7%	65/67	6.4%
70	7.2%	70/72	6.7%
75	7.9%	75/77	7.1%
80	8.9%	80/82	7.8%
85	10.4%	85/87	8.9%
90	12.0%	90/92	10.5%

Note: Rates provided by The Dayton Foundation

Reference

Marks, W. H. (2002, Winter). Creative Ways to Use Charitable Gift Annuities. *Futures*. The Dayton Foundation.



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An Expanded Scope for the Journal of Applied Psychology

Sheldon Zedeck

The Journal of Applied Psychology (JAP) has changed hands; beginning January 1, 2003, I will become the new editor, replacing **Kevin Murphy**. In fact, as of January 1, 2002, the editorial board and I began receiving manuscripts for review and possible publication as of 2003.

JAP has long been one of the primary journals devoted to contributing new knowledge and understanding to the many fields of applied psychology (excluding clinical and applied experimental/human factors, which are covered by other American Psychological Association [APA] journals). The journal primarily considers empirical and theoretical investigations of interest to psychologists doing research or working in the private or public sector in such settings as universities, for-profit and nonprofit organizations, industry, government, and health and educational institutions. Two types of articles are published: (a) feature articles, which are full-length articles that focus on an empirical contribution (all research strategies and methods, quantitative and qualitative [including case studies], are considered) or on a theoretical contribution that has an applied emphasis, and (b) research reports, which are original in their empirical or theoretical contribution but smaller or narrower in scope than a feature article. Research reports can also feature important replications or studies that discuss specific applications of psychology.

I plan to continue the fine tradition of *JAP*, while making some changes such as considering qualitative research, including case studies; publishing pieces that are primarily theoretical and conceptual; and encouraging those who conduct basic research in fields such as cognition to consider the *JAP* as an outlet for publishing the applied aspects of their results/conclusions. In addition, we are hoping to attract more submissions from our colleagues outside the Americas; we want to be attuned to the research conducted by psychologists that is consistent with the globalization of the economy and the increased interaction among world-wide organizations. Another consideration is to publish "special sections" on specified topics. The latter would be accomplished by announcing a call for papers on the topic with a specific deadline for submission. Manuscripts would undergo "normal" review, but those accepted would be published in a "special section" that would also include an introduction and integration by a section editor.

The quality of the journal is substantially affected by the quality of the Editorial Board. I believe that we have an excellent group of associate editors: **José Cortina**, **Beryl Hesketh**, **Jerry Kehoe**, **Jennifer George**, **Katherine Klein**, and **Steve Kozlowski** have been on board since January 1, 2002; **Lynn Shore** will become an associate editor as of January 1, 2003. In addition, we have approximately 85 distinguished scholars as members of the

Consulting Editorial Board and over 200 potential ad hoc reviewers. Each day we add new ad hoc reviewers; those interested in serving in such a role should contact me at japplied@socrates.berkeley.edu.

With respect to submitted manuscripts, the goals of the Editorial Board for the review process, in addition to ones of quality, are (a) timeliness and (b) constructive feedback. To accomplish these goals, in part, we are taking advantage of APA's electronic submission and review system. You can find the information about submissions on the APA Web site (www.apa.org) and then by going to the *Journal of Applied Psychology* link. You can also go directly to the *JAP* submissions portal at <http://www.apa.org/journals/apl.html>. The electronic system allows you to track the "history" of the manuscript (e.g., checking where it is in the review process) and allows the editors to receive reviews from the reviewers as well as communicate with authors entirely via the electronic system. No more need to send 5 paper copies!

Needless to say, the *JAP* requires that manuscripts follow APA publication standards. Authors should prepare manuscripts according to the *Publication Manual of the American Psychological Association* (5th ed.). Articles not prepared according to the guidelines of the *Publication Manual* will not be reviewed. All manuscripts must include an abstract containing a maximum of 120 words.

We are also requiring some consistency in reporting results. For the reader to understand the importance of the research findings, authors should indicate in the Results section of the manuscript the complete outcome of statistical tests including significance levels, some index of effect size or strength of relationship, and confidence intervals. See pp. 20–26 of the *Publication Manual* for a more detailed description of what should be reported in the Results section of the manuscript.

Another point to emphasize, though it may be obvious to many, is that *JAP* publishes articles pertaining to applied psychology. Any topic within the domain of applied psychology is appropriate for consideration. To support this position, we are asking that where there may be some doubt as to the applied contribution of the research, the authors provide a paragraph or so that describes the applied implications of the results of the research being described.

Out of the 31 refereed journals that APA publishes, recent data (2001) show that the *JAP* is first in number of manuscripts reviewed (over 500), tied for third in shortest time for editorial reviews (7 weeks), fifth in number of pages published (1,299 pages), and fourth in selectivity (16% acceptance rate). *JAP* has established a fine historical track record, and we plan on continuing its fine tradition. Last, but not least, we want to take this opportunity to acknowledge the fine work of Kevin Murphy and his editorial board and thank them for their service over the past 6 years. We look forward to carrying on the tradition that they have enhanced and to maintaining *JAP* as the premiere journal in the field.

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Center for Human Resource Management at the University of Illinois

**Fritz Drasgow
University of Illinois at Urbana-Champaign**

What can industrial and organizational psychology faculty members do to ensure that their research is relevant and useful to organizations? How can they communicate their findings to practitioners to improve the workplace? We have an example of a strategy that's working at the University of Illinois. The Center for Human Resource Management (CHRM) is dedicated to conducting research that is relevant and successfully communicated to practitioners.

CHRM (pronounced "charm") was established in 1991 to foster innovative field research by faculty members, provide HR practitioners in member organizations access to field research that addresses their specific organizational problems, and provide a forum for continuing interactions among HR practitioners and I-O and HR faculty at the University of Illinois. CHRM is a collaborative effort involving HR practitioners in approximately 25 member organizations and the I-O and HR faculties of the Department of Psychology, the Institute of Labor and Industrial Relations, and the College of Commerce and Business Administration at the Urbana-Champaign campus and the College of Business Administration at the Chicago campus of the University.

CHRM holds twice-yearly roundtable meetings for HR practitioners and university researchers to discuss issues, debate solutions, and share experiences. Each meeting has a theme that stresses a current and common concern of the organizational members. Themes have included the impact of the Internet and technology on HR, medical benefits, executive compensation, recruiting and retaining talented employees, HR implications of mergers and acquisitions, HRM in the next century, and HR issues of multinational organizations. Two speakers, one with an academic background and a practitioner, make keynote presentations at these meetings. In addition, faculty members describe planned studies in an attempt to find an organizational setting for their research, findings from completed research projects are presented, updates on court decisions related to employment law are given, and a practitioner panel involving HR managers from the partner organizations shares experiences from their companies.

The Center is organized with three directors: One is a faculty member from the Urbana-Champaign campus, the second is a faculty member from the Chicago campus, and the third is an HR practitioner. A Board of Directors consists of two representatives from each campus and four HR practitioners from member organizations. This heterogeneous set of directors ensures representation of the interests of faculties of all departments and colleges affiliated with Center as well as the partner organizations.

A major focus of CHRM is supporting University of Illinois faculty research. Twice a year faculty members may submit proposals for applied

research projects. To identify important topics for research, the CHRM directors meet with the organizational partners and ask "When you're lying in bed awake at 3 a.m., what HR issues are you worrying about?" Compilations of these issues are distributed to the faculty members to guide, but not dictate, their research proposal preparations. Faculty members are free to submit proposals outside of the areas suggested by the organizational representatives if they wish. These "wild card" proposals are judged according to the same standards of those prepared to address one or more issues from the list of organizational concerns, and many have been funded.

The Board of Directors evaluates proposals and uses two fundamental principles to guide funding decisions: Research studies must be both scientifically rigorous and relevant for the member organizations. The faculty members on the Board of Directors review research proposals to ensure that they meet the theoretical and empirical rigor of the research area. The organizational members on the Board of Directors also evaluate research proposals to ensure the proposed studies meet the criterion of organizational relevance. Research proposals that do not pass the twin tests of rigor and relevance are not funded.

The research funded by CHRM has included a study of anger in organizational managers, multinational studies of the effectiveness of HR practices in diverse cultures, studies of mood and affect at work using palm-top computers to conduct real-time surveys of work events and the moods these events engender, development and validation of multimedia computerized assessment of interpersonal skills, examination of the socialization of new organizational members, studies of contingent workers, and many more. A number of funded studies have supported PhD dissertations of students in the departments associated with the Center. These have included **Sharon Arad**, now an independent consultant; Berrin Erdogan, Portland State University; **Theresa Glomb** and **Andy Miner**, now at the University of Minnesota; Maria Kraimer, University of Illinois at Chicago; **Chris Robert**, now at the University of Missouri; **Ray Sparrowe**, University of Washington in St. Louis, and **Reeshad Dalal**, currently in progress.

CHRM has been a success from its inception. Organizational partners have found value in meeting and discussing key HR issues. Despite the recent economic downturn, corporate membership in the Center has not declined.

Organizational membership in CHRM is \$7,500 per year. Most of the member organizations are located in the Midwest but others are drawn from locations across the U.S. including Texas, California, and Massachusetts. The Center plans to expand its organizational membership to 30 partner firms and expand its associated academic programs to include other disciplines, such as education, health sciences, sociology, and political science, that also conduct research relevant to effective development and use of human resources, and organizational functioning.

I thank **Charles L. Hulin**, Jean Masiunas, and Darold Barnum for their help in preparing this article.

New! Psychological Science in the Workplace InfoNet (PSWIN)

Dianne Brown Maranto
APA Science Directorate

PSWIN is an information network for psychologists interested in research applied to the workplace. This is a moderated, post-only electronic mailing list developed by APA's Science Directorate and distributed once a month to provide information in a timely fashion. It includes such information as calls for papers; announcements of conferences or workshops; calls for nominations for awards, boards, or committees; upcoming special issues of a journal; new federal reports or programs; calls for comments on federal draft documents or professional documents; or new sources of research funding. It does not include job, post-doc, or internship announcements; advertising for published books or journals; products (like tests, performance-appraisal instruments) or services (consulting, research). Subscribers are encouraged to submit items. All submissions will be edited for conciseness and to ensure items are appropriate for the InfoNet. To submit information, <mailto:PSWIN-request@lists.apa.org>. To subscribe or unsubscribe, go to <http://listserve.apa.org/cgi-bin/wa.exe?SUBED1=pswin&A=1>. Subscribers can review archives at <http://listserve.apa.org/archives/PSWIN.html>.

Media Resources

**Thank you to all of the SIOP members who
volunteered to be a media resource!**

1,300

Over ~~900~~ SIOP members have offered to provide information to the media on topics in which they have expertise. This information, available for use for the media, is searchable by specific criteria, keyword, name, or zip code.

if you are ever interviewed or quoted by the media regarding your work, we want to know! Contact the Administrative Office at (419) 353-0032.

Check out Media Resources on SIOP's Web site (www.siop.org) click Media.

SIOP MEMBERS IN THE NEWS

Clif Boutelle
SIOP Media Consultant

The media is realizing, more and more, that SIOP members and their expertise are valuable resources for their stories about the workplace. The April SIOP Conference introduced I-O to a number of Canadian reporters, and that exposure continues to result in SIOP members being called upon to provide commentary for stories. In addition, SIOP members throughout the United States are contributing to media stories. Here are some of them:

Maria Rotundo, assistant professor of organizational behavior at the Rotman School of Management at the University of Toronto, was a major contributor to a four-part series on Canadian competitiveness that appeared in the *National Post*. Noting that Canada faces a shortage of people in selected fields (teachers, nurses, physicians, construction trades, etc.), she wrote in a June 3 article, "Canada must maintain its high quality of life to retain and attract highly skilled workers. Talent management is the key to Canadian competitiveness," she said.

Also, the summer issue of MIT's *Sloan Management Review* carried a review of a study about performance reviews conducted by Rotundo and **Paul Sackett**, professor of psychology at the University of Minnesota. The study found that managers in the same company frequently use different criteria to review their employees' work, which leads to reviews that are both inconsistent and inaccurate.

Joann Lublin's "Managing Your Career" column in the June 4 *Wall Street Journal* quoted **Mitchell Marks**, a mergers consultant from San Francisco. The story was about a CEO who lost his job in a merger and became a division head. Instead of quitting with a bruised ego, he stayed and flourished with the new company. "That's a rarity in such situations," said Marks, who has been involved in many mergers.

Two SIOP members were quoted in a June 10 *Time* magazine article describing how more and more job applicants are falsifying their resumes. **Robin Inwald**, head of New York City-based Hilson Research, said it was normal for applicants to want to make a good impression on a potential employer but warned that companies need to be wary of people who come across as unusually qualified. **Seymour Adler** of AON Consulting in New York City said that applicants are motivated to pad their resumes because "they may have such high expectations of themselves that they won't admit any flaw. The overall motivation is to be taken seriously and respected."

The July/August issue of APA's *Monitor on Psychology* features an article by Deborah Smith that cites the work of three SIOP members. Entitled "Making Work Your Family's Ally," the article states that work and family

can benefit each other. **Leslie Hammer**, associate professor of psychology at Portland State University, who has done research on the “sandwiched generation”—dual-earner couples who care for both their children and parents, said that employees who decrease their social involvement outside work to meet family demands experience more work–family conflict than couples who prioritize their family and work responsibilities. **Ellen Kossek**, professor of labor and industrial relations at Michigan State University, noted that to find a happy balance between work and family, workers must set up a strategy for managing the two roles. “You can’t go 150 percent, have a baby and be a super mom, publish articles, and work 80 hours a week,” she said. **Michael Frone**, senior research scientist at the Research Institute for Addictions at SUNY–Buffalo, offered four strategies workers can take to manage work and family: seek social support at work or in other environments, reduce or reorganize the time devoted to work or family demands, reduce the psychological importance of one or more roles, and find ways to reduce or better cope with stress.

An article about leadership skills that appeared in the June 16 issue of *Parade* magazine was based upon research conducted by **Richard Boyatzis**, professor of management at Case Western Reserve University and two colleagues: Daniel Goleman, a consultant from Williamstown, MA (who wrote the *Parade* article) and Annie McKee of the University of Pennsylvania’s School of Education. They contend that emotional intelligence—an adeptness at managing ourselves and our interactions with others—not academic or technical skills is what characterizes effective leadership. They co-authored the recent book *Primal Leadership: Realizing the Power of Emotional Intelligence*.

When the College Board, which administers the Scholastic Aptitude Tests (SATs), announced in June that it will be making changes in the test, **Wayne Camara**, vice-president of research at the College Board, was widely quoted in media reports. A major change in the test is a greater emphasis upon writing and in articles in the June 25 *Christian Science Monitor* and July 1 *USA Today*, Camara said adding the writing section was in response to concerns that high school students lack writing skills. He said that one key result of putting writing into the SAT is that high schools will stress writing much more.

Research presented at the April SIOP Conference showing that racially intolerant job seekers are less likely to follow up on job advertisements that emphasize diversity in an organization was featured in a June 24 *Toronto Globe and Mail* story. The researchers—**Douglas Brown**, professor of psychology at the University of Waterloo; **Lisa Keeping**, assistant professor in the School of Business and Economics at Wilfrid Laurier University; **Paul Levy**, associate professor of psychology at the University of Akron, and **Richard Cober**, an Akron graduate student—noted that Caucasians with

“attitudinal baggage” about people from other backgrounds do not view culturally diverse organizations as prestigious places to work.

The June issue of *Ladies Home Journal* quoted **Dennis Doverspike**, professor of psychology at the University of Akron, for a story on the dangers of teen driving. Car accidents are the leading cause of teen fatalities, and Doverspike noted that most teens are not ready to drive and take too many risks. “It takes several years for driving to become an automatic response and teens don’t have those years of experience,” he said. “Most teens never have to practice driving in inclement weather or high-speed traffic before getting a license, and when placed in one of those situations, they often don’t know how to respond.”

Providing training opportunities for aging workers to take on new assignments is something that companies need to be aware of, according to **Todd Maurer**, associate professor of psychology at Georgia Tech. In the June issue of *Business to Business*, Maurer pointed out that reserving development opportunities for younger workers is just as illegal as firing older employees and replacing them with younger ones. He said the key to avoiding discrimination charges is to develop a plan to help workers to meet their goals and then treat them as individuals.

Suzanne Simpson, president of Human Resources Group in Ottawa, ON, was a major contributor to an article about job titles in the July issue of *www.workplace.ca*, a journal of workplace issues. Some managers don’t pay too much attention to job titles, but they are remiss if they fail to do so, she said. She warned that job titles should not overstate what a person does. It often leads to people not understanding that person’s role and in the long run can probably do more harm than good to the organization and the worker, Simpson pointed out.

Carol Jenkins, director of consulting services at Bigby Havis & Associates in Dallas, was a major contributor in the July 29 issue of the Bureau of National Affairs’ *Workforce Strategies* for an article about strategic hiring and how behavior profiles can be used to identify employees with aptitude for work. Jenkins discussed how companies can learn, through testing and assessment, whether employees are temperamentally suited to specific jobs.

If you have been quoted or served as a news source for a newspaper or magazine story or have been interviewed on radio or television about a workplace issue, please let us know. Similarly if you know of a SIOP colleague who has contributed to a news story, we would like to know that as well. **SIOP Members in the News** recognizes those, who through their willingness to serve as news sources, are helping to increase the visibility of I-O psychology.

When possible, please send copies of the articles to SIOP at PO Box 87, Bowling Green, OH 43402 or tell us about them by e-mailing siop@siop.org or fax to (419) 352-2645.

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 August 15, 2002.

Steven Ash
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Welcome!

Debra A. Major and Rebekah Cardenas
Old Dominion University

National and International Recognition

SIOP members are making their mark on the International Association of Applied Psychology (IAAP), the oldest international association of psychologists. At the XXV International Congress of Applied Psychology, held in Singapore this past July, SIOP Fellow **Michael Frese** was elected president of IAAP, and SIOP Fellow **Milt Hakel** was elected to the Board of Directors. SIOP Fellow **Lyman Porter** leaves the board after 16 years (1986–2002).

SIOP Fellow **Fred E. Fiedler** received IAAP's 2002 Award for Distinguished Scientific Contributions to the International Advancement of Applied Psychology. The award recognizes significant and sustained scientific contributions which have had an international impact. Fiedler is Professor Emeritus of Psychology and of Management and Organization at the University of Washington in Seattle.

Dennis Doverspike, SIOP member and professor of psychology at the University of Akron, was elected to the Board of the International Personnel Management Association Assessment Council for a 3-year term beginning in 2003.

Two SIOP members are among the Academy of Management's officers for the 2002–03 year. **Jone L. Pearce**, professor in the Graduate School of Management at the University of California at Irvine is serving as president. **Denise Rousseau**, professor in the School of Public Policy and Management at Carnegie Mellon University is vice-president and program chair.

Transitions, Appointments, and New Affiliations

SIOP member **Herman Aguinis**, associate professor of management at the University of Colorado at Denver, has been elected chair of the Research Methods Division of the Academy of Management (<http://aom.pace.edu/rmd>). Herman encourages you to contact him (Herman.Aguinis@cudenver.edu) with your ideas about ways in which SIOP and the Academy's Research Methods Division can engage in collaborative projects.

SIOP member **John M. Cornwell**, associate professor of psychology at Loyola University New Orleans, has been appointed to the position of assistant provost for Institutional Effectiveness and Assessment.

Gary Johns, SIOP Fellow and professor of management at Concordia University's John Molson School of Business in Montreal, has been appointed Concordia University Research Chair in Management.

Gantz Wiley Research announces the promotion of SIOP member, **Tracy L. Madvig**, to consultant, Employee Surveys.

The I-O program at Georgia Institute of Technology is delighted to welcome SIOP member **Steve Stark** (PhD, University of Illinois). Steve joins Phil Ackerman, **Gilad Chen**, **Jack Feldman**, **Ruth Kanfer**, and **Todd Maurer** on the I-O faculty.

Where do we get all this great information? From YOU—
Send items for **IOTAS** to Debra Major at dmajor@odu.edu.

The SIOP Pub Hub

A Combined Book and Journal Exhibit

At this year's conference, the SIOP Pub Hub will display copies of journals, periodicals, and books related to the science and practice of I-O psychology. Titles to be displayed will also be listed in the conference program (both printed and Web versions), and the 3,000 plus conference attendees will be able to examine your publication in the exhibit hall.

Consider placing your book, journal, or periodical at the SIOP PubHub at the 2003 SIOP Conference. This is a very cost-effective way to get your book noticed: 1 title is \$120.00, 2 to 5 titles are \$110.00 each, and more than 6 titles are \$100.00 each.

Please contact the Administrative Office for reservation information. Reservations must be made by **January 31, 2003**.

(419) 353-0032 or
siop@siop.org



Philip Ash

Philip Ash of Blacksburg, Virginia, died June 14, 2002, after a brief illness. Born February 2, 1917, in New York City, he was briefly married to Gladys Lax prior to her death, was remarried to the former Ruth Clyde in 1945 (divorced 1972), and was remarried to Judith Nelson Cates in 1973. He is survived by his wife, Judith Nelson Cates, of Blacksburg, Virginia, his children Sharon Ash, of Philadelphia, and Peter Ash, of Atlanta, his stepson Nelson Cates of Herndon, Virginia, and four grandchildren: Donovan Cates, Dennis Ash Roberts, and David and Marcia Ash.

Philip Ash received his undergraduate degree from the City College of New York in 1938 and his doctorate in psychology from Pennsylvania State University in 1949. During World War II he worked for the Departments of the Army and the Navy devising training methods for military personnel. He worked as an industrial psychologist at the Inland Steel Company in Chicago from 1952 through 1968. He played a major role in promoting and drafting legislation requiring the certification of psychologists in Illinois. While working for industry, he conducted a great deal of research and in 1968 left Inland to become a professor of psychology at the University of Illinois at Chicago. During his tenure there, Philip became very involved with the issue of how employment tests discriminate against African-Americans and was a key expert witness in landmark litigation, which ultimately resulted in court holdings prohibiting discriminatory testing. Philip retired from university life in 1980 and became vice president of research and development at Reid Psychological Systems in Chicago, where he worked on developing tests which could assess the honesty of prospective employees. He continued that work as a consultant for London House, Inc., of Park Ridge, IL, when it acquired Reid Psychological Systems. When he retired from London House in 1994, he continued as director of the private consulting firm of Ash, Blackstone and Cates, of Chicago and Blacksburg, Virginia, until he finally fully retired several years before his death.

Philip was very active in professional psychology organizations. Among his many positions, he was elected president of the Chicago Psychological Society, the Illinois Psychological Association, SIOP, and the Virginia Applied Psychology Academy. He very much enjoyed writing and authored over 20 monographs and books and contributed over 50 articles to professional journals. For his work, he received numerous professional honors including Phi Beta Kappa, Sigma Xi, Psi Chi, the Heiser Award of the American Psychological Association, and the Lifetime Achievement in Psychology Award from the Virginia Psychological Association.

Philip was a member of the Torch Club and University Club in Blacksburg, Virginia. He particularly enjoyed traveling and spending time with his family.

Peter Ash

John E. (Jack) Hunter

John (Jack) Hunter died June 26, 2002. He had been ill for some time with diabetes, but the immediate cause of death was pneumonia. Jack received his PhD at the early age of 25 from the University of Illinois, where he studied under Lee Cronbach and Ledyard Tucker. Cronbach stated that Jack was the best student he had ever had. Jack spent his entire career as a professor of psychology at Michigan State University, with only sabbaticals spent elsewhere. He was best known in I-O psychology for his contributions in the areas of validity generalization, meta-analysis methods, differential validity/selection fairness, selection utility, and banding of selection test scores. He coauthored two widely used books on meta-analysis. In addition to his work in I-O psychology, he published extensively in other areas; in particular, the areas of communications and attitude change, in which he coauthored a book on mathematical models of attitude change. In total, Jack authored or coauthored over 200 journal articles across a variety of areas. In addition to being a SIOP Fellow, he was a Fellow of both the American Psychological Association and the American Psychological Society. He received the Distinguished Scientific Contributions Award (jointly with Frank Schmidt) from both the American Psychological Association and SIOP.

It is a gross understatement to say that Jack Hunter's life was unusual. He was born in a circus tent in Dayton, Ohio. His mother's parents were musicians with a traveling circus, and his parents were visiting the circus when Jack emerged into the world. His mother was born an Orthodox Jew but became a Presbyterian before Jack was born and raised Jack in that church. His father was Scots-Irish and was killed in World War II. After the war, his mother moved to New Mexico, where Jack was raised in a Mexican-American ghetto in Albuquerque. He always said he was the only "Anglo" in the whole area; all his friends were Mexican kids. When he was 11, his mentally troubled mother put him in a Presbyterian orphanage for some time but later withdrew him. When he was 18, he left home and lived in his car for months until he graduated from high school.

Jack was an outstanding student in high school but had to conceal this fact from his friends in the neighborhood or risk losing their friendship. At the graduation ceremony his friends were visibly dumbfounded when it was publicly announced that Jack was the top student and valedictorian of the class. Jack had no plans to attend college after graduation. A friend helped him get a routine clerical job at a local bank, where an officer of the bank

noticed his unusual level of ability. He urged him to go to college and informed him of his eligibility for his father's GI Bill education benefits. So he enrolled at the University of New Mexico, where he met his future wife, Ronda. They were married after less than 2 weeks and two dates—and remained happily married until his death. Jack had a double major in mathematics and psychology. His professors recognized his ability and urged him to apply to graduate school. In addition to Illinois, he was accepted at several other top psychology departments.

The Michigan State psychology department initially voted to deny Jack tenure because he had published too few articles his first 5 years. He had spent almost all his time coaching, mentoring, developing, and befriending students. The graduate students in the department were incensed by this decision. They protested it vehemently—and got it reversed! The students he had benefited saved his job. This story reveals a lot about Jack. He was always willing to spend any amount of time, up into the wee hours of the morning, helping others with their research, coaching, teaching, and developing them. Many people—and I am one of them—say they learned more from Jack Hunter than anyone else in their lives. He had almost no ego and cared little for recognition or credit; he often told me he didn't care who got credit for a good idea so long as it got out to the field and was accepted. He was a patient and gentle soul, devoid of the pettiness, envy, and guile so often spawned by academic competitiveness.

I worked with Jack for over 30 years. He was a great friend as well as a great collaborator. I have long thought that the word that best described him is the biblical term “preternatural.” The story in Genesis relates that before the fall (before “original sin”), humans were preternatural: The human intellect was clearer, keener, and sharper, and people were not plagued by vices such as jealousy, envy, and greed. This pretty much describes Jack Hunter. He was preternatural. There will probably never be another Jack Hunter.

Frank Schmidt

Carlla Sue Smith

Carlla Smith passed away in Houston, Texas, on July 11, 2002, 2 days before her 55th birthday. Carlla fought a courageous battle with cancer for over a year and a half. For at least 10 years, she suffered from a serious autoimmune disorder that may have been responsible in some way for her illness. She leaves a mother and close friends and colleagues, who will sorely miss her.

Carlla grew up in the South Park area of Houston. She graduated from Jones High School and attended the University of Houston where she received a BS in chemistry and mathematics. After several years and an assortment of jobs, she entered the Rice I-O program where she earned her

PhD in the early 1980s. Her first faculty position was at the University of Tulsa. In 1985 she joined the faculty at Bowling Green State University where she spent the remainder of her career. At BGSU she rose to the rank of professor of psychology and from 1993–1998 was director of the I-O program. She was a fellow of APA and was active in not only SIOP but also divisions 5 and 21 of APA, the Human Factors Society, and the International Stress Management Association.

Carlla's primary specialization was occupational health psychology, with particular interests in organizational stress and stress management, the effects of shift work on health and work effectiveness, individual differences in worker well-being and attitudes, and measurement issues in field research. At the time of her death, she was on the editorial boards of *Human Factors* and the *Journal of Occupational Health Psychology*. In 1998, she received one of the first grants from NIOSH to support joint I-O and occupational health programs. She was a founder of the Occupational Health Program at Bowling Green and served as co-director. She authored a textbook in I-O, *Understanding Industrial-Organizational Psychology* (with R. Dipboye and W. C. Howell). Unfortunately, she missed seeing the publication of her second book, *Work Stress* (with L. Sulsky), which is scheduled for release in the coming months by Wadsworth/Thomson Learning.

Despite her health problems over the last decade, Carlla was hard at work right down to the last few weeks and never gave up on life. Carlla was a tough Texan who was not about to allow her condition to get in the way of the things she loved doing: socializing with her friends, caring for her cat, traveling, practicing Riznica meditation, and of course, her profession. In spite of her illness, she participated as a discussant in a symposium at the SIOP meetings in April and was looking forward to spending a sabbatical year at Rice University.

In her research, teaching, and professional activities, Carlla was deeply committed to that aspect of SIOP's mission concerned with enhancing the well-being of people through improvement of their working conditions. Carlla left us before she had a chance to conduct all the research she wanted to conduct and before she was able to publish all the books and articles she hoped to publish. Nevertheless, she made important accomplishments to the profession that will be remembered. But despite her successes, Carlla's greatest source of pride when I spoke to her about her work was not her curriculum vitae but the students at Bowling Green. The influence she had on their lives is legacy enough.

Donations in Carlla's memory can be made to the following organizations: Hospice of Northwest Ohio, 30000 E. River Road, Perrysburg, OH 43551; Wood County Humane Society, 801 Van Camp Road, Bowling Green, OH 43402.

Robert L. Dipboye



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

- Oct 15–18 29th International Congress on the Assessment Center Method. Pittsburgh, PA. Contact: DDI, (412) 257-3952 or www.assessmentcenters.org.
- Nov 6–10 17th Annual Conference of the American Evaluation Association. Washington, DC. Theme: Evaluation—A Systemic Process that Reforms Systems. Contact AEA, (888) 232-2275 or <http://eval.org>.

2003

- Feb 2 Effective and Responsible Use of Psychological Tests in Pre-Employment Selection. Phoenix, AZ. Contact: NCS Pearson, (800) 627-7271, ext. 5110 or <http://assessments.ncspearson.com>.
- 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).
- Feb 28–March 1 Annual Business and Professional Women's Foundation (BPWF) Work–Family Conference. Theme: From 9 to 5 to 24/7: How Workplace Changes Impact Families, Work, and Communities. Orlando, FL. Contact Donna Ellis, ellis@brandeis.edu or (781) 736-4883.
- 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, 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@istce.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 International Personnel Management Association Assessment Council. Baltimore, MD. Contact: IPMA, (703) 549-7100 or www.ipmaac.org.

- 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).
- Aug 1–6 Annual Meeting of the Academy of Management. Seattle, WA. Contact: Academy of Management, (914) 923-2607 or www.aom.pace.edu.
- Aug 3–7 Annual Convention of the American Statistical Association. San Francisco, CA. Contact: ASA, (703) 684-1221 or www.amstat.org (CE credit offered).
- Aug 7–10 Annual Convention of the American Psychological Association. Toronto, Canada. Contact: APA, (202) 336-6020 or www.apa.org (CE credit offered).
- Oct 13–17 Annual Conference of the Human Factors and Ergonomics Society. Denver, CO. Contact: The Human Factors and Ergonomics Society, (310) 394-1811 or <http://hfes.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 (type-written).
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.
6. Qualification Self-checklist for Prospective Applicants for Fellow Status—completed by nominee if nominee wants to be considered for APA Fellow status.
7. Checklist for SIOP Fellow Nominators—completed by nominator.

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.**

Cattell Sabbatical Awards

The James McKeen Cattell Fund offers a program of sabbatical awards to supplement the sabbatical allowance provided by the recipients' home institutions, to allow an extension of leave-time from one to two semesters. Each year 4–6 sabbatical awards are granted to academic psychologists, covering up to \$32,000 in salary. Application materials, requirements for award eligibility, and a list of previous recipients are available at <http://www.cattell.duke.edu/>. Deadline for academic year 2003–2004 awards is **December 1, 2002**.

\$100,000 HR Research Award

The Society for Human Resource Management, and SHRM's affiliates, the SHRM Foundation, and the Human Resource Certification Institute (HRCI) are proud to announce the call for nominations for the 2003 Michael R. Losey Human Resource Research Award. This research fund has been established by the three boards to honor retired SHRM president and CEO Michael R. Losey, SPHR, CAE and his contributions to the Society and the HR field. This premier award recognizes outstanding contributions by an HR researcher or professional to the human resource field. This award acknowledges significant past research accomplishments and facilitates continuing contributions by an individual to the human resource management field.

A single annual award of \$100,000 from the Michael R. Losey endowed research fund will be made annually to further the field of human resources. The award from this fund will be presented at the 2003 Annual Conference in Orlando, Florida. Nominations for human resource professionals who have made and will continue to make significant research contributions to the field of HR are encouraged. The nomination deadline is **January 15, 2003**.

For more information about this prestigious award as well as nomination procedures, please visit www.shrm.org/loseyaward.

APA Fellowship Programs

APA announces its 2003–2004 Congressional and Science Policy Fellowship Programs. Detailed program descriptions can be found at <http://www.apa.org/ppo/funding/homepage.html#fellows>. The application deadline for all programs is **January 1, 2003**.

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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.**

I-O PSYCHOLOGIST (ASSISTANT or ASSOCIATE PROFESSOR to begin September 2002, or January or September 2003). We seek a full-time, tenure-track faculty member for our Master of Arts program in I-O psychology. Qualifications include a PhD in psychology and strong applied methodological and quantitative skills. The successful candidate will demonstrate excellence in teaching, research productivity, and a commitment to collaborating with, and developing, student talents. The I-O program offers a balance of industrial and organizational topics, and the candidate is expected to teach courses such as Training and Development, Motivation, Performance Management, and others based on interest and expertise. Description of the depart-

ment: We offer BA, MA, PsyD, and PhD degrees. Approximately 300 graduate students and 700 undergraduate majors are enrolled in department programs. Although primary assignment for this position is in our MA Program in I-O psychology, the successful candidate will work in a large department with 33 full-time psychologists. Participation in all aspects of department functioning is expected, including advisement and committee service at the department and university levels. Send a letter of interest, vita, sample publications, teaching evaluations, and three letters of reference to **Howard Kassinove, PhD, ABPP, Chairperson, Department of Psychology, Hofstra University, Hempstead, NY 11549**. An affirmative action/equal opportunity employer.

The Department of Psychology at the **UNIVERSITY OF OKLAHOMA** seeks applicants for a position in industrial-organizational psychology. This position will be located at the **TULSA CAMPUS** of the University of Oklahoma, approximately 2 hours from the main campus in Norman. The appointment will be made at the **ASSISTANT** or **ASSOCIATE PROFESSOR** rank. Successful applicants will be expected to maintain an active research program, involving outreach to the Tulsa business community, and will serve a key role in developing and supporting a new masters degree program concerned with the management of technologically based organizations. Screening of applicants will begin November 30, 2002, and will continue until the position is filled. Candidates must send a letter of intent, current vita, re/preprints, statement of teaching ability, and a minimum of three letters of recommendation to **Dr. Michael D. Mumford, The University of Oklahoma, Department of Psychology, 455 West Lindsey St., Norman, OK 73019 (ph 405-325-4511)**. Applications from women and minorities are especially welcome. The University of Oklahoma is an affirmative action/equal opportunity employer.

ASSISTANT PROFESSOR, INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY, KANSAS STATE UNIVERSITY. The Department of Psychology at Kansas State University invites applications for the position of assistant professor of industrial-organizational psychology. Faculty, students, and administration at Kansas State University are committed to creating an inclusive campus environment that fosters academic excellence by encompassing and valuing diversity. This is a tenure-track position and the salary is competitive. A complete position description and full application requirements can be found at http://www.ksu.edu/psych/io_search.htm or contact **Dr. Ronald G. Downey, downey@ksu.edu** for more information. Review of applications will commence on November 1, 2002. The search will, however, remain open until the position is filled. Kansas State University is an equal opportunity employer.

TULANE UNIVERSITY, Department of Psychology, announces an opening for a tenure-track **INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST** at the **ASSISTANT PROFESSOR** level starting in August 2003. Particular interest will be paid to applicants with the ability to initiate and maintain a high-quality, funded research program in any area of industrial-organizational psychology. Teaching responsibilities will include courses at the undergraduate and graduate level. The successful candidate also will have the opportunity to work closely with students and faculty in Tulane's School of Business. For information on Tulane University, interested candidates can refer to the Tulane University Web site: www2.tulane.edu. A letter of application, vita, reprints, and three letters of recommendation should be sent to **Dr. Ronald S. Landis, Chair I-O Search Committee, Department of Psychology, Tulane University, 2007 Stern Hall, New Orleans, LA 70118. Telephone: (504) 862-3306. Fax: (504) 862-8744. E-mail: rlandis1@tulane.edu**. Review of applications is ongoing and will continue until the position is filled. Tulane University is an equal opportunity/affirmative action employer.

I-O PSYCHOLOGY. The Department of Psychology at the **UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE** invites applications for a tenure-track or tenured position at the **ASSOCIATE PROFESSOR** level to begin August 2003. Requires a PhD in industrial-organizational psychology plus appropriate research and teaching experience. The university is the fourth largest of the 16 institutions in the University of North Carolina system and was recently reclassified as a Doctoral Intensive/Research University. The successful candidate will serve as director of the I-O Masters Program and will play a leadership role in the development of a doctoral program in I-O psychology. Additional information about the department is available at www.uncc.edu/psychology. Applications—including statements of teaching philosophy and research program, graduate transcripts, and three letters of recommendation—should be sent to **Chair, I-O Search Committee, Department of Psychology, UNC Charlotte, 9201 University City Blvd., Charlotte, NC 28223**. The review of candidates will begin on November 1 and continue until the position is filled. AA/EOE.

INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST, Department of Psychology, Auburn University. The Department of Psychology at **AUBURN UNIVERSITY** invites applications for one, possibly two tenure-track positions in the fall semester 2003 or earlier. Appointment will be at the rank of **ASSOCIATE** or **ADVANCED ASSISTANT PROFESSOR**, depending on the applicant's qualifications and academic experience. Women and minorities are encouraged to apply.

In addition to providing leadership of the department's doctoral program in I-O psychology, the individual hired can expect to teach one undergraduate and one graduate course each semester, supervise graduate student research and practical experiences, and participate in department, college, and/or university service activities. The successful applicant is expected to seek outside support for research and/or outreach activities that will further the department's educational goals.

The successful candidate will hold the PhD in I-O psychology, have experience teaching undergraduate and graduate courses relevant to I-O psychology, and show clear promise for providing leadership of the I-O program. Experience developing mutually beneficial relationships with community work organizations will be viewed favorably.

Send curriculum vita, letter of application (including a summary of qualifications and interests), not more than four recent reprints or preprints, and the names of three referees (who will not be contacted without the applicant's permission) to **Dr. Philip Lewis, Chair, I-O Search Committee, Department of Psychology, Auburn University, AL 36849-5214**. Graduate transcripts will be required from the successful candidate(s). For more information contact Dr. Philip Lewis at e-mail: lewispm@auburn.edu or phone: (334) 844-4412. Review of applications will begin October 1, 2002, but applications will be accepted until the position is filled. Auburn University is an affirmative action/equal opportunity employer.

RICE UNIVERSITY Psychology Department anticipates two tenure-track openings at the **ASSISTANT PROFESSOR** level beginning in the fall of 2003, pending final approval. One of these positions is in **APPLIED PSYCHOLOGY**. We seek individuals who do research in industrial-organizational, human-computer interaction/human factors, applied social psychology, or a closely related field. We are particularly interested in someone who does research bridging two or more of these areas; however, individuals who work solely in one of these areas are encouraged to apply and will be given full consideration.

Rice University (www.rice.edu) is located near downtown Houston and has ties to NASA and the business community. The psychology department has PhD programs in cognitive psychology (including cognitive neuroscience) and industrial-organizational psychology. Human-computer interaction is a component of both programs. Evaluation of candidates will begin November 15 and continue until the positions are filled. Applicants should submit a cover letter, vita, reprints, four letters of recommendation, statements of teaching and research interests, and evidence of teaching effectiveness to **Applied Search Committee, Psychology Department, MS-25, Rice University, P.O. Box 1892, Houston, Texas 77251-1892**. Minority

candidates and women are encouraged to apply. Rice University is an equal opportunity/affirmative action employer.

SAN FRANCISCO STATE UNIVERSITY, Department of Psychology invites applications for a tenure-track **ASSISTANT PROFESSOR** position beginning August 2003. Candidates are preferred who have teaching and/or research experience with a diverse student body. San Francisco State University, a member of the California State University system, serves a diverse student body of 27,000 undergraduate and graduate students. The mission of the university is to promote scholarship, freedom, human diversity, excellence in instruction, and intellectual accomplishment. SFSU faculty are expected to be effective teachers and demonstrate professional achievement and growth through continued research, publications, and/or creative activities. **INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY**. Qualifications: A PhD in psychology with a specialization in I-O psychology, evidence of a successful program of research and teaching, and an emphasis in industrial psychology topics such as training and development, personnel selection, or performance appraisal. Responsibilities: The position requires teaching graduate and undergraduate courses in I-O psychology and statistics or research methods. Supervision of undergraduate and graduate students is expected, as is the development of a professional program of research. Rank and salary: assistant professor. Salary is commensurate with experience. Application Deadline: **November 1, 2002**. Application Process: Candidates should submit a letter of interest, a current curriculum vitae, a sample of scholarly papers, and a description of teaching and research interests. Candidates are asked to specify the position for which they are applying. At least three letters of reference should be sent separately. Mail all materials to **John Kim, Department Chair, Department of Psychology; San Francisco State University; 201 Psychology Building, 1600 Holloway Avenue; San Francisco, CA 94132**. SFSU is an affirmative action/equal opportunity employer. Information on the psychology department can be accessed via: <http://www.sfsu.edu/~psych/>.

INDUSTRIAL-ORGANIZATIONAL—ASSISTANT OR ASSOCIATE RANK: The Department of Psychology, **WRIGHT STATE UNIVERSITY** invites applications for the position of tenure-track assistant professor or associate professor in the area of industrial-organizational (I-O) psychology. The department has a PhD program focused on both industrial-organizational and human factors psychology. Students major in one area and minor in the other. The human factors major is competitive with the best programs in the nation. Visit www.psych.wright.edu to learn more about

this program and its relationship with scientists and practitioners at Wright Patterson Air Force Base and the local business community. The department is committed to excellence in research and teaching and has a strong undergraduate program. Applicants must have a PhD in psychology by date of appointment, academic training and/or experience in I-O psychology, and should have evidence of a strong commitment to teaching and research in this area. Preference will be given to applicants who have their PhD in I-O psychology. The successful applicant will teach graduate and undergraduate courses in I-O psychology as well as other courses at the undergraduate level and will be active in expanding the I-O complement of the PhD program. Applicants for the associate rank should have a record of publications demonstrating a sustained quality research program showing promise of a national reputation for excellence, of leadership skills, and of supervision of graduate students. Grants, contracts, or other outside support for research is a plus. A curriculum vitae and three letters of recommendation should be sent to **Dr. Helen Altman Klein, I-O Search Committee, Wright State University, Department of Psychology, 335 Fawcett Hall, Dayton, OH 45435-0001**. Formal review of applications will begin October 11, 2002, but applications will be reviewed until the position is filled. Wright State University is an equal opportunity/affirmative action employer.

INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST: Tenure-track **ASSISTANT PROFESSOR** position at **PURDUE UNIVERSITY**, beginning August 2003. Applicants with research interests in any area of I-O psychology will be considered. Applicants must have a PhD in I-O psychology or organizational behavior and be pursuing an energetic program of teaching, research, and publication, with the potential to obtain external funding. Responsibilities will include maintaining a productive research program, directing graduate-student research, and teaching undergraduate and graduate courses. Applicants should submit a vita, a description of current research and teaching interests, evidence of teaching effectiveness (if available), reprints of publications, and three letters of recommendation that include a discussion of teaching strengths to **Professor Carolyn M. Jagacinski, I-O Psychology Search Committee, Department of Psychological Sciences, Purdue University, W. Lafayette, IN 47907-1364**. Application review begins October 15, 2002, but applications will be accepted until the position is filled. Women and minorities are especially encouraged to apply. AA/EOE.

ORGANIZATIONAL SCIENTIST. **RAND**, a nonprofit policy research organization, has immediate opportunities for researchers with backgrounds in organizational analysis at the junior and midcareer levels.

Our organization is comprised of more than 600 full-time researchers in Santa Monica, California; Washington, DC; Pittsburgh, Pennsylvania; and Europe. They work on multidisciplinary research teams producing objective, scientific analysis published in peer-reviewed journals and technical reports, to guide public and private sector policymakers on diverse issues. Successful candidates who join us will have opportunities to teach in the RAND Graduate School, the world's leading producer of PhDs in policy analysis, and to collaborate on projects across various research programs, such as Health, Education, Labor and Population, National Security, Public Safety and Justice, Civil Justice, and Science and Technology.

Qualifications include a PhD in psychology, sociology, economics, business, engineering or other discipline with specific emphasis on organization and management theory, organizational behavior, and/or organizational development. We seek applicants who possess solid theoretical training and strong empirical research skills in organizational concepts and analysis with demonstrated methodological proficiency and excellent oral and written communication skills.

A competitive salary commensurate with experience will be offered. E-mail a letter describing your qualifications and research interests, a CV, and two sample publications (Word, WordPerfect, RFT or PDF formats) to **research-jobs@rand.org** or fax them to **(310) 451-7070**. Please reference BHS/910 on all correspondence. For additional information, visit www.rand.org or call (310) 393-0411, et. 7996. RAND is an equal opportunity employer.

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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 JobNet pricing see the SIOP Web site. For information regarding advertising, contact the **SIOP Administrative Office, 520 Ordway Avenue, PO Box 87, Bowling Green, OH 43402, siop@siop.org, (419) 353-0032.**

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TIP

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