New Tests from Ramsay Corporation

Comments by Tom Ramsay

Our niche is development of assessments for production and maintenance employees in manufacturing and processing industries.

- RCJS Electrical Aptitude Test: This 36-item test of aptitude for learning electrical maintenance knowledge and skills has shown preliminary correlational promise in prediction of electrical maintenance content. KR_{20} reliability was .76 and test scores were correlated .469 with technical knowledge for a sample of 97 persons in a technical training program.

- RCJS Mechanical Aptitude Test: This 36-item test of aptitude for learning mechanical maintenance knowledge and skills has shown preliminary correlational promise in prediction of mechanical maintenance content.

- One of our clients has purchased a 32 lesson CBT program to certify employee skills for ISO 9000. We have made a 120-item diagnostic test to predict which lessons an operator should complete to achieve certification. Instead of taking a series of 1600 test questions over several days, operators will be able to diagnose their training needs with a 2-hour test.
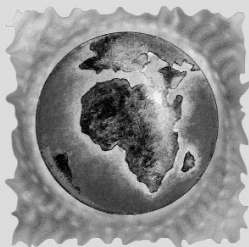
IOTAS
Debra A. Major and Rebekah Cardenas

CONFERENCES AND MEETINGS

CALLS AND ANNOUNCEMENTS

Ann Marie Ryan

Thanks for the many complimentary e-mails I have been receiving about SIOP's products and services. SIOP accomplishes this high level of activity because hundreds of volunteers and a dedicated administrative office staff work to make the conference a success, improve our services, watch out for your interests, and make sure the day-to-day business of the organization gets accomplished. Some of this work is not glamorous—deciding our advertising policies, beta testing various services offered via the Web site, processing membership applications, making sure *TIP* gets published on time, preparing the conference placement center, and so forth. However, it is also vital to organizational success, and so thanks to all those who make these things happen.

I want to convey one last reminder about the upcoming SIOP conference. You do not pay for any of the meeting rooms at the conference as the cost of the meeting rooms is covered based on our guarantee that we will occupy a certain number of sleeping rooms. Last year we incurred substantial penalties at two of our conference hotels because we did not meet our sleeping room obligations. PLEASE, PLEASE, PLEASE reserve your hotel room at one of the four SIOP hotels where we've blocked rooms for this year's conference. These are great hotels! (I've stayed at 2 of the 4 myself). The hotels are all located on Downtown Disney property, so they offer very nice sleeping rooms and many amenities, as you'd expect from Disney. They are all within easy walking distance of the Hilton and Royal Plaza where we will be holding our conference program, and SIOP will provide all-day shuttle service between the hotels for those who prefer not to walk. The Downtown Disney entertainment and restaurant area is an easy walk from all of the hotels, and all of the hotels offer shuttles to the Disney theme parks. So not only will you be helping SIOP if you stay in a conference hotel, you'll also ensure yourself a pleasant stay in Orlando during the conference! By staying in a conference hotel, you help ensure that we can keep our conference fees low in the years ahead AND offer affordable rates in great conference hotels to our members attending future conferences.

In this column, I'd like to focus on one of the goals I had set for this year as SIOP president: to increase the scope of Society activities related to enhancing the scientific base of our field. A key element of our identity on the practice side is our scientific grounding, and I believe that the scientific base of what we do and the ways we contribute to it need greater attention. What leads me to that conclusion? It's actually more of an uneasy feeling

than a firm conviction, based primarily on your comments on the last SIOP survey as well as my observations from my base in academia.

I worry: Are we making certain that the rest of psychology views I-O as sufficiently scientifically rigorous, seen as contributing to knowledge rather than just to organizational profits? Has our isolationist stance from the rest of psychology cost us? Is SIOP as an organization doing enough to assist new professors with early career transition issues? Funding for I-O research has long been an issue (see February 1987 *TIP* column by Lord, Jones, Dickinson, Ledvinka, and Balloun)—in this age of even greater focus on extramural funding, are we helping new professors navigate the system? Are our members finding the research presented at our conferences and in the top journals in our area as providing both practical and theoretical contributions? Are our graduate programs providing the training needed in research skills? Are our members (particularly those in practice settings) aware of the changing environment surrounding research ethics and how that affects their work? Will members in practice settings need a SIOP-sponsored IRB in the future?

The Scientific Affairs Committee under the leadership of **Tim Judge** is developing a set of recommendations regarding ways that SIOP can better promote our scientific base and also assist our members in engaging in their pursuit of scientific activities. We've also had some discussions at the Executive Committee meeting last September on activities, too, that might aid members in this regard. Below is a list of some that have been tossed about.

- Promote better funding of I-O research through the following:
  - Foundation-funded grants, such as the small grants program, the Fine Award, and others. (Contact **Irv Goldstein** at Irv@bsos.umd.edu if you wish to contribute to funding research.)
  - *TIP* columns and conference sessions from successful grant getters advising those new to the process.
  - Improved Web site listing of grant sources and other information related to obtaining funding for I-O research.
  - Development of a subcommittee of Scientific Affairs focused on I-O advocacy that would choose several themes of current interest to U.S. government funding sources, develop briefing materials regarding needed research from an I-O standpoint, engage in advocacy training via APA, and market our potential contributions to key organizations and funding sources so as to direct funding toward topics/initiatives where I-O psychologists might play a key role.

- Promotion of our research base to the world at large, but also to others in academia by
  - Continuing our practice of press releases on journal articles and conference presentations. (This is an ongoing activity of the Visibility Committee and has resulted in placements of research in key outlets, such as the *Wall Street Journal.*)

- Developing a "did you know…" sheet for use in promoting I-O within academic circles—this might include facts and figures about the I-O field, about the rigor of our top journals, about the productivity of I-O academics. For those facing the tenure process, having such information can also be helpful.
- Developing a "How I-O contributes to basic science" brochure/Web page that describes a few key pieces of I-O research that have changed the direction of basic psychological research.

- Providing continuing education to members to enhance their research skills and opportunities via
  - The SIOP conference. Our April event always contains many sessions focused on research skills and techniques, and some of the tutorial sessions are particularly focused on providing updates on content and methodological areas. This year's conference is no exception.
  - Semiregular *TIP* articles and conference sessions regarding issues related to research ethics. (This year's new "how to" sessions on Sunday provide information on some of the rising concerns due to changes in federal regulations regarding research with human participants.)
  - Conference sessions to link academics and practitioners for collaborative research efforts. (See **Donald Truxillo's** description of one such "trial run" session in this issue of *TIP*.)

By the time you read this column, some of these activities may be actively underway. However, many are contingent on a response of the membership—SIOP won't engage in expending resources just based on my uneasiness! Let me know (ryanan@msu.edu) if any of these issues strike a chord with you or if any of these activities are ones that you are willing to volunteer time toward pursuing.

Reference

Lord, R. G., Jones, A., Dickinson, T. L., Ledvinka, J., & Balloun, J. L. (1987) Research funding in industrial-organizational psychology. *The Industrial Organizational Psychologist, 24*(2), 61–67.

"How are cities and hotels chosen for the conference?"
"Why doesn't SIOP publish its own journals?"
"What do my SIOP dues cover?"
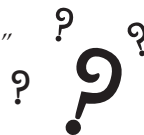
Find out all you ever wanted to know about SIOP!

www.siop.org/faq.htm

QuickSelex

Selection Made Easy

What's in a Logo?

Debra A. Major
Old Dominion University

Happy New Year everyone! Inside this issue of *TIP* you'll find everything you need to know to prepare for the 2003 SIOP conference in Orlando. There's information about conference registration, new session formats, workshops, the doctoral consortium, and all the other fabulous events you look forward to every year.

In discussing the upcoming conference with SIOP colleagues recently, someone suggested that it might be fun to add "mouse ears" to the SIOP logo in honor of the 2003 conference venue. I, of course, thought that was a hilarious suggestion and was certainly game to give it a try. Immediately, however, the more legally minded among us squashed the idea and for good reason. Copyright infringement is a serious issue, and SIOP certainly doesn't want to violate any laws by borrowing those famous ears.

So, why am I sharing this with you? I learned something during that conversation, that might have been obvious if I had ever given it any thought, but the truth of the matter is, I just never did. Logos, like those mouse ears and even our beloved "I inside the O" SIOP logo, can be powerful symbols, and in many cases are legally protected. To use the SIOP logo (like the one that appears on the cover of *TIP)* you must have permission from the SIOP Administrative Office. I'm sure there's no conspiracy to abuse the SIOP logo. My guess is that, like me, there are SIOP members out there who just never thought about it and are unknowingly breaking the rules by using the logo.

I'd also like to consider this idea of a logo as a powerful symbol. I'm sure you all have your favorites, the Disney mouse ears, the Nike swoop, or that flying "Window." They all bring immediate recognition to a product and the organization behind that product. How do you feel about our SIOP logo? What message does it send to our membership and those external to our organization? The SIOP Visibility Committee is actively investigating these issues and would certainly like to hear your thoughts and ideas.

Inside This Issue
Looking for a Few Good Students: New TIP-TOPics Columnists

As Nancy, Marcus, and Eyal explain in this issue's **TIP-TOPics** column, it's time once again to search for new student columnists. The new columnists will serve a 2-year term during which they will contribute a **TIP-TOPics** column to each issue of *TIP*—that's eight in all! If you have enthusiastic stu-

dents with good writing skills, please encourage them to become involved with *TIP*. If you are one of those students, we're looking for you! Team up with some of your peers (believe me, it lightens the writing load), and submit a sample column following the process described in this edition of **TIP-TOPics.**

What's in this issue of TIP for me?

As always, we've tried hard to put together an issue of *TIP* that has something for everyone.

Building a Better Book:
Tips for Prospective Textbook Authors

Michele Sordi
Wadsworth Publishing

Acquisitions editors resemble talent scouts. We search for prospective authors who combine solid research credentials and training, an outstanding teaching record, and an infectious passion for what they do. Successful authors—whether newly tenured, established faculty, or promising new assistant professors whom experienced editors will track until tenure—not only have the goods, they have the commitment it takes to sustain a writing project and the ability to deliver it over the long-term. The consolidation in college publishing in recent years means that there are fewer editors making decisions about what books to sign and publish and which to reject. Have you been thinking about writing a textbook? Or, do you have an idea for one percolating on the back burner? Perhaps you're simply curious to learn more about how the process works and what's involved? Below, I've gathered some of the most frequently asked questions and misperceptions about textbook publishing, along with some advice for how to get a project off the ground and into the right publisher's hands.

1. Why should I consider writing a textbook?

Editors are always on the lookout for signs of author potential and evidence of a proven track record. At conventions and on campus, in phone conversations and via e-mail, we're in search of that rare combination of spark, expertise, and commitment to teaching. How many of the following indicators apply to you?

- "I'm not fully satisfied with existing textbooks for the course; in fact, I have specific ideas about what I'd like to see improved and what I'd like to see done differently in a new book."
- "I teach an introductory or upper-level undergraduate course that gets my students interested in and excited about my field."
- "I've devised innovative ways to make the course content come alive for my students."
- "In addition to the core text I've adopted, I've created my own course pack or custom publication."
- "I'm in the process of creating (or have recently created) a new course for my department."
- "I've been recognized by my department or university for outstanding teaching. My student teaching evaluations are consistently strong."
- "I am active in my field with a vita that shows a strong record of current research, journal articles, presentations, and membership in my field's major organizations."
- "I'm already tenured or will be up for tenure within the next year."

- "I've written or coauthored a textbook before for a different course."
- "I've previously authored an instructor manual, test bank, or other ancillary materials to accompany a leading textbook."
- "I'm on the editorial board of a journal or publication associated with my field."
- "I have a sense of the current trends and future directions of my field that should be reflected in a new textbook."
- "I've taught this course enough times now and have tried different texts and methods so that I know what works for students."

2. What's the first step in linking up with a publisher?

This "first step" actually consists of several preplanning tasks. Before drafting a proposal and approaching a publisher, you should closely evaluate the competition, gaining a concrete understanding of the strengths and weaknesses of the leading books on the market. Peruse your office bookshelves and determine what you like about your favorite textbooks. Do you find effective chapter-opening or end-of-chapter features? Eye-catching art? Inviting design? Accessible writing style? Concrete, relevant examples? Student-centered activities? A helpful ancillary package? Today, the Internet makes it very easy to access instant information about competing books on publishers' Web sites. You can find tables of contents, book overviews, reviewer comments, prefaces, sample chapters, media clips, features lists, and book specs.

Test out your ideas in class with your own students, and talk with colleagues at your campus and other schools about common course goals and teaching challenges. What do instructors find most frustrating about teaching the course? Which topics give students the most trouble? In which areas do current books fall short in helping instructors achieve their most important teaching goals? Understanding the persistent problem areas in a course and where current textbooks fall short presents an opportunity for the new textbook author who can solve these teaching needs with a better book.

The next time that publisher's representative stops by to say hello, don't politely brush the rep off. Take a few minutes and talk with her. Experienced publisher's reps are experts about their own company's books as well as the competition. The rep will be able to tell you why a book sells or doesn't sell, discuss regional and national course trends, and explain the impact of new technology. A good rep can also function as your ally, helping to get your proposal brought to the attention of a busy editor.

When you attend your next convention, stroll through the exhibit hall and take advantage of the opportunity to meet editors, publishing executives, and marketing managers. Depending on how serious you are about a book project, you might consider setting up an appointment ahead of time to meet one-on-one with the editor. Talk with the staff in the booth and ask questions about the books and media on display. Are books displayed prominently? Is there a good representation of backlist and frontlist titles? Are catalogs in

plentiful supply? Are reps and booth staff helpful and knowledgeable about their products? Are the publishers talking with customers? Chances are that what you observe in the booth is a good indication of the treatment you can expect down the road for your own book.

After assessing competing books and conducting some informal market research of your own, you're ready to craft your draft prospectus and determine which publisher will be the best fit for you and your book. Most editors and companies have proposal writing guidelines that you can download off the publisher's Web site or request in person from your local publishing representative. It's a good idea to use the publisher's guidelines as a roadmap for blocking out your proposal as they typically cover important market and project issues whose importance a first-time author might neglect.

In addition to your narrative prospectus or proposal (about 5 to 10 pages), you'll need to sketch out a detailed table of contents or book outline that clearly shows all chapter titles, subtopics, appendices, and other back matter you plan to include in the book. Be sure to double-space the entire document—one of the first rules of manuscript preparation—and don't identify your name or affiliation. Your editor will want to keep the review process "blind" to ensure an objective, frank evaluation of your proposal's strengths and weaknesses.

3. **What are pitfalls to avoid in your book proposal?**
- **Sending unsolicited manuscript or huge e-mail attachments.** Most editors prefer a brief project description, or outline and prospectus, along with a copy of your vita. If your entire submission is less than 25 pages, it's fine to send your material by e-mail. But, always send a hardcopy as well, since e-mail access can be erratic for travelling editors. Sending a box of unsolicited manuscript or multiple chapter e-mail attachments is strongly discouraged. Experienced editors will be able to decide the potential of a project, and whether they want to see more material, based on a solidly written proposal and vita.
- **Ignoring the competition.** Inexperienced authors often state that they never look at the competing books because of a naïve perception that their own project's originality would be compromised. I can't tell you how many times I've been in meetings with prospective authors when the conversation has taken this near-fatal turn. An author's unfamiliarity with the competition reveals a lack of understanding of the market and audience for which he or she intends to write. The more you can demonstrate a solid grasp of the strengths and shortcomings of current leading books, the more convincingly you'll position your book in relation to leading competitors. Why would a professor using a proven, leading book be tempted to drop the current text and switch to yours? To make a compelling case for your own book, you'll need to know your competition, common teaching challenges, areas of student difficulty, and how your book will provide a better, innovative alternative.

- **Pitching your book for everyone.** *"There's no other book like this on the market anywhere. In fact, I've never seen a book like the one I'm proposing. My book will fit a range of courses, such as Intro X, upper level courses in Y, as well as courses over in the Medical School, and anthropology and education departments. The book will also have broad appeal to professional markets and the lay audience."* Some version of this comment appears in many first draft proposals, and I can't think of a line that makes an editor wince more (other than the "I don't know the competing books" comment above). Once again, this common pitfall reveals an author's lack of knowledge of the audience and the market for which he or she is writing. If you can't find a similar book available anywhere, you might want to consider what this lack of supply suggests about market demand or market size.

  If the course for which you are writing a book is a newly emerging or growing course, you'll want to have hard evidence (sample syllabi from other campuses, studies or reports, related articles describing new course trends) to back up your claims of the need for such a book. A textbook will often appeal to secondary or overlapping markets, and it may have reach into trade or professional markets. However, it's imperative that you clearly identify the target audience for which you are writing the book. In the textbook arena, this means that you must be able to identify the primary course for which your book will be the core text. A book with diffused objectives will end up fitting no single course well.

4. How does the review process work?

Depending on the quality and completeness of your draft proposal, an editor may require changes before agreeing to send it out for review. When both editor and author are satisfied that the proposal and outline are in good shape, the editor will commission 4 to 10 "presigning" reviews (depending on the market size and competitive landscape) to gather feedback on the project's potential for critical and commercial success. The review process typically takes 4 to 6 weeks, including time to line up reviewers, prepare and mail out review packets, and track reviews as they come in. It's a good idea to get a sense of the timetable for the reviews up front. By what date will the editor send your material out for review? When will the reviews be due back to the publisher? When will copies be sent to you? Do you have a clear understanding of what the editor hopes to learn from the reviews? In other words, what will the editor specifically be looking for in the reviews in order to reach a decision about the book's potential for success in the market? Do you have a sense of what the editor considers a "solid" round of reviews— 50% positive reviews or 80% positive reviews? What's a reasonable target date by which you will want to know whether the publisher will offer you a contract or decline interest in your book?

When all the reviews are in, the editor will send you a set of reviews and set a date to discuss them with you. It's a good idea to prepare for this conversation by taking careful notes as you read the reviews, noting which comments or criticisms you find helpful and which you disagree with. Do you find any patterns in the reviewer comments or any concerns or disagreements with what you have proposed? Be prepared to discuss the reviews in detail with the editor. This meeting will give you a preview of what it might be like to work closely together and what you can expect from the editor in terms of level of detailed attention, support, creative solutions, guidance, expertise, and flexibility. You can be certain that seasoned editors will be looking for these same qualities in you!

Assuming that the reviews are encouraging—that is, reviewers indicate that they would be likely to adopt the proposed text or would seriously consider it for adoption—the editor will then nail down a writing schedule, terms, and proceed to negotiate a contract.

5. What are the hallmarks of a good textbook? What makes a book marketable?

It's important to recognize that there's a distinction between a good textbook and a marketable textbook. Not all good books are commercially successful. I'd bet that there are numerous first edition books lining your shelves that you consider perfectly respectable in terms of accuracy of content, organization, and style. A good book may appeal to a narrow segment of a market but fail to meet the needs of a wider audience. It's your editor's job to craft a strategy for your book's critical and commercial success, ensuring that it is a quality book that gets widely adopted and sells enough copies to satisfy the publisher's investment goals. The development of a textbook—its unique pedagogy, art and photos, media, and supplements package—represents a costly, long-term financial investment by the publisher. Understanding the basics of your book's budget and the publisher's financial expectations will help you partner with your publisher in making decisions that are best for the success of your book. To reach a second edition, your textbook will have to meet or come close to meeting the sales targets established by your editor.

Commercially successful books tend to be ones written for a specific course that the author successfully teaches. The author's grasp of common course goals, teaching challenges and areas of student difficulty is informed by his or her firsthand experience as an instructor who teaches the course. The book must match the course as it is commonly taught, while offering obvious improvements and innovations that make it a better and more exciting alternative to the leading books already dominating the market. A good book is accessibly written, free of unnecessary jargon, and replete with interesting, relevant examples. A good book is crafted with a keen eye to detail so that text, art, pedagogy, media, and supplements are planned together from page one. It's also essential that the author complete the book according to

schedule, as a book that suffers from chronic delays risks losing its timeliness, currency, and competitive edge. Given the high competitiveness and tight margins of publishing, the book alone is no longer enough. The author and publisher need to partner in creating a complete course solution delivered via a combination of text, media, and supplements.

6. With all the books on the market for course "X," why would a publisher want to develop yet another new book for the same course?

Why would I want to sign with a publisher who already has other books for the same course? Why would I want to sign with a publisher who has never published a book for this course before? New authors confronting this issue need to decide what is most important to them in an editor and publishing house, and what they expect for their book. It's important to understand that there are potential benefits and challenges that come with either of the two scenarios mentioned above. Signing with a publisher who already has a track record of success publishing in a given course can benefit your book in several ways. The house has a demonstrated commitment to the course, and its sales reps and marketing department know the customers and what it takes to be successful in that market. Your new book will have the advantage of cross-promotion with established titles. For any sizeable course, there is always room for multiple books aimed at different levels of the market (low, mid, and high level), as well as books that take different conceptual, thematic, or organizational approaches. The fact that a publisher may publish one or more books for the same course should not be a deterrent as long as each of these different books—including your proposed book—has a strong, compelling story that distinguishes it from the other books on a publisher's list.

Sometimes, it's tempting for an author to favor a publisher who will make his new book that publisher's first entry in a given course or market. As in the scenario above, be sure to get specific assurances up front about your and the publisher's expectations for development and marketing. What are the publisher's goals for entering a new market? You'll want to see evidence that the publisher has the resources, creativity, and commitment it will take to establish a successful new book in a competitive and often crowded marketplace. If your book marks a publisher's debut in a new market, does the publisher have other strengths it can leverage in helping to establish your book?

7. Is it ethical to send my proposal out to different publishers at the same time?

As a prospective author, you are free to talk with and get advice from as many publishers as you wish. It is not uncommon for an author to submit his proposal to several publishers at the same time. Doing so can help you gauge your potential working relationship with different houses. You'll get a realistic view of how quickly and thoroughly an editor responds to your material, the timeliness and quality of reviews, the urgency with which your project is

treated, and a feel for whether the editor and publishing house are a good fit for you in the long term. However, in any presigning situation in which you are sharing your book proposal with more than one publisher, it's vital to assure a fair process.

To avoid miscommunication, communicate honestly with all parties about your most important needs and concerns, identify which publishers you are talking with, ask tough questions, and establish clear decision-making timetables. When will reviews be commissioned, analyzed, and discussed? Is an on-site meeting with the publisher necessary, and if so, when? By when can you expect a decision from the publisher of intent to offer a contract or decline interest in the project? Do you have a date by which you want or need to make a decision?

When the honeymoon phase of signing has ebbed, and you're hard at work on the book, you'll want to be confident that the publishing relationship you've entered into is the one that will support and sustain your efforts over the long term. Even if you never end up writing a textbook of your own, understanding some of the nuts and bolts of the process will help you better appreciate the commitment and contribution made by those of your colleagues whose names appear on your favorite textbooks.

art

A HOLISTIC APPROACH

Many selection systems focus only on one dimension of candidates, such as, integrity, skills or personality. Kenexa's approach is to measure the strengths and limitations of each job candidate based on the key constructs of personality, critical thinking, prior experience, skills sets and situational judgment.

IDENTIFY THE STRENGTHS THAT COUNT

Our selection instruments predict performance based on assessment of personal competencies providing a highly reliable job-success profile for every candidate. Consistent use of Kenexa assessment instruments can result in measurable improvements in the performance of your workforce.

science

RESEARCH VALIDITY

Kenexa Research Scientists are among the most experienced in the industry at developing assessment tools that utilize the most powerful types of proven predictors. Our tools are based upon performance-linked research and criterion-related validation. Kenexa's research methodology includes a thorough job analysis. Our item bank includes over 1,200 questions.
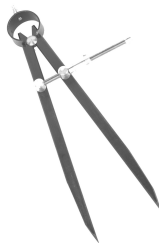
Are the Tools Fair to All Applicant Groups?

Annually, Kenexa provides its clients with a fairness and utility study designed to answer this question. The study includes data regarding ethnicity, gender and age. We provide predictive validity studies to measure the effectiveness of the assessment in identifying high performing candidates. We study the relationship between the associates' assessment scores and their subsequent job performance.

Kenexa adheres to the American Psychological Association Standards for Test Development and the Uniform Guidelines on Employee Selection Procedures.

technology
Practical Tools with Tactical Application

Kenexa carefully applies technology to make each assessment tool a natural extension of your hiring efforts. With more than 200 software engineers on staff, Kenexa provides state-of-the-art administration and technology.

▲ Kenexa Insight™
  Structured, research-based interviews.

▲ Kenexa Selectors™
  Web-based self-administered
  behavioral assessments.

▲ Kenexa InterviewBuilder®
  A bank of over 1,200 interview questions that allows
  you to configure your own structured interviews.

▲ Kenexa Prove It!™
  600 web-based job-related skills assessments.

▲ Kenexa PeopleQuest™
  Automated phone-based pre-screening.

▲ Kenexa Recruiter™
  End-to-end hiring management
  and applicant tracking.

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Placement Center Employers' Concerns

Irene Sasaki
The Dow Chemical Company

Karen Barbera
Personnel Research Associates, Inc.

Jennifer Frame
The Dow Chemical Company

Vicki Crawshaw
Sears, Roebuck and Company

The members of the Placement Committee have experienced firsthand and heard from others about job candidate behavior that reflects either particularly well or poorly on job seekers. We recently polled employers who used the service at the conference to get their input from both fronts. Experienced and inexperienced job seekers alike have been known to make mistakes. Some of these errors may appear to be minor and yet leave a lasting negative impression on employers. Other mistakes may seem a bit hard to believe or appear to reflect a lack of common sense; however, we assure you that these errors are common enough that employers are looking to inform future applicants about how to better present themselves.

What Employers Don't Like

Job Search

Employer Concerns. Employers have limited time to interview many candidates during the conference. It is very important to them to be able to use this time effectively. Therefore, it concerns employers when they interview candidates who:

- Are not really looking for a job, but just practicing interviewing skills through the Placement Center or are just "shopping."
- Are looking only for a full-time job but apply for an internship.
- Place a form letter or form resume in the employer's mailbox at the conference when the available job clearly has no relation to their experience or qualifications.
- Apply for a position within an organization they would never accept working for.

How to Avoid Raising a Concern.
- Only go through the job search process if you're seriously looking for a job. At the very least, make your intentions clear.
- Find a coach or mentor to help develop your interviewing skills; don't use an employer's limited time at the conference to practice your skills.
- If you are interested in a job for which your qualifications/experience do not match, address this in your cover letter/note to the employer.

State what other compensating skills/experience you have that make you a good candidate.

- Conduct preliminary research about an organization before expressing your interest in a position. Also ask yourself if this is an organization you could be proud to say you work for and if their ethics and values are aligned with yours.

Cover Letter/Resume

Employer Concerns. Employers need someone qualified to do the job at the location it is in and in the time frame that has been established. They are also interested in hiring employees who are passionate about their work and who have a strong interest in the specific job being offered. It concerns employers when candidates:

- Misrepresent their degree status to get an interview.
- Submit resumes without particular interests (e.g., selection, training, research) noted.
- Submit resumes and letters with typos, poor grammar, or addressed to the wrong contact person or wrong organization.
- Apply for positions that are not consistent with their geographic restrictions or are unwilling to relocate but do not list geographic restrictions on their resume.

How to Avoid Raising a Concern.

- Be honest when describing your degree status. Talk to others to determine if your timeline is unrealistic. Employers want to hire people who make realistic commitments and deliver on them.
- Read through the job descriptions and target only those you are qualified for, interested in, and in locations where you want to live.
- If you don't meet the requirements of the position, make a compelling case for why you should be considered.
- List geographic restrictions if you have any (e.g., South, Midwest, Northern California, etc.).
- If you apply for a job that is outside of your geographic preference, state in the cover letter that you are submitting your credentials in case some flexibility exists over work location.
- Take time to review all letters and resumes and have someone else proofread and give you feedback.

Interview

Employer Concerns. Interview etiquette is an important part of the hiring process. It is important to respect a potential employer's time by being prompt to scheduled interviews and by answering interview questions appropriately. Employers are concerned when candidates:

- Fail to show up for a scheduled interview because they received a "better" interview offer or found something more interesting to do.
- Ask bold questions early in the process (e.g., in an initial phone screen). Examples would be questions that reflect unrealistic expectations (e.g.,

will I have a month of vacation) and questions that get at status types of issues (e.g., will I have a private office).

- Fail to give specific examples to behavioral questions (e.g., the response, "It happens all the time. I just prioritize," to the question, "Tell me about a time when you've had more to do than time allowed. What did you do?").
- Refuse to answer the more difficult questions, saying that these situations have never happened to them (e.g., tell me about a time when you have had a conflict with someone else).
- Don't ask questions in the interview.

How to Avoid Raising a Concern.
- Do not overbook your schedule.
- Agree to interviews only if you have some interest in the position.
- Come to the interview prepared with questions about the organization or job. This lets the employer know that you are interested in the position they are offering. Save the questions about vacation and office space for discussion after you have been offered the job.
- Read through lists of common behavioral interview questions and come prepared with some examples in mind. Talk to others who have recently been interviewed and find out what types of questions were asked or consult books and articles on interviewing for lists of common questions.
- In order to generate a good list of examples to draw from, list the competencies for the job (e.g., leadership, communication, problem solving) and jot down examples from previous jobs to best describe your strength in these areas. This information lets the employer know that you are a good candidate.

Thank You
Employer Concerns. Although employers welcome thank-you notes to indicate that candidates appreciated their time and still have interest in the position, they are busy during the SIOP conference. They do not have the time or resources to manage extra paperwork. Therefore, it is best to wait to send thank-you notes after the conference.

How to Avoid Raising a Concern.
- Do not hand thank-you notes out during the conference.
- Send a thank-you e-mail or letter when you return home—it's a great way to remind the employer about you!
- Gather business cards to keep track of your interviews. Write notes on the back of the cards to help jog your memory about the interview and use them to personalize the thank-you letter.

Salary
Employer Concerns. Always a touchy subject. Understand that some employers do not have the latitude to increase the salary being offered. Employers are concerned when candidates:

- Don't commit to a salary range when repeatedly asked.
- Give a range that is overly broad (e.g., $40,000 to $75,000).
- Give an expected salary, then say the same amount isn't sufficient when it is offered.
- Interview for a position that is significantly below their salary range.

How to Avoid Raising a Concern. Be realistic with your salary range by understanding what is being offered in the marketplace:

- Visit the SIOP Web site and review the salary survey data. If needed, adjust according to current economic conditions.
- Look at other job postings or advertisements for different types of positions and experience levels.
- Talk to friends and determine what is a reasonable starting salary given your degree, experience, geography, and other relevant factors.
- Be sure to consider the salary in light of the total compensation plan.

Unprofessional Behavior

Employer Concerns. Employers are not just looking for candidates with technical skills. They are looking for individuals who conduct themselves professionally. Therefore, it concerns employers when candidates:

- Make multiple phone calls after sending their resume, not giving the employer enough time to review it.
- Act unprofessionally during the conference, even during "off times" (e.g., overindulging in alcohol at the conference social hour, dressing inappropriately, being loud and unruly, etc.).
- Openly state they are looking for a couple of years of experience so they can move to bigger and better things or start their own firms.

How to Avoid Raising a Concern. Act as though you "are on" at all times. Your behavior at social events and in off hours can be seen and evaluated by employers. In addition, you may be attending the conference next year as a representative of their organization. They want to know that you will reflect well on them.

Lack of Knowledge

Employer Concerns. Employers are looking for people with initiative who are genuinely interested in working with their organizations. Employers are concerned when candidates:

- Do not know basic information about the organization.
- Have only a superficial grasp of what it takes to accomplish work in organizations.
- Make comments about other positions or employers. (SIOP is a small community and employers may be sharing notes and leads on candidates.)

How to Avoid Raising a Concern. Demonstrate that you have taken the initiative to learn about the organization you are interviewing with by:

- Visiting their Web site.
- Obtaining a copy of the organization's annual report if it is publicly traded.

- Talking with friends who may be knowledgeable about the organization. These may be former/current interns, employees, clients, and so forth.
- Talking with friends or alumni who work in the field and learn what they do in their jobs to get things done.

What Impresses Employers

Beyond addressing employers' concerns, it is important to know what behaviors impress them. Here are some things that have made a positive impression on Placement Center employers:

- Candidates who are organized and prepared for the interview. If they have scheduled an interview prior to the conference, having some knowledge of the organization is impressive. Using this information to clearly state why they have an interest in the job and what about their skills and experiences makes them well-qualified. Being prepared with thoughtful questions about the organization and about the job. Reading through a list of "form" questions is not impressive.
- Candidates who are able to seamlessly shift between technical topics and business issues related to them. While this often comes with experience, wide skill differences do exist among entry-level candidates. Related to this, employers are impressed by candidates who are able to briefly and articulately explain their research and put it into real-world context. While their research may be the most fascinating topic to the candidate, avoid extremely lengthy responses about this research. Interview time is limited, and employers will appreciate getting a more comprehensive look at a candidate's skills and experiences.
- Candidates who are poised and display confidence even when they are faced with technical/other questions for which they do not know the answer. Employers know that candidates will not have all the answers when they are on the job. Seeing the approach that candidates will use to get answers, however, can tell an employer a lot about a person, their initiative, and their critical thinking skills.
- Candidates who make clear links between their skills and experiences and the requirements of the position. Thinking about the knowledge, skills, and abilities required for a position in advance, and preparing behavioral examples drawn from class projects, one's research, internships, and other employment helps a candidate to stand out.

We hope this article will help job candidates make a good impression so they can obtain a position and at the same time improve the hiring experience of the SIOP employer. A copy of the article, along with other helpful hints for job seekers and Placement Center users will be posted on the SIOP Web site in the conference section under the Conference Job Placement Center. Thanks to all the employers who shared their insights.

Earn C.E. Credits
That Will Give You an Advantage

Lanning Revisited: The Third Circuit Again Rejects Relative Merit

James C. Sharf
Sharf and Associates, Employment Risk Advisors[1]

The *Lanning* decision interprets the Civil Rights Act of 1991 to require employers in the Third Circuit[2] to "measure the *minimum qualifications* necessary for successful performance of the job in question in order to survive a disparate impact challenge." What follows is the background and facts of this case, relevant language from the Third Circuit's Oct. 15, 2002 decision, and invited comments from knowledgeable employment attorneys.

Background

The Civil Rights Act of 1991 defined the employer's rebuttal to a "disparate impact" discrimination claim involving objective assessment as "job related for the position in question and consistent with business necessity." As noted previously in a *TIP*[3] review of the Department of Justice's brief and the Third Circuit's June 1999 *Lanning* decision, because the legislative history of the Civil Rights Act of 1991 had conflicting interpretations of what was meant by "business necessity," the adversarial process of interpreting the meaning of this burden has now begun and will likely ultimately require Supreme Court clarification.

The Clinton Administration's Civil Rights Division in the U.S. Department of Justice had joined plaintiffs in February 1997 and had been successful in advocating the following:[4] "the 'business necessity' burden is separate and an addition to the 'job-relatedness' burden"; that even with criterion-related validity, the employer "must still demonstrate the 'practical significance' of any correlation between those criteria and the test"; and "even where a test itself is demonstrably job-related, an employer must still show that the chosen cutoff score predicts successful job performance and distinguished applicants who will be successful performers on the job from those who will be unsuccessful." One of the early moves of the Bush Administration was to withdraw the Civil Rights Division's participation in this case.

In my opinion, however, because the court took notice of DOJ's "validate the cutoff" argument, the damage to selecting on the basis of relative merit had been done—at least to employers in the Third Circuit. So now that I have had a hand in designing the airport security screener employment tests, what

am I ethically obligated to tell the TSA (much less the traveling public in and out of airports in PA, NJ, & DE)?[5] Passing scores are to be lowered so that public safety will be served by "minimally qualified" screeners who "are likely to be able to do the job"?

Facts of the Case

In upgrading the Philadelphia transit police (SEPTA), SEPTA's consultant, an exercise physiologist, determined that running, jogging, and walking were important tasks for patrol officers and initially decided that an aerobic capacity of 50/mL/kg/min was necessary to perform the job. After determining that such a high standard would have a draconian effect on women applicants, he decided that the goals of SEPTA could be satisfied by using a 42.5 mL/kg/min standard. Using this standard, the pass rates for women and men during the time period under challenge were 6.7% and 55.6% respectively—a 5.56 standard deviation disparity. After litigation commenced, SEPTA hired expert statisticians who demonstrated a statistically significant correlation between aerobic capacity and arrests, arrest rates, and commendations.

The District Court held a bench trial[6] in January 1998 and rendered an opinion in favor of SEPTA in June 1998. Based on the consultant's reports, the District Court held that SEPTA had established that its aerobic capacity requirement was "job related and consistent with business necessity." This decision was appealed by the Department of Justice to the Third Circuit which in June 1999 remanded the case back to the District Court to develop the record as to what is meant by "business necessity"—an invitation for outside parties to submit amicus briefs to the court. Because the meaning of the Civil Rights Act of 1991's "business necessity" rebuttal burden has now been defined in one circuit court's "first impression," it is likely that future columns in *TIP* will follow other precedents as circuit courts opine in different fact situations.

Third Circuit's October 2002 *Lanning II* Decision

The following is text from the *Lanning II* Decision:

In *Lanning v. Southeastern Pennsylvania Transportation Authority* (3d Cir.1999), we held that "under the Civil Rights Act of 1991, a discriminatory cutoff score on an entry-level employment examination must be shown to measure the minimum qualifications necessary for successful performance of the job in question in order to survive a disparate impact challenge." We

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[5]American Psychological Association (1992). Ethical Principles of Psychologists and Code of Conduct. Principle 1.02, Relationship of Ethics and Law: "If psychologists' ethical responsibilities conflict with law, psychologists make known their commitment to the Ethics Code and take steps to resolve the conflict in a responsible manner."
[6]Argued before a judge alone and not before a jury which would have heard arguments had plaintiffs alleged "disparate treatment."

found that the District Court did not employ this standard, which was implicit in *Griggs v. Duke Power Co.* and incorporated by the Act, and, thus, vacated the judgment of the District Court and remanded the appeal for the Court to determine whether the employer, the Southeastern Pennsylvania Transportation Authority (SEPTA) had carried its burden of establishing that its 1.5-mile run within 12 minutes measures the minimum aerobic capacity necessary to perform successfully the job of a SEPTA transit police officer. We left it to the discretion of the District Court to allow the parties to expand the record in keeping with our newly announced standard. Because we conclude that SEPTA produced more than sufficient competent evidence to support the finding that a pre-hire, pre-academy training aerobic capacity of 42.5 mL/kg/min measures the minimum qualifications necessary for successful performance as a SEPTA transit police officer and has, thus, justified the conceded disparate impact on female candidates by showing business necessity, we will affirm the judgment of the District Court in favor of SEPTA….

We clearly do not write on a clean slate. The District Court conducted a 12-day bench trial in January of 1998 after which it rendered a 162-page opinion detailing 378 findings of fact and 107 conclusions of law…On appeal, we, too, rendered a lengthy opinion with a lengthy dissent. To be sure, the majority opinion spent much time explaining how the standard announced therein came to be, but that opinion, and the dissent, discussed much more, including why SEPTA's concern over public safety caused it to modify its hiring requirements, the history of this litigation, and key pieces of evidence. On remand, the District Court conducted a 5-day hearing, after which it rendered a 69-page decision detailing yet another 153 findings of fact and 34 conclusions of law….

So much has been written and so little remains for determination that we do not believe it necessary to repeat what has been said before or, as does the dissent here, poke a hole here or there in one or more of the District Court's extensive findings of fact and conclusions of law. There is, however, one undisputed fact which bears repetition because it sets the stage for what is to follow: It is undisputed that SEPTA management wanted to improve the crime fighting ability of SEPTA's force and the fitness of its officers….

We also reiterate what we explicitly stated in *Lanning I*: the business necessity standard takes public safety into consideration. We observed, in *Lanning I*, that Congress viewed the "more liberal test for business necessity" adopted in *Wards Cove Packing Co. v. Atonio* as a significant departure from *Griggs* and intended, when it enacted the Civil Rights Act of 1991, to endorse the business necessity standard enunciated in *Griggs* and not the *Wards Cove* interpretation of that standard. Nonetheless, we noted:

> [T]o the limited extent that the Supreme Court's pre-*Wards Cove* jurisprudence instructs that the public safety is a legitimate consideration, application of the business necessity standard to SEPTA is consistent with that

jurisprudence because the standard itself takes public safety into consideration. If, for example, SEPTA can show on remand that the inability of a SEPTA transit office to meet a certain aerobic level would significantly jeopardize public safety, this showing would be relevant to determine if that level is necessary for the successful performance of the job. Clearly a SEPTA officer who poses a significant risk to public safety could not be considered to be performing his job successfully. We are accordingly confident that application of the business necessity standard to SEPTA is fully consistent with the Supreme Court's pre-*Wards Cove* jurisprudence as required by the Act.

It is against this backdrop that we assess the sole issue we caused to be resolved on remand: whether or not SEPTA has proven that its 42.5 mL/kg/min aerobic capacity standard measures the minimum qualifications necessary for the successful performance of the job of SEPTA transit police officers. The District Court concluded that the answer was "yes," and that any lesser standard "would result in officers…who were a danger to themselves, other officers, and the public at large, [and] unable to effectively fight and deter crime."…[W]e conclude that the District Court's findings of fact were not clearly erroneous.

And so we move more directly to the critical issue before us—the minimum qualifications necessary in terms of aerobic capacity to successfully perform as a SEPTA transit police officer [emphasis added]. Neither the District Court nor the parties have explicitly defined the key phrase "minimum qualifications necessary," but a definition is implicit in the parties' respective arguments and the District Court's acceptance of that of SEPTA. SEPTA argued that the run test measures the "minimum qualifications necessary" because the relevant studies indicate that individuals who fail the test will be much less likely to successfully execute critical policing tasks. For example, the District Court credited a study that evaluated the correlation between a successful run time and performance on 12 job standards. The study found that individuals who passed the run test had a success rate on the job standards ranging from 70% to 90%. The success rate of the individuals who failed the run test ranged from 5% to 20%. The District Court found that such a low rate of success was unacceptable for employees who are regularly called upon to protect the public. In doing so, the District Court implicitly defined "minimum qualifications necessary" as meaning "likely to be able to do the job."

The District Court cited numerous other studies that offer similar results. In one such study, 80% of those passing SEPTA's run test met minimum job standards, while only 33% of those failing did. Another study showed that 84% of those passing the test could carry out an "emergency assist," while only 14% of the failing group were able to do so. The consideration that the District Court gave to these studies lays to rest plaintiffs' claim that the cut-

off time was merely the product of the judgment of SEPTA experts. As we noted in Lanning I, a "business necessity standard that wholly defers to an employer's judgment as to what is desirable in an employee…is completely inadequate" [emphasis added]. The factual record here, however, clearly demonstrates that SEPTA experts set the run time cutoff at 12 minutes for objective reasons, with the studies showing that the projected rate of success of job applicants dropped off markedly for those who ran 1.5 miles in over 12 minutes.

Plaintiffs argued, however, that within the group that failed the run test, significant numbers of individuals would still be able to perform at least certain critical job tasks. They argued that as long as some of those failing the run test can do the job, the standard cannot be classified as a "minimum." In essence, plaintiffs proposed that the phrase "minimum qualifications necessary" means "some chance of being able to do the job." Under this logic, even if those failing the test had a 1% chance of successfully completing critical job tasks, the test would be too stringent.

We are not saying, as our distinguished brother in dissent suggests we are saying, that "more is better." While, of course, a higher aerobic capacity will translate into better field performance—at least as to many job tasks which entail physical capability—to set an unnecessarily high cutoff score would contravene Griggs. It would clearly be unreasonable to require SEPTA applicants to score so highly on the run test that their predicted rate of success be 100%. It is perfectly reasonable, however, to demand a chance of success that is better than 5% to 20%. In sum, SEPTA transit police officer and the public they serve should not be required to engage in high-stakes gambling when it comes to public safety and law enforcement. SEPTA has demonstrated that the cutoff score it established measures the minimum qualifications necessary for successful performance as a SEPTA officer….

The dissent concedes that SEPTA has the right to improve its workforce and does not suggest that that is not being done. Instead, the dissent concentrates its efforts on why, in its view, the 42.5mL/kg/min aerobic capacity cutoff score as an application requirement is wanting, concluding that [a]fter all has been said and done, …one unassailable fact remains. The 42.5 mL/kg/min aerobic capacity (cutoff) is not required of transit officers before or after they begin policing. As for the "before," we reject without more argument that applicants—male and female—should not be tested until they have graduated from the police academy, perhaps 2½ years after they first applied to SEPTA; indeed, the dissent recognized but relegates to a footnote the increase in SEPTA's costs and the uncertainty in planning and recruitment this would occasion. As for the "after," all incumbents—male and female—are now required to take a physical fitness test every 6 months, another step toward improving the workforce. In this connection, it bears mention that SEPTA is unable to discipline incumbents who do not pass the test only

because of the patrol officers' union's challenge, sustained by an arbitrator. With the union's blessing, however, SEPTA offers financial incentives to those officers who do pass. One final note. While it is undisputed that SEPTA's 1.5-mile run test has a disparate impact on women, it is also undisputed that, in addition to those women who could pass the test without training, nearly all the women who trained were able to pass after only a moderate amount of training. It is not, we think, unreasonable to expect that women—and men—who wish to become SEPTA transit officers, and are committed to dealing with issues of public safety on a day-to-day basis, would take this necessary step. Moreover, we do not consider it unreasonable for SEPTA to require applicants, who wish to train to meet the job requirements, to do so before applying in order to demonstrate their commitment to physical fitness. The poor physical condition of SEPTA officers prior to 1989 demonstrates that not every officer is willing to make that commitment once he or she is hired. In any event, the multi-agency training which SEPTA candidates receive does not provide sufficient physical fitness training to bring an unqualified candidate up to the physical standards requirement. Of course, yet another step in improving the performance of incumbents would be to require a physical fitness test not only upon application but also immediately prior to entry on duty.

The judgment of the District Court will be affirmed.

Invited Comments from Employment Attorneys

Walt Connolly, Foley & Lardner, Detroit[7]

The Third Circuit has eschewed the Wards Cove standard in favor of the Griggs standard. Lanning II is a pragmatic decision trading adverse impact against women applicants, against public safety, and SEPTA's business necessity burden. Frankly, I would be reluctant to translate this public safety precedent into a run-of-the-mill entry-level employment decision where one would expect to find a correlation between the employment test and the performance on the job. Remember that courts in the past have given greater deference to universities and to public-safety issues involving jobs such as truck drivers, airline pilots, and bus drivers. Rank order testing has already been suspect, and this is why we have recommended banding and the use of cut off scores where there is a clearly demonstrable relationship with job performance.

David Copus, Jones Day, Washington DC[8]

Putting aside the RESULT and looking only at the RATIONALE—it seems to me that somehow the court has lost sight of the fact that any test, physical or otherwise, is merely a rough predictor designed to increase the

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likelihood of success on the job. We just want to the test to be better than a toss of a coin. There will never be a test that can guarantee success. Even the most "valid" test—that is, one with a high correlation coefficient, is going to explain only a part (often a small part) of the variation in performance. Thus, to say that a test measures the "minimum qualifications necessary to perform the job" confuses me. We know that's not true—otherwise, we'd give the test to all incumbents and fire those who fail. Maybe I'm stupid, but I find all the appellate decisions in that case to be goofy.

Here's an example I've used to help our clients understand this concept. If you were selecting a team to climb Mt. Everest with you, would you require all applicants to have two legs? Would you require them all to have reasonably good vision? Sure you would, on both counts. You'd want the best, strongest, most able team you could find. But, a one-legged guy has climbed Everest; so has a blind guy. So, what ARE the minimum requirements to climb that mountain?

It does not make sense to say that any given set of qualifications is the MINIMUM NECESSARY to do a job. All we can ever say is that we are not going to take a chance on anyone below that level of qualifications.

Robert J. Malionek, Latham & Watkins, Los Angeles[9]

Much has been written of *Lanning v. SEPTA (Lanning I),* including the inherent dichotomy between the legal standard announced by the Third Circuit for employers to justify the use of discriminatory cutoff scores on employment tests—that is, they must measure "the minimum qualifications necessary for successful job performance"—and the professional standards of the field of industrial and organizational psychology (indeed, the court in *Lanning I* even shunned the SIOP Principles as "not instructive"). Now that we have *Lanning II,* the latest decision on yet another appeal in the same case, we can expect that the writings on this subject will not stop any time soon. Because the panel of judges in *Lanning II* was legally bound to follow the standard that another Third Circuit panel announced in *Lanning I*, the standard remains the law of that Circuit. Nonetheless, it is the clarification and application of that standard to the facts in *Lanning II* that can be recognized as bringing about a subtle shift away from what could have been a draconian standard in practice.

What we knew from *Lanning I* about this standard and how employers could meet it was very little. In that case, the Third Circuit cited the choice by the employer's primary test-validation expert to ignore the estimate of the subject-matter experts (incumbents) regarding the minimum 1.5-mile run time (translated into aerobic capacity) necessary to perform the job of SEPTA transit officer. SEPTA's evidence of a simple analysis demonstrating the correlation between aerobic capacity and certain criteria of performance, such as

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absolute number of arrests and arrest rates—that is, "more is better" evidence—without regard to any link between the cutoff score on the test and minimum necessary job ability, the court stated, was insufficient to overcome a conclusion that the employer's screen was an "arbitrary barrier to employment opportunities." The court then remanded to the trial court to apply this new standard. The trial court held that the employer met it, and the plaintiffs—female applicants who failed the test and the U.S. Department of Justice—appealed again to the Third Circuit. (The DOJ originally supported the plaintiffs, but abandoned its participation in this appeal over a year before the Third Circuit reached its conclusion in *Lanning II*.)

What we know from *Lanning II* is that the standard is not one of absolutes. Recognizing that statistics tell different stories when told by different experts, the court was satisfied with "sufficient competent evidence" by the employer that its cutoff score meets the "minimum qualifications" standard. Parsing through the opinion, one can see the court attempting to bridge the relevant professional standards to its fledgling legal standard, and in particular one can identify several factors which seem paramount considerations for any employer or testing expert studying an allegedly discriminatory cutoff score on an employment test in the Third Circuit:

First is the business justification of the employer. While the court in *Lanning I* expressed skepticism about accepting an employer's justification for using a discriminatory employment practice at face value, the *Lanning II* court took stock in the undisputed fact that SEPTA's stated goal was to improve the physical fitness of its officers. In fact, crediting the employer's iteration of its business justification for the screen served as the backdrop for the court's entire opinion.

Second is the relationship of the employer's business justification—and particularly, in the case of a criterion-related validity study, the criteria studied—to the requirements of the job itself. Here, the court placed the criticality of the job tasks and abilities that formed the criteria for the study above the frequency at which they are performed; in other words, those tasks and abilities need not dominate the requirements of the job. Not all arrests are "aerobic contests, nor are they always effectuated to apprehend 'serious' criminals," and SEPTA officers generally were required to engage in at least one aerobic encounter with a suspect every month, either as an emergency assist or running backup of another officer, the court noted. But the evidence at trial supported the conclusion that the inability of an officer to perform any important task proficiently would compromise the effectiveness of SEPTA, and that demanding anything less would pose a danger to the officer, other officers, and the public at large. In short, the court recognized that, "a SEPTA transit police officer must be ready and able to apprehend not just the numerous sedentary, petty criminals, but also the fleet-footed few who, from time to time, wreak serious harm on the people of Philadelphia."

Third is the relationship of the predictor to those criteria. Easily satisfied with a showing of a statistically significant relationship between aerobic capacity and one of the criteria (e.g., arrest rates), the court could turn its attention to an analysis of the cutoff score. This is where the court demonstrated that the "minimum qualifications" standard is not a hard and fast line that must be met with precision (and probably could never be, given what we know about the properties of tests generally). In applying that standard, the court easily rejected the plaintiffs' argument that as long as some test failers were able to perform the job (e.g., some incumbents in the validation study), the cutoff score cannot be considered the "minimum." The court considered as sufficient evidence to justify the cutoff score a validation study which demonstrated that test passers had a success rate on the various "job standards," or criteria, of 70–90%, while the success rate of test failers was only 5–20%. The court was more concerned with the somewhat ambiguous conclusion that the success rate of failers "dropped off markedly" from that of passers than it was with the plaintiffs' false negatives argument (an argument which is all the rage within the Department of Justice in recent litigations).

What the court in *Lanning II* made clear is that the "minimum qualifications" standard is not meant to demand a perfect cutoff score which separates out all those who can perform the job from all those who cannot. Rather, the court held, it means the cutoff score should differentiate between those who are "likely to be able to do the job" and those who are not. It is "perfectly reasonable" for an employer to expect that the applicants it hires possess—at the time of hire and not after training or some experience on the job—the abilities that are necessary to enable him or her to perform any and all important tasks of the job. An employer need not "engage in high-stakes gambling" by hiring applicants with unacceptable probabilities of performing those tasks (even if there is some probability that they could perform them). And with that, employers can thus rest assured that the standards of industrial and organizational psychology are alive and well in the Third Circuit. But we'll all need to wait and see how those standards will fit in to the next set of facts to reach that court.

Keith Pyburn, Fisher & Philips, New Orleans[10]

The most recent *Lanning v. SEPTA* decision continues the debate over the dilemma created by the Third Circuit's initial conclusion that the Griggs "business necessity" standard includes a requirement that a "cut off" score be shown to be "valid." The original en banc decision held that if any selection procedure had a disparate impact, then its use could only be justified if the "cut score" did not exclude any "qualified candidates."

The majority in the latest decision, while reiterating the language of the original holding, proceeds to allow a "reasonable" cut score based on the factu-

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al record of this case, perhaps most importantly the "public-safety" nature of the jobs in question. The dissent logically points out there are no suggested "standards" for determining when such a "discriminatory" cut score is "reasonable."

The future of the "no false negatives" rule remains in doubt. A second en banc review is certainly possible.

Ted Schroeder, Littler Mendelson, Pittsburgh[11]

Revisiting a case that has for several years troubled testing experts, the United States Court of Appeals for the Third Circuit has issued its second opinion in *Lanning v. SEPTA* (*Lanning II*). *Lanning II* clarifies the Third Circuit's "minimum qualifications" standard for satisfying Title VII's business necessity defense in a manner that supports the use of properly validated testing as a legally defensible method for hiring and promotion decisions.

Plaintiffs in *Lanning* were unsuccessful female applicants for police jobs with the Southeastern Pennsylvania Transit Authority (SEPTA). They challenged SEPTA's requirement that applicants have an aerobic capacity of 42.5mL/kg/min, as demonstrated by completing a 1.5 mile run in 12 minutes. Plaintiffs claimed this requirement is illegal sex discrimination under Title VII, because it has a disparate impact on women.

SEPTA conceded that its aerobic capacity test has a disparate impact but argued that the test was a legitimate selection device for police officers. Therefore, the critical issue was whether SEPTA could establish that the test was "job related and consistent with business necessity." After a trial in January 1998, the trial court held that SEPTA had satisfied this standard. In *Lanning I*, The Third Circuit reversed, holding that the district court had applied the wrong standard for business necessity, and that SEPTA must establish that its test "measure[s] the minimum qualifications necessary for the successful performance of the job in question." *Lanning I* was troublesome because the case suggested that a test must not screen out any minimally qualified applicant and that employers could not demand a higher level of performance expectation.

Lanning II suggests that these fears are unfounded. The Third Circuit affirmed the trial court's judgment, after additional hearings, upholding the use of the test. In doing so, the court clarified the meaning of its "minimum qualifications" test, adopting the trial court's interpretation that the test means "likely to be able to do the job." The court held that SEPTA had satisfied this standard where the studies performed by its experts showed that the success rate on the job was 70–90% for those who passed the test, but only 5–20% for those who failed. Notably, the court held that it "would clearly be unreasonable to require" SEPTA's test to predict success at a rate of 100%. The court also noted that the minimum qualifications standard does not deny companies the ability to improve their workforce.

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Adverse Impact:
Why Is It So Difficult to Understand?

Art Gutman
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The Civil Rights Act of 1991 (or CRA-91) deems adverse impact *unlawful* if the defendant "fails to demonstrate that the challenged practice is job related and consistent with business necessity." In *Lanning v. SEPTA (1999)* (or *Lanning I*), the chosen cutoff on an aerobic capacity test yielded passing rates of 55.6% and 6.7%, respectively, for men and women. The district court upheld the test, but the 3rd Circuit remanded with instructions to determine if the test measures the "minimal qualifications necessary for successful job performance." On remand, the district court ruled that the test passed this freshly minted 3rd Circuit standard, and on October 15, 2002, the 3rd Circuit upheld the district court's ruling in *Lanning II.*

Lanning I is well documented by Sharf in the October 1999 issue of *TIP*. Sharf also provides an overview of *Lanning II* in the current issue of *TIP* (including comments by five labor lawyers). Therefore, for the most part, I will leave the facts in this case undisturbed, other than to express agreement with three general sentiments expressed by Sharf and others. First, regardless of the quality (or lack thereof) of SEPTA's validity study (which is open to debate), *Lanning I* did not require new adverse impact rules. Second, the DOJ similarly overinterpreted by implying different burdens for "job relatedness" and "business necessity" (that job-relatedness be supplemented with evidence that a cutoff score distinguishes successful vs. unsuccessful performers). Third, I join the chorus who find it baffling that the 3rd Circuit would declare our SIOP *Principles* as being irrelevant; there is simply too much case law to the contrary.

I will focus, instead, on historical events that got us into this mess. Specifically, before *Watson v. Fort Worth Bank (1988)* and *Wards Cove v. Atonio (1989),* the Supreme Court heard six adverse impact cases, four of which were on standardized cognitive tests[1] (*Griggs v. Duke Power, 1971, Albermarle v. Moody, 1975, Washington v. Davis, 1976* & *Connecticut v. Teal, 1982*), one on methadone use *(New York City v. Beazer, 1979)*, and one on height and weight criteria (*Dothard v. Rawlinson, 1977*). I believe the

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[1] Although Griggs and Albermarle also featured high school diplomas, the Supreme Court's discourse in both cases focused primarily on the testing issues.

defense for adverse impact defense was *light* in *Beazer, heavy* in *Dothard,* and somewhere in between (i.e., *moderate*) for standardized tests. I further believe that the *Wards Cove* ruling established (temporarily) a standard that was too *light* to apply to all adverse impact cases and that the *Lanning* standard is too *heavy* to apply to all adverse impact cases.

Adverse Impact Light *(Beazer)*

In *Beazer,* the Supreme Court upheld exclusion of methadone users because it was deemed "obvious" that drug addiction threatens the "legitimate employment goals of safety and efficiency." Similar rulings were rendered in several lower court cases. For example, in *Hyland v. Fukada (1978),* there were obvious reasons for excluding from security work a felon previously convicted of armed robbery and in *Davis v. Dallas (1985),* there were obvious reasons for excluding recent drug users from police work (i.e., it shows disregard for the law). In these cases, the defense to adverse impact was nothing more than a simple *articulation* (or explanation) as, for example, in disparate treatment cases such as *McDonnell Douglas v. Green (1973)* and *Texas v. Burdine (1981).*

The above cases featured biographical (or historical) variables. Sometimes, the standard of proof for such variables was beyond a simple articulation. However, it rarely (if ever) rose to the level of a full-blown validity study. For example, in *Spurlock v. United Airlines (1972),* the airline successfully defended a 4-year degree requirement based on expert opinion that a college education is needed to "cope" with classroom training requirements. Here, the 10th Circuit also established a caveat for public safety routinely cited by other courts over the years. Accordingly:

> When a job requires a small amount of skill and training and the consequences of hiring an unqualified applicant are insignificant...the employer should have a heavy burden to demonstrate...that his employment criteria are job-related. On the other hand, when the job clearly requires a high degree of skill and the economic and human risks are great, the employer bears a correspondingly lighter burden to show that his employment criteria are job related.

Additionally, in *U.S. v. Buffalo (1978),* a district court upheld a high school diploma requirement for police officers based on federal commission reports in 1967 and 1968 suggesting that "a high school education is a bare minimum requirement for successful performance of the policeman's responsibilities." And in *Davis v. Dallas,* a "poor driving" policy was upheld based on research indicating that past habits predict future habits and an education requirement (45 hours of college credit with C or better grades) was upheld based on the task force reports cited in *U.S. v. Buffalo.* In *Davis,* the 5th Circuit also echoed the Spurlock ruling, stating:[2]

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[2] Notice how the term "manifest" relationship is used in the context of a defense that is lighter than *Griggs-Albermarle.*

The instant context is distinguishable from those presented in the foregoing decisions, where we struck down education requirements for jobs which involved neither professional-type positions nor an especially unusual degree of risk or public responsibility.…We regard this distinction as crucial, and affirm the district court's finding that appellees' educational requirement bears a manifest relationship to the position of police officer.

In short, especially when public safety has been implicated, courts have used lighter standards for biographical variables than seen in the *Uniform Guidelines*.[3]

Adverse Impact Moderate *(Griggs-Albermarle)*

Prior to Title VII, Duke Power hired blacks for low-wage labor jobs but not for higher-wage operations jobs. On the same day Title VII became law (July 2, 1965), applicants for operations jobs had to possess a high school diploma and pass two cognitive tests. Exclusion rates were 94% for blacks and 42% for whites for the tests and 88% for blacks and 66% for whites for the diploma. Although both requirements were struck down, *Griggs* was primarily a cognitive testing case. Duke Power relied on Title VII language making it *legal* to use *professionally developed ability tests.* According to the 1966 *EEOC Guidelines,* such a test must:

[F]airly measure the knowledge or skills required by the particular job or class of jobs which the applicant seeks, or which fairly affords the employer a chance to measure the applicant's ability to perform a particular job or class of jobs.

Speaking for a unanimous Supreme Court, Justice Burger ruled that Title VII covers the "consequences of employment practices, not simply the motivation" of employers. Therefore, given adverse impact, defendants must prove a manifest relationship between the challenged practice and the "employment in question." Other terms used by Burger for this "manifest relationship" included "job relatedness" and "business necessity."

Facing trial on virtually the same facts as Duke Power, the Albermarle Paper Company hastily conducted a criterion-related validity study 1 month prior to trial. According to the Supreme Court, this study had four major defects, including (a) a lack of quality, or "odd patchwork;" (b) unknown job-performance criteria and "subjective supervisory rankings;" (c) a focus on higher-level jobs rather than the "entering low-level jobs" at issue; and (d) a validation sample that included only "job-experienced white workers." Relying on the 1974 *EEOC Guidelines,* the Supreme Court then defined how a manifest relationship should be proven:

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[3] *Uniform Guidelines on Employee Selection Procedures* (1978). 29 CFR. 1607

The message of these *Guidelines* is the same as that of the Griggs case—that discriminatory tests are impermissible unless shown, by *professionally acceptable methods* [italics added] to be "*predictive of or significantly correlated* [italics added] with important elements of work behavior which comprise or are relevant to the job or jobs for which candidates are evaluated." [29 CFR section 1607.4(c)].

Clearly, terms like "manifest relationship," "job-relatedness," and "business necessity" became interchangeable codes for validity studies. *Griggs* and *Albermarle* also served as the basis for the 1978 *Uniform Guidelines,* which established ground rules for validity studies. The *Guidelines* also left room for "new strategies for showing the validity of selection procedures.... as they become accepted by the psychological profession." And in subsequent case law, courts have paid deference to newer strategies as, for example, in the 1987 SIOP *Principles.*

Davis and *Teal* addressed other related issues such as use of training data for criterion-related validity studies of police selection (*Davis*) and validation of individual steps of multiple hurdles even when the selection process as a whole does not produce adverse impact (*Teal*). Taken as a whole, it was clear from these cases that the *Griggs-Albermarle* tradition required proof of validity in accordance with the "professionally acceptable methods" adopted by our profession.

Adverse Impact Heavy (*Dothard*)

A dictionary definition of the term "business necessity" implies selection criteria necessary for business survival. Obviously, this exceeds the implications of a validity study. That is, even if content and criterion-related validity are established, there is no automatic implication that failure to use the targeted selection criteria will destroy the business. *Dothard* illustrates that such a heightened standard does exist for physical characteristics such as height and weight and that this standard matches the bona fide occupational qualification (BFOQ) defense for facial exclusion based on gender or age.[4]

More specifically, the BFOQ defense requires proof that it is reasonably necessary to exclude all or most members of a class. For example, borrowing from the public safety defense used in *Spurlock,* and extended in *Hodgson v. Greyhound (1974), Usery v. Tamiami Trail Tours (1976),* and in *Dothard,* the EEOC, in a 1981 modification of its age discrimination *Guidelines,* stated the following:

An employer asserting a BFOQ defense has the burden of proving that (1) the age limit is *reasonably necessary to the essence of the business,* [italics added] and either (2) that all or substantially all individuals excluded

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[4] Although BFOQ applies to religion and national origin in theory, all BFOQ cases to this point have featured gender and age. By definition, there is no defense, BFOQ or otherwise, for facial discrimination based on race or color.

from the job involved are in fact disqualified, or (3) that some of the individual so excluded possess a disqualifying trait that cannot be ascertained except by relevance to age. If the employer's objective is the goal of *public safety*, [italics added] the employer must prove that the challenged practice does indeed effectuate that goal and that there is no acceptable alternative which would better advance it or equally advance it with less discriminatory impact.

With minor exceptions, these *Guidelines* mimic those promulgated by the EEOC for BFOQ defenses for facial discrimination based on gender.

Dothard was actually two cases in one. First, minimum height and weight standards excluded significantly more women then men as prison guards. The State of Alabama argued that height and weight are indicators of strength, prompting the following ruling from Justice Rehnquist: "If the job-related quality that the appellants identify is bona fide, their purpose could be achieved by adopting and validating a test for applicants that measures strength directly."

Second, after abandoning the height/weight criteria, the state facially excluded all women, the logic being that they posed a threat to prison safety in all-male maximum security prison where 20% of the inmates are sex offenders. The state won on this (BFOQ) defense. Thus, it was easier to justify facial exclusion of women than exclusion based on physical characteristics.

More generally, defendants have rarely succeeded in defending purely physical criteria. For example, in *Boyd v. Ozark Airlines (1977),* it was proven that shorter pilots could not safely operate all cockpit instruments and in *Fitzpatrick v. Atlanta (1993),* firefighters needed to be beardless for proper functioning of facial safety equipment. In contrast, in *Horace v. Pontiac (1980),* the defendant argued that being tall is necessary for police officers to fend off criminals and to gain respect, to which the 6th Circuit, as in *Dothard,* countered with more direct methods of assessing these capabilities. In short, in both *Boyd* and *Fitzpatrick,* height was a *target attribute,* whereas in *Dothard* and *Pontiac,* it was a *surrogate* (or proxy) for other attributes. Critically, in all of these cases, the standard was business necessity in the *dictionary* meaning of the term, not in the way it was used in the *Griggs-Albermarle* tradition.

Wards Cove Featured Adverse Impact "Light"

In *Watson v. Fort Worth Bank (1988),* a black woman was passed over for promotion for a fourth time, each time in favor of a white applicant and each time because of *subjective* ratings by white supervisors. Only eight justices heard this case and each agreed that subjective selection decisions are subject to adverse impact analysis. However, a plurality of four justices (O'Connor, Rehnquist, Scalia, & White) feared that employers would resort to quota

selection and endorsed fundamental changes in the *Griggs-Albermarle* tradition. Or as stated by Justice O'Connor:

> [W]hen a plaintiff has made out a prima facie case of disparate impact, and when the defendant has met its burden of *producing* [italics added] evidence that its employment practices are based on legitimate business reasons, the plaintiff must "show that other tests or selection devices, without a similarly undesirable racial effect, would also serve the employer's legitimate interest in efficient and trustworthy workmanship."

To "produce" means to articulate or explain, as in *McDonnell-Burdine* disparate treatment scenarios. As noted earlier, it is also the standard used in several of the adverse impact "light" scenarios, most notably in *Beazer.* Recognizing that adverse impact is a heterogeneous phenomenon, Justice Blackmun countered that:

> [W]ith the type and size of the business in question, as well as the particular jobs for which the selection process is employed. Courts have recognized....nationwide studies and reports...expert testimony...and psychologist's testimony explaining job-relatedness....[etc.]

Despite Justice Blackmun's insightful observation, a year later in *Wards Cove v. Atonio (1989),* the newly seated Justice Kennedy provided the fifth vote to turn the O'Connor plurality opinion into case law. Arguably, *Wards Cove* was not even suitable for adverse impact analysis.[5]

The *Wards Cove* ruling permitted employers to win cases that were clearly losers under *Griggs-Albermarle* rules. For example, in *Evans v. Evanston (1989),* the 7th Circuit, in a pre-*Wards Cove* ruling, favored women adversely impacted by arbitrary cut-off scores on an agility test. However, after *Wards Cove,* the court issued the following apologetic ruling:

> The plaintiff had challenged the entire test, and the city put in a great deal of justificatory evidence which succeeded in justifying everything about the test except the scoring method. That was enough to satisfy the burden of production and shift inquiry to whether...the plaintiff proved—since after *Wards Cove* it is the plaintiff that has the burden of persuasion—that the test, because of its method of scoring, did not serve the legitimate ends of the employer but instead unreasonably excluded women.

And in *Allen v. Seidman (1989),* the 7th Circuit reversed a pre-*Wards Cove* ruling favoring black applicants for promotion, issuing the following apologetic ruling:

> In a test notably devoid of objective standards, where far from using blind grading the testers based an unknown part of the grade on the results of an unstructured personal interview, the danger is acute that racial bias of

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[5] Gutman (2000) argues that *Watson* was a viable adverse impact testing case, but that *Wards Cove* better fit the historical image of a pattern or practice motive case.

which the testers may well be unconscious may influence the grade....It is hard to believe that the FDIC can't do better than the Program Evaluation test, which its own consultants had criticized repeatedly.

Wards Cove was easily the most important of six 1988 Supreme Court rulings Congress opposed in the aborted Civil Rights Restoration Act of 1990 (or CRRA-90). Indeed, the failure to compromise on this ruling prompted President Bush to veto CRRA-90, which Congress nearly overrode, missing by a single vote in the Senate. Interestingly, the Democrats opened the CRRA-90 debates pleading for the adverse impact defense from *Dothard* (that challenged practices are essential for job performance), whereas the Republicans pleaded for the defense from *Beazer.*

Lanning Features Adverse Impact "Heavy"

Because of the near override of Bush's veto, the Democrats and Republicans worked harder in 1991 and were successful in compromising on the *Wards Cove* ruling (and other issues). However, in CRA-91, Congress expressly limited the legislative history for *Wards Cove* to an "Interpretive Memorandum" from the Congressional Record (volume 127, page 15276). This Memorandum contains two substantive paragraphs. The first substantive paragraph addresses identification of the cause(s) of adverse impact. Accordingly:

> When a decision-making process includes particular, functionally integrated practices which are components of the same criterion, standard, method of administration, or test, such as the height and weight requirements designed to measure strength in *Dothard v. Rawlinson,* 433 US 321 (1977), the particular, functionally integrated practices may be analyzed as one practice.

The second substantive paragraph addresses (for present purposes) a more important issue; the defense to adverse impact. Accordingly:

> The terms "business necessity" and "job-related" are intended to reflect the concepts enunciated by the Supreme Court in *Griggs v Duke Power Co.*, 401 US 424 (1971), and in other Supreme Court decisions prior to *Wards Cove Packing Co. v. Atonio*, 490 US 642 (1989).

Additionally, statutory language from Sec.105(A)(i)) in CRA 91 states that adverse impact is *unlawful* if the defendant "fails to demonstrate that the challenged practice is job related and consistent with business necessity."

Taken as a whole, I believe CRA-91 left us with two major sources of ambiguity.

First, it is unclear what "concepts enunciated by the Supreme Court in *Griggs*...and in other...decisions prior to *Wards Cove*" means. To illustrate, shortly before the Senate voted 93 to 5 to pass CRA-91, Senator Dole explained his impending yes vote by suggesting that "the present bill has codified the 'business necessity' test in *Beazer* and reiterated in *Wards Cove*"

[*Congressional Record,* 1991, S15476]. In other words, his interpretation of "prior to *Wards Cove*" equated to adverse impact "light." On the other hand, as he was signing the bill into law, President Bush's view was that CRA-91 contains "a compromise provision that overturns *Wards Cove* by shifting to the employer the burden of persuasion on the 'business necessity' defense," a quote that implies a defense more akin to *Griggs-Albermarle.*

The second source of ambiguity concerns the meaning of the phrase "job related and consistent with business necessity." Although both "job-relatedness" and "business necessity" are terms featured in *Griggs* (along with "manifest relationship"), they are used interchangeably, not only in *Griggs,* but also, in most other cases (including *Beazer*). The *Lanning* rulings (and the DOJ Amicus Brief) implies a higher standard than *Griggs-Albermarle.* In the *Griggs-Albermarle* era, proof of validity was tantamount to proof of "job-relatedness." Thus, requiring more than proof of validity (i.e., minimum qualifications) raises the standard in the direction of adverse impact "heavy," as used in *Dothard.*

Conclusions

First, we owe a vote of thanks to Brother Sharf for kindling the interest in *Lanning* in his 1999 *TIP* article and for rekindling the interest in the current issue. The reader should pay attention to the comments by the five labor lawyers. Among these, my favorite quote is by Attorney David Copus, who states:

> [I]t seems to me that somehow the court has lost sight of the fact that any test, physical or otherwise, is merely a rough predictor designed to increase the likelihood of success on the job. We just want the test to be better than a toss of a coin.

Unless a correlation coefficient is at or near perfection (fat chance), what Attorney Copus says is true by definition. Short of such perfection, a significant correlation implies nothing more than better-than-chance prediction. Yet, the 3rd Circuit's obsession with a single applicant who failed the test and went on to great heights is, as Attorney Copus states, "goofy."

Second, it has always been goofy to me that the Supreme Court, Democrats, and Republicans alike lost sight of the fact that the *Griggs-Albermarle* standard was applicable primarily, if not exclusively, to standardized tests.

Third, the at-issue jobs have strong implications for public safety; these are transit authority cops, not coal producers or mill workers. Courts have always given extra leeway to employers in such cases, not only for adverse impact defenses, but also for BFOQ defense. To alter this precedent is also goofy.

Fourth, public safety aside, what about expense? Before police officers attend training school, they will likely receive drug tests, background checks, and polygraph tests and, after conditional job offers, psychological tests, clin-

ical interviews, and medical exams. That's a lot of money to spend, particularly if an applicant is less likely to be selected. Suppose, for example, there are 100 "minimally qualified" applicants for 20 training slots, and past data reveal that a pool of 40 is sufficient to fill those slots. It makes sense to focus on the 40 best performers. Ironically, to force any organization to undergo such needless expense is a financial threat to its survival. How goofy is that?

Finally, I find it goofy that a court would take it upon itself to decide the merits or demerits of our SIOP *Principles*. It might well be that the validity study conducted by SEPTA was not a good one; we can debate that among ourselves. Moreover, had the 3rd Circuit, based on the opinions of the various experts, concluded that the SETPA validity study was no better than in *Albermarle* and left it at that, the noise level would have been much lower. Our concerns stem from the fact that the 3rd Circuit created an unnecessarily heavy standard that never before existed for standardized tests, and they lectured us on the meaning of our own constructs.

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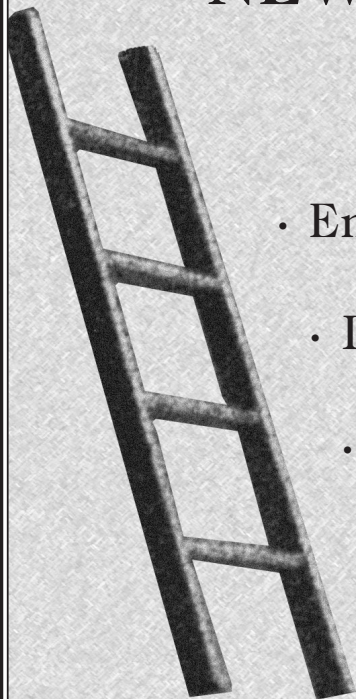
A Potpourri of Cursory Thoughts on Evaluation

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E. Jane Davidson's article, "The Discipline of Evaluation: A Helicopter Tour for I-O Psychologists," in *TIP,* October 2002, is very useful and generally on target. But as one who has been around the block once or twice in the field of program evaluation and evaluation research, I would like to add a few footnotes to Davidson's thoughtful article.

First, she refers to evaluation as a discipline. I hope she will forgive me for demurring that a discipline evaluation is not. Disciplines are systematic, coherent, founded more often than not on sound theory, and offered as programs in accredited colleges, universities, and professional schools. Evaluation, without detracting in the least from its multitude of contributions and creative authors and practitioners, is not systematic, coherent, theory-driven, and offered—oh perhaps with an exception here and there—as a program of study at institutions of higher learning. Evaluation is a helter-skelter mishmash, a stew of hit-or-miss procedures, notwithstanding the fact that it is a stew that has produced useful studies and results in a variety of fields, including education, mental health, and community development enterprises.

Theory

I have long maintained that program evaluation, which is hoisted on the shoulders of evaluation research, desperately needs theory. At the heart of this theory—and by theory I mean to showcase concepts and ideas and not numbers, designs, or statistics—should be the nobility of experimentation, of trying things out, of the daring that should insinuate itself into the maelstrom of personal problems, education, community development, and social welfare thrusts into the idealism of trying to make the world and its institutions better. Don Campbell wrote about this in his "experimenting society."

Any theory of evaluation must take into account the natural inclination of individuals or undertakings that understandably resist efforts at having themselves evaluated. What works, for example, in persuading people to risk being exposed for failing ideas or enterprises? How do we encourage people to welcome and not resist feedback? What are the ways that are efficacious in reducing perceived threats to one's ideas and one's initiatives lest they be viewed as vulnerable houses of cards? To be evaluated is to be subjected to the oversight of others; others who by definition are on a higher plane and who can say that what you are doing is flawed and vulnerable. This is at the heart of evaluation and any theory of evaluation needs to address this issue.

Evaluation Research Versus Program Evaluation

As suggested above, what should come first is evaluation research and then, only then, program evaluation. How can a program be fairly and enduringly and replicably evaluated absent the foundation that research provides? Evaluation research is an activity which explores and creates and modifies the methodology and designs that must be the hallmarks of decent, sophisticated program evaluation projects. On the other hand, program evaluation is, as the phrase says, the evaluation of a particular program. Is this method of intervention better than that? Is this treatment more enduring and lasting than that? Does this means of educating minority kids represent an improvement over what is now being done? Program evaluation, in a word, is the evaluation of an operational entity, an entity which will not be funded anew unless data attesting to its efficacy are forthcoming. Programs that are the targets of evaluation are very often multimillion dollar programs funded by laws of Congress, and are subject to review by the mother of all program evaluators, the General Accounting Office of the United States.

Formative Versus Summative Evaluation

Formative evaluation is the process whereby an activity that is under development is shaped, molded, and transformed into an entity that was originally envisioned as a social, educational, personal, or educational program. The evaluator uses his bag of evaluation tricks to determine how the program is shaping up. Does this nascent program look like what its creator intended it to be and to look like? If not, slice it here, glue it differently there, twist it into the shape it was intended to assume in order to benefit its intended beneficiaries. There is a strong place for formative evaluation in the panoply of evaluation enterprises and strategies. It might well turn out to illustrate that an otherwise promising program will go down the toilet because it was not built to its architect's precise specifications, and formative evaluation can therefore prevent the occurrence of Type II error. On the other hand, summative evaluation is bottom-line oriented. Does it work? Does it save money? Does it prolong life? Does it increase safety? Does it reduce delinquency? Yes or no. Up or down. In or out.

Knowledge Utilization

An outgrowth of program evaluation is a field that has come to be known as "knowledge utilization." The question arises as to how to implement the core essentials of a program that has weathered the storm of program evaluation and has shown itself to be a winner. What do you do to make sure that further forays into a particular domain avail themselves of the benefits of a particular program whose evaluation has been demonstrated via a rigorous program evaluation test of the program's efficacy? For example, if certain

procedures for encouraging gays to pursue safe sex are shown, via control groups and all that jazz, to in fact reduce HIV infections because the men are pursuing safer sex, then the question arises as to how those protocols can be widely and pervasively disseminated in order to have a broadly salubrious effect. How can the knowledge shown by the evaluation of this program that this procedure works—how can that knowledge be utilized?

Program Evaluation and I-O Psychology

The above ruminations have been presented, I know, with no reference to their applicability to I-O psychology. My aim here was to shed a little light on the basics of evaluation research and program evaluation, leaving it to the intelligence, wisdom, and experience of savvy members of SIOP to divine how program evaluation and evaluation research can be positioned into their particular programs, whether they be programs designed to determine the outcomes of casual dress on Fridays, the effects of paintings on the walls of employees in businesses and industries, the usefulness of mentors from large corporations who venture forth into ghetto areas to help deprived boys and girls raise their vocational sights in order to increase the likelihood that they will be able to cavort amid the blessings of the "American Dream," or to see what the outcomes of flextime or of daycare facilities on worksites have been.

Marginalizing the *Journal of Applied Psychology*?

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Is *Journal of Applied Psychology (JAP)* being marginalized? To many readers, this may seem a silly question. After all, evidence clearly demonstrates that *JAP* is the premier journal in I-O psychology. Zickar and Highhouse (2001) surveyed SIOP members about the reputation of 23 of the most prestigious journals that are outlets for I-O research. In both psychology departments and business schools, *JAP* was the highest-rated journal. Zickar and Highhouse concluded, "It is clear that *JAP* is the flagship journal for I-O psychologists. Across all indexes, *JAP* scored highest" (p. 35). For those of us in I-O who hold *JAP* in the highest esteem, one may ask—what's the problem? Am I suggesting a problem that does not in reality exist?

I think not. The problem is that there are efforts afoot in business schools to marginalize *JAP*. I should note that some of my colleagues in psychology departments have commented that some non-I-O psychology faculty view *JAP* as inferior to other American Psychological Association (APA) journals. Though this is equally alarming where it occurs, I think the "*JAP* problem" is especially profound in business schools, (though the facts I provide below should be useful to psychology department faculty if they need to convince some non-I-O faculty of *JAP*'s quality).

Trieschmann, Dennis, Northcraft, and Niemi (2000) have published an article that ranks the research productivity of business schools, including management departments. *JAP* (as well as *Personnel Psychology* and *Organizational Behavior and Human Decision Processes*) is excluded from the list of journals used to rank management department productivity. Though not reported in the article itself, on their Web page, the authors defend this decision on the grounds that "we excluded journals published by organizations with 'home' discipline outside of the business school." This dubious rationale is belied by the fact that, in 2001, *JAP* published as many articles from business school faculty as from psychology department faculty.

It is hard to understand why Trieschmann et al. (2000) made the decisions they did. It is true these authors have rarely published in *JAP* (cumulatively twice). It is also true that two of the authors' universities fared quite well in their rankings (Illinois 9th, Indiana 18th), whereas some of the best business schools in publishing I-O research—e.g., Iowa, Michigan State, and Maryland—were mired in 54th, 30th, and 31st place, respectively. Perhaps the

basic reason is that these authors, and many others in business schools, hold the implicit view that I-O psychology has no proper place in management department research.

If this were an obscure article that was little noticed, there would not be much reason for concern. However, not only did the article garner considerable attention when it was published, the authors continue to actively promote their rankings: They have their own Web site (http://www.kelley.indiana.edu/ardennis/rankings/), the list is widely circulated among business school deans, and several schools are sending out promotional materials that tout their ranking on the list. Trieschmann et al. (2000) have updated their rankings and this 2002 update also is being widely circulated. Business school deans, and some faculty, are using this information to appraise the research productivity of faculty. I have witnessed conversations in which these rankings have influenced individuals' thinking regarding the journals to which they will send their work. To be sure, some business school deans and many management department faculty are unfazed by these rankings and the efforts to market them. But it is also true that they have affected many deans and faculty and will continue to do so in the future. Furthermore, two influential publications, *Business Week* and *The Chronicle of Higher Education,* are about to rank management departments based on research productivity, and *JAP* also is missing from these lists.

Although few of you who read this column question the quality or impact of *JAP*, I hope that some of the information I share below will be useful to you in informing deans and colleagues about the reputation and impact of *JAP* among management and psychology journals.

- APA publishes 26 of the most highly regarded journals in psychology, including *Psychological Bulletin, Psychological Review, Journal of Experimental Psychology, Journal of Abnormal Psychology,* and *Journal of Personality and Social Psychology (JPSP).* In terms of number of submissions, *JAP* is the second most popular APA journal (503 submissions in 2001), surpassed only by *JPSP* (676 submissions), which is published in three sections. Based on submissions received this year, as reported to me by the current *JAP* editor, **Sheldon Zedeck,** *JAP* may be on pace to receive more submissions in 2002 than any other APA journal, including *JPSP.*
- In terms of acceptance rate, out of the 26 APA journals, the only journals with lower acceptance rates than *JAP* (16%) are *Psychological Review* (9%) and *Psychological Assessment* (12%) (both get far fewer submissions than *JAP*). *JAP* is more selective than *JPSP, Psychological Bulletin, Journal of Experimental Psychology*: *General,* and the 21 other APA journals.
- Tahai and Myer (1999), in a study of 65 management journals (including *Academy of Management Journal [AMJ], Academy of Management*

Review [AMR], and *Administrative Science Quarterly [ASQ]*), found that *JAP* was the top-ranked journal in terms of citation rates. Alarmingly, these authors excluded *JAP* from further analyses because its editor was "a psychology professor" whereas they included *Personnel Psychology* on the grounds that its editors are "primarily management professors" (p. 285). By the way, *Personnel Psychology* placed a respectable ninth on this list and *OBHDP* was a lofty fourth.

- Glick, McKelvey, Cooper, Huber, and Zmud (1997) surveyed 90 "prolific micro-OB scholars" as well as 137 management department chairs regarding the reputation of 44 management journals. Among the management department chairs, *JAP* was ranked 4th (behind *AMJ, AMR,* and *ASQ*). Among the prolific OB scholars, *JAP* ranked first.
- *JAP* was named one of the "Journals of the Century" in applied psychology, based on a comprehensive analysis of previous journal rankings, citations of the journals, and the amount of time a journal has impacted the field (Major & Cardenas, 2002).

One response may be to shrug our collective shoulders with the belief that poorly conceived efforts to diminish *JAP*'s value are unworthy of our attention. To do so is to ignore that reputation matters. If *JAP* is the flagship I-O journal, what is thought about *JAP* reflects on us all. What can we do?

- As I-O psychologists, we have a responsibility to use the facts to educate others regarding the high quality of *JAP*. Clearly, *JAP* deserves its lofty reputation, and those who disagree should be made aware of the evidence.
- Perhaps SIOP should publish its own list of the most productive I-O psychology departments and the most productive management departments. Such a list could buffer the effect of these other lists.
- APA might consider its own marketing efforts regarding *JAP*. The APA journals are the scientific front of psychology, and promoting them to constituent groups can only enhance their reputation.

Some may see this as "sour grapes." After all, my department did not fare particularly well in the Trieschmann et al. (2000) rankings (#56). I wish to emphasize, though, that our department considers the journals designated by Trieschmann et al. to be top-tier journals (*AMJ, AMR, ASQ*), in addition to *JAP*, *Personnel Psychology,* and *OBHDP*. The point is that micro journals must be afforded the same status in rankings as more macro-oriented management journals and held with the same high regard as the best journals in psychology. Furthermore, those who marginalize the importance of *JAP* (and other top journals such as *Personnel Psychology* and *OBHDP*) diminish the value of I-O psychology, something that should be of concern to all of us.

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A Qualitative Leap

Peter Bachiochi
Eastern Connecticut State University

Normally I'm not one prone to conspiracy theories, but when it comes to qualitative research, the Fox Mulder in me comes out. (An X-Files reference is still relevant, isn't it?) I've known folks who've conducted and published qualitative studies, so it's not a conspiracy on a grand scale, but it just seems like there should be more qualitative research in I-O. To try to get to the bottom of this, I asked two journal editors and a journal editor-to-be what they thought about the situation. All of them were willing to talk, so I was already beginning to doubt the existence of a conspiracy. I spoke with **Tom Lee,** editor of *Academy of Management Journal (AMJ),* **Shelly Zedeck,** editor of *Journal of Applied Psychology (JAP),* and **Ann Marie Ryan,** incoming editor of *Personnel Psychology.*

First, I asked if they felt that qualitative research has been underrepresented in I-O journals in the past 20 years. Ann Marie followed my first question with another question (ah, perhaps there is a conspiracy after all!): "What do you mean by qualitative research?" Instead of trying to trick me and divert my "investigation," she made the important point that many studies that might be considered quantitative may have qualitative components (e.g., analyses of follow-up interview comments, observations by the researchers). This combination approach is probably much more common than I recognized. She also noted that there are high-quality qualitative studies being published in outlets such as *AMJ* and *Administrative Science Quarterly.* Ann Marie felt that perhaps qualitative researchers consider specific outlets first, and that these outlets may not be I-O or management journals. She noted that there is probably some self-selection that happens as some journals are considered by authors as the more appropriate places for their work.

When I asked Tom Lee of *AMJ* the same question, he mentioned that *AMJ* has published relatively large numbers of qualitative studies, more than other journals. In fact, he noted that some of the best paper award winners in the past have been largely qualitative studies. He mentioned that past editors pushed hard to get submissions of qualitative work and that they have been relatively successful at publishing them. He clearly stated, though, that he felt it was not necessarily more difficult to get qualitative research published compared to quantitative studies. As we spoke, my conspiracy theory was starting to crumble.

Shelly Zedeck provided some additional insight into why qualitative studies may not be as well represented in the major I-O journals. He mentioned that I-O training focuses heavily on methodology, and as a result, we tend to use statistically sophisticated approaches that are typically reliant on large samples. The outcome can sometimes be dustbowl empiricism: elegant designs and analyses that are lacking a sound theoretical core. When I asked him if he felt that graduate programs provide adequate coverage of qualitative methods, he felt that we generally ignore it. Although we have done very little of it in the past, he was quick to note that we do seem to be trying to provide more and better training in qualitative methods.

Tom Lee and Ann Marie Ryan largely agreed. Tom felt that, as a general rule, we don't provide adequate training, but that depends on whether or not the faculty in a given program have interest. There are also not many books on the topic, which may hamper efforts to provide additional training. Ann Marie mentioned that students at Michigan State are exposed to fundamental issues and methods of qualitative research in their Applied Research Methods course. Although there are regular seminars on qualitative research, these courses may not be taken by I-O students. This is probably the case at most other I-O programs, too.

What I find interesting is the assumption by many graduate students (and some of their faculty mentors) that process-oriented research that uses few if any statistics is necessarily less rigorous. I've often noticed among I-O faculty and graduate students a certain disdain for less statistically elaborate approaches to research. Perhaps greater exposure to the rigor that is required for sound qualitative research may change some of these perceptions. It's true that more statistically intense approaches (i.e., IRT, SEM, etc.) have received greater attention recently in I-O, but as Tom Lee mentioned, this sort of attention is a generational thing. He felt that a transition to increased qualitative research training, if it happens, will be a very slow transition. When enough people decide it's cool, it will happen.

But will qualitative research become cool? I asked each of the editors if they thought there would be more qualitative research done in the next 20 years. There was some caution in their responses. Shelly Zedeck noted that he would like to see more qualitative research published. In fact, *JAP* is going to have a call in the near future for a special edition focusing on qualitative research. However, he cautioned against simple case studies without organizational implications. He emphasized that good qualitative research (like any sound research) needs to generate further research/hypotheses and provide insights into underlying constructs to be valuable.

Tom Lee did not foresee a giant tidal wave of qualitative research coming, but was optimistic that its frequency might increase. He noted that good qualitative research is extremely difficult to do and that it doesn't typically fit into the usual tenure timetable. He was concerned, though, that if qualitative

research did become the cool thing to do, that it might become algorithmic; researchers would just apply the same approach and that it wouldn't be right for the research question being asked. He didn't want to see qualitative research evolve into "eyeball factor analysis."

But some of the similar hardware and software advances that have facilitated advances in more statistically oriented approaches may help qualitative research. Ann Marie noted advances in software that make qualitative analyses much more efficient. Software such as NUD*IST (that's Non-numeric Unstructured Data for Indexing Searching and Theorizing) can make the time-intensive process of content coding easier to manage. Ann Marie also brought to my attention a service from AT&T to record and transcribe phone interviews and e-mail you a file of the interview within a couple of days. This just scratches the surface of the advances that have made qualitative research a more realistic endeavor.

So it appears that there isn't really a conspiracy in place to hold down qualitative researchers. There are reasons why qualitative research doesn't get published. For instance, although the editors didn't necessarily keep track of statistics on the issue, they noted that the rejection rate could be assumed to be similar to other studies. As such, many of the articles submitted are just not going to get published. Similarly, for one reason or another, researchers may feel that most I-O journals are not the first choice for qualitative research. There is also some misunderstanding about what really constitutes qualitative research. Tom Lee noted that some researchers say that they're doing grounded theory research, but then don't really do it. Grounded theory doesn't have to be tabula rasa; existing knowledge is what we build on, not neglect.

So it could be that I-O researchers do less qualitative research because of the time involved. Or perhaps their training provided very little background on how to do qualitative research well. Or maybe they just don't see as much of it in the typical I-O journals and thus surmise that it would be difficult to get published. But after collecting some (qualitative?) data of my own, I can safely say that there isn't a conspiracy against qualitative research among I-O journal editors. On the contrary, the journals seem to be quite open to qualitative research submissions and *JAP* will be explicitly seeking them out shortly! Although I'm not going to run out and take a course on ethnography, it does appear that qualitative research has a promising future in I-O psychology.

TIP-TOPics for Students

Nancy Yanchus & Marcus Butts
University of Georgia

Eyal Grauer
Bowling Green State University

You've just gotten a few more gray hairs, and you've just noticed that Dick Clark hasn't aged in the past 30 years. You know what that means, don't you? Happy New Year!! Wow—we can't believe it's already 2003. Another year has come to an end, and our tenure as student columnists also will soon be expiring. This edition of **TIP-TOPics** is our next to last, as all good things must come to an end. We have truly enjoyed our time as student editors, but it is time for us to pass the torch to a new group of inspiring writers. If you wish to attain the fame and admiration that goes along with writing **TIP-TOPics for Students,** then it's time to participate in the **TIP-TOPics** writing contest! We know that you are up for an opportunity to express your creative nature and participate in a little friendly competition, so the specifics are below.

You, by yourself or with one or two other graduate students, are invited to *design, develop, write, and submit your very own* **TIP-TOPics** *column.* Individual submissions are welcome, but we encourage you to try a collaborative effort, either within or between institutions. You are encouraged to address any issues you see fit, and format the column as you would like. You are to write the column as if you ARE the next editor(s) and this is your first issue, your debut, your grand entrance (you get the idea)! Feel free to be creative as you'd like with your submissions or keep some of the content topics we've provided in previous issues and add your own flair. The specifics are up to your own imagination, so have fun with your submission.

After sorting through the truckloads of submissions, the current *TIP* editor will select the student team to have the proud distinction of serving as the columnist(s) for the next 2 years. Although some content may change, your submission may in fact become your first issue of your tenure, which will appear in the July 2003 edition of *TIP*.

To give you a little insight into what goes through our minds (or at least the portion that is not devoted to our next major exam) when writing, here is our perspective on this column. First, this column is a vehicle for you to address, reflect, ponder, or discuss issues faced by thousands of students in I-O programs (or related fields) across the nation. This column is written for peers by peers. Second, *TIP* is not a refereed journal. We try to tackle issues that are of interest to students, but we also maintain an informal approach to

keep you informed of the latest issues, events, and happenings in the field. The information provided by this column has traditionally been anecdotal and qualitative (and far from empirical), as we attempt to query various "experts" about their knowledge in important issues facing students. We also try to pass on helpful information and provide a light-hearted escape from your day. In summary, we try to provide you with useful knowledge, insight, and fun rolled up into one column (kinda like a cannoli). Anyway, feel free to submit your own "design" for the column, making as many or as few changes as you see fit.

Now more about the particulars of the contest. Submissions are due no later than **5:00 pm on February 28, 2003** (and early submissions are welcomed and encouraged). In keeping with the current format, the submission should be no longer than 3,000 words. Please use 12-point font and 1-inch margins. Put the title **"TIP-TOPics for Students"** on the cover page along with your name(s) and affiliation(s) underneath the title. On the cover page, also include your e-mail addresses and your contact information (e.g., address, phone number, and fax number). The next columnist(s) will be chosen using a blind review process, so please affix a five-digit number in the top right corner on all pages of your submission (including the cover page), but do not include identifying information anywhere except the cover page. **Please send all submissions electronically to Marcus, Nancy, or Eyal (e-mail addresses appear at the end of the column). The subject line should read: "TIP-TOPics contest."**

All individuals who submit an entry must have their faculty advisor send an electronic letter of recommendation (e-mail or word document) to the current *TIP* editor, **Debra Major** (dmajor@odu.edu). One letter of recommendation is needed for each individual. All individuals who submit an entry must be current Student Affiliates of SIOP in good standing as of February 28, 2003. In other words, your dues must be paid. The new columnists will have a 2-year tenure beginning with the July 2003 issue and ending with the April 2005 issue. And, you must be a graduate student throughout your tenure, thus all "submitters" should be at least 2 years from graduation. If you have any questions, feel free to contact us. Thanks and good luck. We look forward to hearing from you.

And now for your latest edition of **TIP-TOPics,** we've put together a dandy. After a short hiatus, we've brought back **Psychology et al.** and **Career Corner** to go with another rendition of **Scientists AND Practitioners.** We hope you enjoy the column and we look forward to providing you with our musings one last time (in the April *TIP*). We hope to see you in Akron at IOOB in Akron (March 7–9), and we'll be looking for you at SIOP in Orlando because "it's a small world after all."

Psychology et al.

It seems that everywhere we turn we see the judicial system. Important court cases are reported on the daily news, and we are constantly trying to stay abreast of new legal developments. And for heaven's sake, there's even a *TIP* column, **On the Legal Front** (not to mention three versions of *Law &*

Order on TV). Thus, in this issue we wanted to give a little insight into an aspect of law that you may very well participate in one day: being an expert witness. While there are other sources of information on the topic, our goal was to provide some initial considerations for those of you having little past exposure to this topic. Since we do not have much experience in this area either (besides watching CourtTV), we queried a couple of "expert experts" who could give us information that would be important to consider when and if you are ever called upon to give expert witness testimony in court.

Frank Landy (FL) has been an expert witness for 17 years and mainly provides testimony in the areas of human factors and employment discrimination. Ray Mendel (RM) has had 23 years of experience as an expert witness, mainly in the areas of validity and selection issues involving race, gender, and age claims. We'd like to thank both Frank and Ray for their contributions and insights for this piece. We greatly appreciate it.

When approached by the plaintiff or defense, what should the potential "expert witness" consider in deciding to agree to be a witness?

(FL): First, whether he or she has anything to offer that might help illuminate issues in the case. Often, the lawyer who contacts you may not understand what I-O psychology is, nor the difference between the popular beliefs about a phenomenon and the scientific foundation (or lack thereof) for the myth. If science has nothing to offer to the discussion, neither does the scientist.

(RM): The most important consideration is whether you genuinely believe in the client's claim. Some of the other issues are (a) has the client approached you early enough in the discovery process to allow you to access and process the information you will require to render a fully informed decision, (b) is the client willing to allow you to examine any and all documents you regard as necessary to rendering an informed opinion, and (c) do you have the time available to devote to the case in a timeframe dictated by a judge.

How does an expert witness substantiate their overall and specific expertise in court?

(FL): There are two separate issues here. The first is the status of the witness as an expert. This is defined by Rules of Procedure followed by the courts. The psychologist will be offered as an expert and there will be some discussion of the foundation for that claim of expertise. It can be based on formal education, ad hoc training, publications, or experience. The second issue is the substance of what the expert will offer as testimony. Not everything said by a scientist is scientific. The judge may be asked to apply a set of rules called *Daubert Standards* to determine if the testimony will be "real" science or junk science. The rules involve things such as acceptance of the theory by other scientists, reasonable methodology, known error rate, and a few others. The issue of whether someone is qualified to speak as an expert and what they will speak about are two separate issues. [For further information on the *Daubert Standards,* please see the October 2000 and January 2001 issues of *TIP*.]

(RM): First, clearly explain your positions and link them directly and understandably (to lay judges & juries) to uniform guidelines and standards. Secondly, an impressive vita helps, but is FAR LESS important.

What steps should the expert witness take to prepare for testimony?

(FL): Preparing to testify is like preparing for a comprehensive examination. You must have facts, opinions, and research at your fingertips. This means reading and re-reading. You are not expected to use notes. In cross-examination, the goal of the opposing attorney is often to simply create some testimony that can be used to support his or her case. That means that they will often word questions in very subtle ways to elicit some agreement that can be used later in their legal arguments. You must listen carefully to every question, request clarification when needed, and make any qualifications necessary to make your answer correct. In trial, you will often be required to answer yes or no questions. Even then, you should ask "May I explain? May I elaborate?" The cross-examining lawyer will most often say "no," but your lawyer will be able to question you again after cross-examination and at that point, you will be permitted to elaborate. Judges and juries are not amused by experts who refuse to answer yes/no questions.

(RM): (a) Have thorough knowledge of facts in the case; (b) have thorough knowledge of prevailing guidelines and standards; (c) have reasonable familiarity with relevant case law; (d) do a detailed examination of the opposition's opinions and analyses; and (e) have serious demeanor that reveals desire to "teach" your position because you genuinely believe it.

What key lessons have you learned from your experience as an expert witness?

(FL): Understand the limits of your knowledge, experience, and training and do not wander outside of those limits, no matter how much your lawyer or your ego would like you to. And finally, don't drink a whole lot of fluids before you take the stand—you may be there for a few hours.

(RM): A good expert is a good teacher who is able to understand his/her audience's level of understanding and adjust accordingly. Believe in your testimony.

Career Corner

Along with winter comes the start of many I-O students' final semester in graduate school, a period that brings to a close the graduate school experience and opens the door to the real world of work. So let's face it…you need to think about getting a job!! What better moment to bring back **Career Corner** and highlight an area of employment for the I-O graduate we have not yet addressed. In this section we focus on what it is like to work in industry, specifically in jobs within organizations. Internal industry offers a myriad of opportunities for I-O psychologists, both for the I- and the O-oriented, as well as for the psychomet-

rically inclined individual. What follows are two perspectives on working in industry. We hope you find them helpful when thinking about your future career.

Richelle Southwick, Organization Effectiveness Manager, Georgia-Pacific

I became interested in a career in industry when I took "Introduction to I-O Psychology" as an elective course during college. I really liked the blend of psychology with workplace issues.

My work includes, fortunately, a variety of assignments: talent planning; conducting validation studies, survey research and analyses, and team buildings; working with businesses on team development; and assisting with leadership development/coaching activities.

One of the exciting aspects of my job is the variety of projects and the ability to partner with different business units and HR professionals. On the downside, however, is being involved in some projects which may not have the organization-wide commitment that is needed for the project to succeed.

For I-O graduate students trying to decide between industry and academics, think about how much you enjoy research when you consider your options. If research is of less importance to you, then industry may be a better fit. The best advice for getting jobs in industry is to take advantage of internships, summer jobs, and applied experiences during graduate school. In addition, when you are ready for a full-time job, really think about the type of work you would like to do. Positions in internal industry can be found in staffing departments, leadership development, training and development, diversity/EEO, organization effectiveness, and as HR generalists/HR managers.

Michael Parker, Human Resources Consultant, Georgia Merit System

My decision to pursue I-O psychology resulted from the combination of being good at math as well as having an interest in psychology. This is the most math-oriented psychology I could find!

I am in the Compensation section of the Policy, Data, and Audits Division at my organization, but I participate in a variety of projects. The following are some examples of my work.

- Project lead for incentive compensation and award project
- Created an updateable contacts database (Microsoft Excel)
- Developed a multirater competency assessment survey
- Developed user's manuals for salary-planning computer programs
- Performed beta testing and troubleshooting on salary planning programs
- Developed proposals for a multirater (360-degree) survey, an employee climate survey, and a data clearinghouse function
- Worked on committees to establish both an agency-level employee recognition program and a statewide employee recognition program
- Evaluated workforce-planning vendor proposals and agency workforce plans

What excites me most about my job is implementing new programs that I have worked hard to develop. On the flip side, as with all government jobs, the pay could be better.

Since I am early in my career, my best advice to I-O graduate students interested in industry is to make connections where possible. These are very valuable, and a reputation for high performance may land you a job in the future.

Scientists AND Practitioners

This section has unwaveringly brought you glimpses of the scientist and practitioner arenas. We can all agree, at this juncture, that the two fields have a multitude of differences as well as several similarities. However, an angle we have yet to present to you is the perspective of scientists and practitioners who cross over the boundaries of applied and academic work. In other words, there are those who maintain academic positions that also do consulting projects, and there are those who hold down practitioner jobs that additionally volunteer their services to academia. In order to provide you with the two different positions, we asked a couple of individuals with experience in each arena to provide their perspectives. These individuals definitely have one thing in common…they are busy as all get out! But they were gracious enough to take a moment and write few words for us to capture their experiences, which involve wearing the hats of both scientist and practitioner. Hopefully the editorial segments will provide you with insight into the synergistic relationship that occurs when individuals engage in both roles and use their energies to advance their knowledge as well as students' knowledge in the I-O field.

Karl Kuhnert, The University of Georgia

My current position is associate professor of psychology and J.W. Fanning Institute for Leadership senior research fellow. I consult in the areas of leadership and organizational development. My duties at Fanning are broad, everything from helping to set the strategic direction of the Institute to writing grant proposals, developing curriculum, and designing and conducting leadership programs for diverse audiences. Over the past 15 years I have consulted with a wide range of clients from *Fortune* 50 companies to the federal government, state agencies, communities, and all the way down to a local restaurant and even an elementary school. In every consulting experience I have grown to appreciate the importance of effective leadership and the complex challenges facing today's leaders.

In most of my consulting activities I am able to use graduate and undergraduate students and involve them in projects. For example, I am currently using graduate and undergraduate students in the content analysis of comments from a corporate survey. The students are not only involved in the analysis of the data, but also help in the report writing and presentation of the results to corporate executives. Students as well as the corporation benefit from the consulting experience. Of all the ways to teach, I believe nothing is more effective

than experience combined with theory. Students directly see what works, why it works, and what really makes a difference in the lives of others.

Being an academic who also consults means that you will have multiple as well as competing commitments. By this I mean your client may care very little about your teaching schedule and most academic psychology departments often fail to recognize, let alone reward, consulting work. Despite the incredible richness consulting adds to my teaching and professional development, I can only handle a few consulting projects a year and that depends on the size and scope of the project. One of the most rewarding aspects of what I do with students is to offer organizations a different solution to their problems that they may not have heard elsewhere.

J. Timothy Irwin, Right Management Consultants

My professional life as an I-O psychologist has spanned two organizations over the last 18 years. For the first 16 years, I was the managing partner of a small entrepreneurial consulting firm. Two years ago, my partners and I merged our firm into a large global organization, which is publicly traded on the New York Stock Exchange. My new role involves much more time in day-to-day management of a larger consulting practice in the Southeastern United States and in collaborating with colleagues around the world.

Five years ago I accepted an invitation to serve as an adjunct faculty member in the applied psychology program at the University of Georgia. My role has primarily been to assist students by serving on dissertation committees, speaking several times each year to student groups about the nature of business consulting, and by assisting students in finding data-gathering opportunities in applied settings. I have also helped advanced doctoral students in finding internships and other practical work opportunities.

I especially enjoy interacting with students and faculty because it allows me to stay abreast of the latest theoretical work and research in I-O psychology. The disciplines of the academic setting provide a frequent reminder of the scientific rigor that needs to serve as a basis for all applied work. Conversely, I often help students better understand the realities and challenges of being an I-O psychologist in the business world. I further advise them on how to create the sponsorships that are so essential to data-gathering opportunities in applied settings.

Because I am more temperamentally suited to work in an applied role, I do not anticipate ever seeking a full-time faculty position. However, it is very gratifying to serve as an adjunct professor, and my aim is to continue to serve students by helping them use their knowledge, skills, and abilities in applied settings. I also look forward to the continued professional growth I experience through my association with academia.

To contact the **TIP-TOPics** columnists: Marcus Butts (mmbutts@arches. uga.edu), Nancy Yanchus (nyanchus@hotmail.com), and Eyal Grauer (eyal@ bgnet.bgsu.edu).

The Internet and I-O Psychology:
Lifeless Mummy or Sleeping Giant?

Michael M. Harris
University of Missouri-St. Louis

It has been a few issues since my column appeared here. I am sorry about that, especially since I really enjoy writing this column and learn a heck of a lot from doing it. And most surprisingly, I have discovered that a good number of people actually do read this column. (Of course, most of them are friends who I pay to send me e-mail!)

In April of 1999, my **Practice Network (PN)** column about the Internet and I-O psychology was published. At that time, the Internet hype was growing and there was considerable "buzz" about the large number of 20-something-year-old multimillionaires. But, in addition, there was also considerable worry about the "Y2K" problem. I still remember waking up in the middle of the night on January 1 wondering if the world still existed. (Do you remember what you were doing that night or were you too inebriated to remember?) Just reminiscing about the good old days. Say, what do you think people will say about the late 1990s 10 years from now? Will people be listening to "oldies" songs glorifying the Web? I remember that just a few years ago I wondered if in the future many of the university buildings would be empty reminders of the days when we met face-to-face in the classroom. Times have sure changed in many ways, not the least of which concerns the use of the Internet.

If you compare all of the hype and predictions about the Internet, you would think that the Internet has waned in its importance. After all, no one seems to be getting rich with it anymore, one reads about a lot more Web sites shutting down than opening, and when was the last time you heard about a friend or colleague accepting a job at an "Internet" company? Do such companies even exist anymore?

Interestingly enough, my April 1999 **PN** column entitled "I-O Psychology. Com—The Internet and I-O Psychology" attracted attention from several corners, such as my children seeking ways to earn money from me, friends who I paid $20.00, and graduate students to whom I assigned the column as required reading. All of that activity further sparked my interest in this area and continues today to spur my research and practice interests. Naturally, when it came time to write my **PN** column, it seemed reasonable to revisit this topic 3 years later and assign the new column as required reading for

friends who owe me money, graduate students struggling to complete our PhD program, and of course my children who like to earn extra money by working for me.

As usual, I contacted several I-O psychologists and enlisted (OK, begged for) their help in determining just what the effect the Internet is having on our field. I received e-mail replies from four individuals. The questions I asked were the following:

1. How has the Internet changed the way you practice I-O psychology compared to how you practiced I-O psychology 5 years ago?

2. In what new or innovative ways do you think you will be using the Internet in the near future?

3. When I wrote my column several years ago, there were quite mixed opinions about the effect of the Internet on I-O psychology. What effect(s) do you think it will have on our profession in the next 5 years?

I summarize their comments, along with my own reactions, next.

How Has the Internet Changed the Way You Practice I-O Psychology?

As you probably noticed, the question doesn't ask whether the Internet has changed respondents' practices—it asks *how* it has changed their practice of I-O psychology. The answers I received indicated that indeed, respondents' practices had changed in certain key ways. Clearly, consultants are responding to client demands that the Internet be used for selection, 360-degree feedback, and other I-O products. In turn, respondents indicated that there are some important implications of this. As one respondent phrased it, traditionally, we have focused on the assessment of "short-listed" candidates or the "postrecruitment" phase. However, I-O psychologists are now often involved as part of a multidisciplinary team which includes recruitment agencies, marketing experts, and of course, information technology (IT) specialists. Another respondent noted that the current effect of the Internet is driving changes in selection processes, rather than selection content. Although the basics of test development and validation have remained the same, key issues such as project management, security, and cheating (e.g., who is the test-taker in an unproctored test) have become new challenges. Another challenge in this regard noted by a respondent is that the Internet has increased client expectations regarding the speed with which work is completed. As he noted, clients increasingly believe that "Internet = Speed," which affects all aspects of development and implementation, thus challenging the standards for good practice.

In a different vein, one of my respondents emphasized that the Internet enables him to reach a much broader audience via e-mail and to communicate much more effectively to that audience. Second, the Internet has enabled

him to gather, analyze, and disseminate relevant data far more effectively than in the past. Finally, the Internet has enhanced his ability to learn from other colleagues and peers, through use of e-mail and Web sites. In brief, the Internet has enhanced the ability of I-O psychologists to gather, analyze, and share information and data far more efficiently than in the past.

I think what all of this means is that I-O psychologists have tremendous opportunities and tremendous challenges. The opportunity is to use some powerful Internet tools to more quickly and efficiently gather data, analyze this data, and disseminate this data. The challenge is to continuously prove our worth and to perform our work within tight time constraints.

In What New or Innovative Ways Do You Think You Will Be Using the Internet In the Near Future?

One respondent talked about how the Internet can be used to foster developmental experiences for employees. He mentioned potential experiences ranging from using online chat sessions to "stay connected" to technology-facilitated projects, and so forth. He also mentioned using the Internet to post information about job projects, task forces, and similar opportunities within his organization.

Another respondent mentioned future innovations in assessment, such as simulations (see: http://www.aon.com/us/busi/online_svcs/hr_tools/leader.jsp for an interesting in-basket simulation). He indicated that much will depend on technological advancements, such as bandwidth and connection reliability. Other suggestions included that future use of the Internet may enable various nonobtrusive, innovative measurements of decision processes, for example, by measuring which Web sites are examined and for how long. Finally, the ability to link databases and assessment tools, from the recruitment stage through performance management and training stages (and I would maintain even beyond, including postdeparture), was mentioned by a respondent as a future innovation. I think this innovation is particularly promising from an I-O psychology viewpoint and makes considerable sense. There is no reason, other than technical feasibility, as to why HR processes cannot and should not be linked to one another. Business Process Outsourcing also argues for a similar model (Harris, 2001, in press).

What Effect(s) Do You Think It Will Have on Our Profession In the Next Five Years?

One respondent asserted that the impact will "continue to be profound." To me, that sounds more like a dynamic giant than a lifeless mummy! He continued by stating that with the greater ability to gather and analyze I-O data we will have to become far more effective in disseminating information to create change. In fact, I would go so far as to say that managers and

employees may feel even more threatened than ever by this data and therefore even more resistant to change. Thus, as is well known, people use a variety of defense mechanisms to resist change and ignore important information. So, the challenge in the future may be how to foster and nourish organizational change in light of even greater resistance. Another respondent felt that increasing use of the Internet will mean that I-O psychologists will need to adopt more of a consultative role and less of a "tester" role. Perhaps a good comparison here is to the travel agent, where it has been argued that the travel agent's role will change from ticket sales to consulting about travel plans. Finally, a third theme in the answers I received was the need to adapt to an "Internet environment," where there may be less standardization of practices, worldwide locations rather than a single testing location, and other possible differences.

Conclusion

I believe that the Internet is going to have an increasingly important role in the field of I-O psychology. I therefore urge all I-O psychologists to stay abreast of developments in this area. If nothing else, a lack of knowledge of Internet advances and applications will lead to a perception on the part of customers and clients that we are out-of-date and behind-the-times. (If you are interested in a paper that reviews practice and research in the area of Internet testing and recruitment written by Lievens and Harris (in press), please send me an e-mail [mharris@umsl.edu], and I will be happy to provide it to you).

What do you, my reader, think will be the future of the Internet in I-O psychology— a lifeless mummy (http://www.guardians.net/egypt/mummies.htm) or a sleeping giant (http://www.sleepinggiant.com.au/)? Please drop me a note via e-mail (mharris@umsl.edu), even if it is just the phrase "lifeless mummy" or "sleeping giant." By the way, even though I don't always acknowledge your e-mail in my column, I definitely enjoy hearing from my readers—so please drop me an e-mail with your comments, reactions, and suggestions.

Finally, I want to thank the following individuals for their help with this column: Dave Bartram, SHL; **Jeff McHenry,** Microsoft; **John Scott,** APT, Inc., and **Evan Sinar,** DDI.

Postscript

I received several responses to a previous column I wrote on terrorism ("From the Halls of Montezuma to the Shores of Tripoli—Is There A Role for I-O Psychology in the War Against Terrorism?"), which appeared in the April 2002 issue of *TIP*. Perhaps the most passionate reply was from **Jim Morrison,** who urged us to prepare for disaster service and volunteer when an opportunity permits. He suggested that you contact your local Red Cross Chapter to inquire when the next Disaster Mental Health Service I program will be scheduled in your locale or state. (Jim facilitates a 2-day American Red Cross

Disaster Mental Health Service program.) **Jack Jones** and **David Arnold,** of NCS Assessments, have authored an interesting "white paper" on the role of psychological testing to help select trustworthy and safe employees. Other people also sent e-mails, some of which I failed to save, but I want to thank all of those who wrote in about that column. I think we as I-O psychologists have much to offer in this arena, and I encourage all of you to extend your help in combating terrorism and making this world a safer place to live!

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Boris Kabanoff and Mark A. Griffin
Queensland University of Technology

Our colleague **Cary Cooper** was an automatic candidate when we began discussing potential contributors to this series on international cooperation in I-O psychology (Mark and Boris speaking here). As an expatriate American who has spent a long time in the UK, he has had fruitful collaborations on both sides of the Atlantic spanning several decades. Cary represents a relatively rare example of a thoroughly "globalised" I-O academic. As anyone who knows him will readily agree, Cary is also a person of enormous energy and generosity. We thought that these qualities provided him with an interesting vantage point from which to comment on the pleasures and perils of international collaboration. Finally, of course, Cary is a great academic entrepreneur. More than 20 years ago, he launched a new OB journal from the UK, the *Journal of Organizational Behavior,* into a marketplace well and truly dominated by North American publications. Throughout its history, including under its new editor Denise Rousseau, the journal has sought to provide a slightly different "voice" or "accent" to the OB field by trying just that little bit harder to expose North American readers to non-North American researchers. So, as both a research colleague and journal editor, Cary brings a distinctive perspective to the topic under discussion, and we thank him for this.

International Collaboration in I-O Psychology: The Joys and Pitfalls

Cary L. Cooper
University of Manchester Institute
of Science & Technology
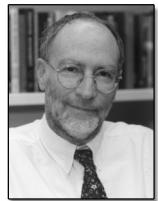
As an American, who was transplanted in the UK in the mid '60s as a graduate student, I am a natural "internationalist" when it comes to most things, particularly research. Having met a senior UK academic while finishing my MBA at UCLA, and then being invited to the University of Leeds ostensibly for a year, I ended up doing my PhD in England and staying forever more! My early career, on exploring the impact of T-groups, was at the beginning of my multicultural experience involving a variety of different research centres across the Atlantic, from the Tavistock Institute, Leeds University, UCLA, the Group Relations Training Association,

and so forth, collaborating and sometimes competing for the philosophical and empirical "high ground" in the field of group dynamics. This was an exciting time, with experiential learning groups and other modes of social skill training and more "touchy-feely" alternatives being put under the scientific microscope both in Europe, North America, and even the Far East. In the '70s, the group dynamics or human relations movement was very buoyant, particularly in close ties between North American and European researchers, but also ironically in Japan with Kaizan, the Japanese Institute of Laboratory Training and Kochiro Kobayashi's group at Toyo University.

As the human relations movement declined in prominence by the end of the '70s, more attention was being paid not to the self-actualizing nature of people at work but to the sources of their discontent or workplace stress. This was truly an international phenomenon in the developed world of the '80s, described by many as the decade of the "enterprise culture," with people working longer and harder to achieve individual success and material rewards. We had globalization, privatization, process re-engineering, mergers and acquisitions, strategic alliances, joint ventures and the like, transforming workplaces throughout the world into hot-house, free-market environments. In the short term, this entrepreneurial period improved economic competitiveness in international markets in the countries that embraced it (Cooper & Jackson, 1997). But as the strains began to appear, the concepts of "stress," "burnout," and "job insecurity" entered the business vocabulary, as well as the research agenda throughout the developed and developing world of the '90s. This was further reinforced by organizations' outsourcing, downsizing, and the like, creating an army of, in effect, "contingency workers." The issues of the psychological contract and work–life balance came alive and are still at the top of the agenda of many I-O psychologists. It was during the '80s and '90s that my international collaborations came of age. I have worked closely with many colleagues and friends on stress in the workplace, work–life balance, the psychological contract, hours of work, and the role of women at work with many colleagues from Germany (e.g., **Michael Frese**), Japan (e.g., Satoru Shima), Russia (e.g., Yuri Hanin), China (e.g., Oi Ling Sui), Estonia (e.g., Mare Teichmann), Portugal (e.g., Rita Cunha de Campos), Brazil (e.g., Lucio Renault de Moraes), Canada (e.g., **Julian Barling**), New Zealand (e.g., **Mike O'Driscoll**) and numerous other countries and with many colleagues in the U.S.

Much of the early work was in bilateral or trilateral international studies, which developed through the conference circuit, in testing particular instruments, or in exploring cross-cultural comparisons with definitive differentiating country characteristics. These proved incredibly useful in attempting to generalize across cultures, in seeing how factor structures on various measures were constructed in different cultures, and in mapping the impact of the changing nature of work, particularly the move toward intrinsic job insecurity, and constant organizational restructuring and change. Karasek's (1979) early

work on the significance of locus of control was dramatically changing by the end of the '80s, with people being given control, indirectly, by the "short-term contract" cultures that were developing in the industrialized world far beyond the confines of North America, what some have termed the "Americanization" of work globally.

These developments led **Paul Spector** and me to explore how these trends were affecting a range of different countries in terms of their economic development (i.e., developed, developing, and underdeveloped), individualistic versus collectivistic orientation, workplace stress, well-being, and locus of control. We brought together academics from 25 countries into a consortium entitled the Collaborative International Study of Managerial Stress (CISMS). With the advent of the Internet, it was possible to design and refine the research methodology without constant face-to-face collaboration and to translate and cross-translate the research instruments. This has proved an extremely useful and productive international collaboration. We had to establish two centers for the study, one at the University of Manchester Institute of Science & Technology in England and the other at the University of South Florida. The cross section of countries, ranging from the underdeveloped to the developing to the developed, has proved empirically useful in terms of economic outputs, but other criteria for comparisons emerged during our investigations and have led to interesting generalizable findings (Spector, Cooper, et al, 2001a). By focusing on one particular group of workers, in this case managers, and by choosing instruments felt to be appropriate to a range of cultures, it was relatively smooth going. There were several problems, however, which seem to be common to a number of these types of international cohort studies. First, one of our measures, the Hofstede's Values Survey Module 1994 proved unreliable across the countries (Spector & Cooper, 2001), which meant we were left without a cross-cultural values measure. This was very unexpected but raised a range of issues about cross-cultural methodology in general, which we discussed in Spector and Cooper (2001b, 2002). The second issue was a political one of having both Israel and Iran in the same study population. Our Iranian colleague felt that it would have been very difficult politically for her to appear with Israel in the published work, so the Iranian data had to be published separately. This circumstance may have been rare in the past, but this problem may loom larger in the future, given the heightened political context in the world at present since September 11th.

Opportunities through the Internet have enormous potential for research collaboration, underwritten by eyeball-to-eyeball contact at conferences and by short sabbaticals or visits by scholars. It is my experience that you need to build a relationship between partners before you can embark on global research through the Internet. In addition, you have to have clarity about various roles of the collaborators (e.g., who does the stats, who designs the measures, who is responsible for ensuring sample comparability, what are the

rules on individual and group publications). It is essential that this is done at the beginning of the collaborative process rather than during the middle or at the end of the project, but it is doable and very worthwhile if we are to generalize our findings in I-O psychology beyond our own country.

We are very fortunate in our field to be at a point in time when so many "quality of working life" questions are emerging for us to explore. For example, it is predicted that more people will be working more and more from home or in virtual organizations in the future. Some corporate questions will be: How will this virtual organization of the future manage this dispersed workforce, with communications difficulties already apparent in existing organizational structures, and will this be problematic in some cultures and not others? Is working substantially from home in a flexible working arrangement more productive and less stressful than central-office working? With nearly two out of three families in the developed world being two-earner couples, how will working substantially from home affect the delicate balance between home and work or, indeed, the roles between men and women? In addition, with employers increasingly looking for and recruiting "flexible workers," will women be preferred to men given their history of flexibility? Are women more flexible than men? What is the impact of new technology in general on working relationships in offices and for home workers? Will this trend toward stable job insecurity, freelance working and virtual organizations continue? And more importantly, can organizations, virtual or otherwise, continue to demand commitment from employees they do not commit to? The questions are legion and the opportunities for us in I-O psychology are great. As I see it, from my perspective as an organizational health psychologist, one of my research tasks is to see how work environments can deliver what Studs Terkel (l972) suggests in his acclaimed book *Working*: "Work is about a search for daily meaning as well as daily bread, for recognition as well as cash, for astonishment rather than torpor, in short, for a sort of life rather than a Monday through Friday sort of dying."

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Michelle A. Donovan
Intel Corporation

Welcome to the second official spotlight article! In October we began this column to highlight all the I-O related activities happening at the local level. Thanks to everyone for your positive feedback and offers to have your organization featured in upcoming articles—it seems there's quite a bit of interest in both sharing and learning about what our local organizations are doing these days.

In this article we focus on the Metropolitan New York Association for Applied Psychology (or METRO for short). We thought it fitting to spend a little time sharing with SIOP members what the nation's oldest and largest local applied psychology organization has been up to! And believe me—as Brian and Janis describe below— METRO and its members have been busy for the last 63 years! Read on for more details…

METRO: The Founding Father (or Mother) of Local I-O Groups

Brian J. Ruggeberg
Aon Consulting

Janis M. Ward
J. M. Ward Consulting

The Metropolitan New York Association for Applied Psychology (or METRO) has the distinction of being the nation's oldest and largest local applied psychology organization. METRO was founded in 1939 (hard to believe, isn't it?) as a not-for-profit professional association and has in many ways served as a model for other local professional groups. METRO's mission is to promote and maintain high standards among professionals in the applied psychology field, help the advancement of applied psychology as a science and profession, and further educate our members, colleagues in adjacent disciplines, and the public at large. Our organization has a rather impressive pedigree in that many of the leaders of our field have at one time or another served as METRO presidents—Frederick Gaudet, **Raymond A. Katzell, Sheldon S. Zalkind, William C, Byham, Virginia Schein, George P. Hollenbeck,** the late **Patricia J. Dyer, John R. Hinrichs, Richard E. Kopelman, Joel Moses, Robert F. Silzer** and **Seymour Adler,** to name but a few.

Being in the New York metropolitan area means that we have probably the highest concentration of applied psychologists in the country. In turn, this has helped us build a membership roster of nearly 400 members (including student, associate, and full members). On the other hand, considerably fewer are highly active and regularly attend meetings and events—this is one of our current challenges.

While there are certainly some similarities between METRO and other local organizations like BAAP (which was highlighted in the last issue of *TIP*), there are also several differences. One key difference is that we operate on an academic calendar and hold monthly (rather than quarterly) meetings from September to June. Typically, we invite noted members of the profession to speak on a topic of interest, but we continue to explore alternate formats as well, including facilitated discussions, panel discussions, and debates. In fact, our first meeting for the 2002–2003 year was a facilitated discussion of ethics in today's business environment, and last year we held a well-received town meeting to discuss the impact of the events of 9/11 on our clients and our field. Some of the questions we tackled in the town meeting included (a) What role can/should we play in helping organizations recover from the attacks?, (b) How will organizations change the way they do business as a result of the attacks?, and (c) What "best practices" do we have to share with managers so they can effectively motivate and manage their employees in this uncertain environment? Topics have varied widely in the past and continue to this year with presentations planned on I-O visibility, measurement issues and fairness in selection, virtual teams, executive coaching, and leadership development.

In addition to our regular monthly meetings, METRO also hosts a number of special events including a half-day professional workshop on a particularly "hot" topic (e.g., executive coaching), a career-day event aimed at providing career development and job opportunities for students and those in midcareer transition, and our very popular and historic Groundhog's Day dinner meeting where we have an eminent speaker and a sit-down dinner (We don't serve groundhog, it's just held in early February!).

One unique feature of our group is that each of the group's officers is initially elected as secretary by the membership and then serves a "tour of duty" ascending through the positions of secretary, treasurer, vice-president, and president. This is our version of succession planning and greatly simplifies the election process. This year's METRO officers include Brian Ruggeberg, President; Janis Ward, Vice-President; **Robin Cohen,** Treasurer; and **Christopher Rotolo,** Secretary/Webmaster. In addition to the officers, however, we have a number of standing committees and positions that must be staffed by volunteers each year to ensure all of our services and activities are provided in an effective manner. Finding volunteers is certainly one of our regular and on-going challenges. Among the committees and positions critical to the "operation" of the association are the Newsletter Editor, Webmas-

ter, Placement Director, Workshop Committee Chair, Career Day Chair, and various content and column authors.

As we learned at the last SIOP conference in meeting with our other local organization counterparts, we are embracing some similar issues and challenges as our colleagues and facing some unique challenges of our own as a very mature organization. For instance, we have recently made a move from a paper distribution of our monthly newsletters, meeting announcements, and job classified listings to an e-mail-based system of notification. Our reasons for doing so were manifold, yet primarily driven by costs. Our printing costs had become so great with a 350+ member mailing list we were faced with the quandary of raising our dues or finding an alternative to paper. We had a few rough months of our then secretary (Janis Ward) trying to send out e-mails with attachments from a home computer (not fun or efficient!) while we considered proposals for Web-page upgrades and improvements. Our members were really very patient with us as we finally got our technology act together, and now we have a wonderful, state-of-the-art, dynamic Web page that, not only posts our monthly meeting announcements, but is also a means of communicating with our officers and posting job opportunities and information about our organization and our events. We will also post our membership directory on the Web site for the first time this year and continue to post archival articles and information that even the worst paper pack rat would envy. Many of our cohort local organizations have decided to and successfully transitioned to this means of communication but probably didn't have our long history (and legacy issues) to deal with. It ain't easy being old! For a glimpse into the organization, check out our fabulous Web site at http://www.MetroAppPsych.com.

One of our biggest challenges that is fairly unique to us in our mature stage, is how to maintain and grow such a mature and diverse organization. We have recently noticed a steady and somewhat rapid decline in our paid membership roster and meeting attendance. There are many possible explanations for this, such as the less-than-vibrant state of the economy, events of last September 11, continued diversification of our field, the increasing workload/travel demands on our members, and a steady exporting and relocating of corporate headquarters from our most awesome city to the surrounding suburbs even prior to 9/11. We have also witnessed the dissolution/reorganization of some of our prominent graduate school programs, which has always been our source of faculty involvement and new graduate student members. Finally, we have strived to strike a balance between the industry and consulting contingent of our membership and the purely academic and researched based (and those us who do all of the above). Yet that balancing act can result in trying to be all things to all people and satisfying none; this has been one of our greatest fears.

In an effort to better understand why membership had been declining and to determine what was valued, liked, and disliked by the membership, we

recently implemented a member survey. The survey was presented via the Web as well as paper for those members without valid e-mail addresses. With a respectable response rate, we were able to determine that what we were doing, both in terms of what is changing and what is staying the same, was positively perceived by the majority of respondents. This was certainly good news to those of us at the helm, but we also got some great recommendations on what else could be done to further enhance METRO. In particular, we are looking at ways to more aggressively recruit new members, arrange top name speakers on topics members have suggested, enhance our networking/social opportunities, and ensure technological efficiency and timely announcements/reminders/communications. So with this information in hand, we boldly strive to move this historic association forward and look to subsequent officers to continue to redefine METRO for the next 60 years.

If you find yourself traveling to New York, check out our Web site and see if we are having a meeting during your stay; if so, come and join us as a guest. Also, if you have any questions or comments about METRO, please contact us through the Web site.

Future Spotlights on Local Organizations

Stay tuned for the April issue of *TIP* when we profile the Gateway Industrial-Organizational Psychologists, a local group of I-O psychologists in the St. Louis area. With two articles under our belt—one focusing on a West coast organization (Bay Area Applied Psychologists) and this article spotlighting an East coast organization (METRO)— we think it's time to focus on the heartland to see what our Midwestern colleagues are up to!

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.

Database Security and I-O

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Private I-O and IT Consultant

R. Jason Weiss
Development Dimensions International

It has long seemed inevitable that databases will replace paper as a means of storing various types of corporate data, including HR data. As we know, data such as hiring process information and personnel records are very sensitive and need to be carefully protected. When these data were stored on paper in a file room, the human resources department maintained various policies and procedures to ensure that only authorized personnel had access to the files. This protected the files from people outside the organization and also ensured that only authorized personnel *within* the organization had access to the data. When HR data is migrated to a network-accessible database, these layers of protection must still be maintained. This edition of **Leading Edge** discusses strategies for protecting HR data.

What is a Computer Network?

Before delving into database security, it would be helpful to consider how computers in a networked organization connect to each other and to the Internet. These connections are depicted graphically as Figure 1. Let's begin with the notion of a *client-server* network. The left portion of Figure 1 illustrates a small client-server network. The *server* is a computer that provides a wide variety of services to client computers. For example, servers can provide access to e-mail, instant messaging, shared file directories, or desktop applications. A *client* draws on the services provided by one or more servers on a network. There are other types of network structures (e.g., token ring), but this is the network structure or typology used in most organizations today.
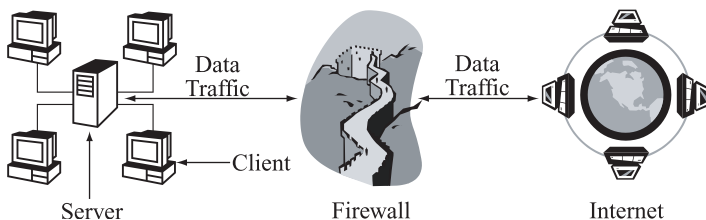
Figure 1. Very simple client-server network

Typically, a corporate client-server network has many clients and more than one server. For example, a single server within an organization may be dedicated to handling e-mail, another to payroll, and another to general storage space (i.e., hard disk) for clients to store various types of files on the corporate network. Servers are usually connected to each other so they can forward requests from clients to the appropriate server. From a database perspective, the obvious advantage of a client-server network is that it provides many users access to a single copy of a database. Hence, a database of job applicants need only be kept on one server rather than being duplicated repeatedly across individual clients. Maintenance of the data is therefore much easier and more accurate because all changes are made directly to a single database.

A company's network of servers is often referred to as an *intranet* or *corporate intranet*. An intranet is different from the Internet (where the World Wide Web exists). An intranet is an organization's private internal network. The Internet is a public collection of interconnected networks. To provide access to the World Wide Web and other Internet tools, the corporate intranet needs to connect out to the Internet. Most companies use what is called a firewall to prevent unauthorized users entering the corporate intranet via the Internet connection (see Figure 1). A firewall is a combination of hardware and software that tries to determine if network traffic coming from and going to the corporate intranet from the Internet is authorized and not malicious.

In some respects, the whole arrangement seems somewhat fragile. For example, the Nimda virus outbreak of September 2001 took down a number of corporate networks, paralyzing many organizations. Fortunately, we I-O psychologists don't have to worry about maintaining network security—that's the role of the network administration department and/or information technology department. However, I-O psychologists *do* have to consider the security of HR data, and it is important to understand how corporate networks function so that we can effectively define our needs and communicate them to the IT staff.

Limiting Database Accessibility

We trust the network administration department to maintain the firewall that keeps the intranet secure from outsiders. What concerns us more directly is the matter of internal security—ensuring that only authorized people from *within* the organization have access to a particular database. If the database to be secured is maintained by HR, then both the HR and network administration staff need to meet and discuss how that security and maintenance will be implemented.

A necessary first step in securing databases is to limit access to them. Modern database software commonly allows for the creator of the database to set up an account directory containing the names and passwords of everyone allowed access to the database. The person with ultimate authority over the database, typically known as the database administrator, maintains this

directory. Only the database administrator should have permission to add and delete user access to the database. By using the account directory, we reduce access to the database from everyone on the network to only those people with names and passwords recognized by the database software.

We needn't stop with merely limiting access to the database. We can also control which activities are available to particular users. There are only four activities that an authorized user can perform on the data in a database:

- Create a record
- Read or view data
- Update or edit currently existing data
- Delete data or records

These activities are colloquially known by the acronym *CRUD*. One of a database administrator's most important responsibilities is to keep tabs on who has the ability to perform CRUD-related activities and which activities they can perform.

The detailed level of control described above is accomplished through *permissions*. A permission is something an authorized user is allowed to do with the database. For example, the database administrator may give an authorized user only the permission to view data in the database. This typically includes the ability to run already established queries and reports (see Weiss & Worst, 2002, for definitions of these terms). A user with these permissions is not permitted to perform any of the other CRUD activities. For example, this user cannot delete data or records in the database. This level of permission is typically given to people who need access to the queries and reports of a database but are not involved in day-to-day maintenance of the database. Limiting who has authority to do what with a database greatly enhances quality control and accountability.

To illustrate the management of permissions, let's take a look at how they are implemented in Microsoft Access 2000. Below are some of the permission levels found in Access.

Delete—View and delete data.

Insert—View and insert data.

Update—View and modify data.

Read—View data only, run established queries and reports.

Administer—Total access to all aspects of a database such as assigning permissions; revising tables, queries, and reports; setting database password; adding and deleting authorized database users.

Permissions are additive. A user whose only permission is *Update* cannot insert or delete data but by default has permission to read data (you can't edit what you're not allowed to see!). On the other hand, giving the user *Delete, Insert,* and *Update* permissions permits unfettered access to the data. Figure 2 below illustrates the Access permissions dialog box.
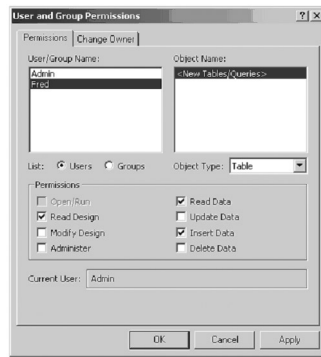
Figure 2. Permissions dialog box for Microsoft Access 2000

The Current User is Admin, which is the default user name for the database administrator. The User/Group Name box shows that there are currently only two users allowed access to the database: the database administrator and a user named Fred. The database administrator has given Fred permission to insert new data (or *create* new records in CRUD terms) but is not allowed to revise (i.e., update) or delete data from the database. Fred is also allowed to look at the design of the database but is not allowed to make any changes to the design. Only the database administrator is allowed to make permission changes. When Fred logs into the database, he would not be allowed to see the dialog box in Figure 2. Note the "Object Name" and "Object Type" listboxes on the right side of the dialog box—these permit the database administrator to set permissions for specific objects within the database such as individual forms, reports, and queries.

As this brief overview illustrates, modern database software allows tremendous control and flexibility in implementing policies regarding who will have access to a database and what level of access they will be permitted. We've said it earlier, but it bears repeating: Those responsible for the privacy of the data need to play a very active role in determining these policies. It is interesting to note that once the above security features are in place, not even your corporate network administrators will have access to the data!

Though permissions represent an important level of security for databases containing sensitive data, that security can be compromised. For example, what if the username and password of a person having full CRUD permissions falls into the wrong hands? A malicious user could easily access the database and revise data or make other unauthorized changes. Because of this risk, it may be necessary to take security one step further and implement a small, HR-specific client-server network that is not physically part of the overall corporate intranet. This approach would obviously entail added expense over simply limiting user access and permissions. However, it is

usually not all that expensive to implement, especially when compared to the potential costs associated with compromised HR data.

Developing a Data Security Strategy

Overall data security is a combination of technology and policy. Below are some guidelines to consider when contemplating the development of a new database:

1. There are substantial security concerns when HR data is migrated from paper to databases located on servers. Make data security the first, not the last thing you discuss with your clients, contractors, and/or network administrators when considering the development of a new database. If reasonable data security cannot be assured or fit into the budget, then you probably should not be developing the database. The cost of a security breach is probably much higher than the convenience and data reporting features of a database.

2. The level of security needed is dependent on the sensitivity of the data. For some data, the development of an authorized user directory with permissions may be more than adequate and involves almost no additional cost. Consult with others in your organization or outside consultants, if necessary, to help you make this decision.

3. Leading-edge data security technology can easily be rendered moot by poor policy guidelines or enforcement. A good data security policy should include, but not be limited to, very careful consideration of the following questions:

- Who will be the database administrator? Has the administrator been trained and made aware of their responsibilities?
- Who will be allowed access to the database?
- Who will have permission to make CRUD-level changes to the database? Have they been trained in proper procedures for making changes to the database?

We hope that this column has helped awareness of some critical concerns with HR data security. However, there is much more to know about database security than we have described here. A good Web site for readers interested in learning more is available at http://databases.about.com/cs/security/.

We invite readers with questions or comments on this edition of **Leading Edge** to contact us at kensei@comcast.net (Jeffrey Worst) or jason.weiss@ddiworld.com (Jason Weiss).

Reference

Weiss, R. J. & Worst, J. (2002). Databases and I-O. *The Industrial-Organizational Psychologist, 40*(2), 49–56.

Award Withheld

Paul M. Muchinsky
The University of North Carolina at Greensboro*

I was recently scanning through a back issue of *TIP* that described the awards given by SIOP to its members. In addition to a description of each award, there was a listing of past award recipients over the years. I became increasingly irritated when I read that in some years certain awards were withheld. What is this all about? The purpose of our giving each other awards is to make us feel good about ourselves. It is an expression of honor, respect, recognition, and affirmation. Who are we to deny these heart-warming feelings in other people? If we don't express love to each other, who will? Can you imagine other organizations engaging in this practice? Taking the moral high ground, however awkward, would be to profess a lack of quality and to imply standards must be maintained.

- From the Miss America pageant: "I'm sorry, there will be no crowning of Miss America this year. In the opinion of the judges all of the contestants are frightfully unattractive and devoid of talent."
- From the Grammy's: "The award for Best Rhythm and Blues Single will be withheld this year. All of the entries really sucked."
- From the Oscar's: "It is the opinion of the Academy of the Performing Arts that no film was deserving of the Best Picture award this year. We know the identity of this award recipient is why most of you endured the previous 4 hours of this ceremony. There is no envelope to open, so turn off your television and go to bed. You stayed up late for nothing."

But alas, truth sometimes resides in the low country.

- From the Nobel Foundation: "The Nobel Prize for peace will not be given this year. We decided 2 years ago who would get it this year. The selection process was totally wired. We solicited other nominations, but we didn't even bother to consider them. Then our prechosen winner got waxed in a bar fight. So rather than some 11th hour scramble on our part, we decided to sit on the award for another year."
- From the Tony's: "This year there will be no award for Best Performance by a Female Vocalist in a Broadway musical. Several members of the selection committee are past recipients of this award. To enhance the perceived exclusivity of the award, we have decided to limit its distribution."

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

- From the Emmy's: "Forget about anyone getting an Emmy for Best Comedy Show of the Year. None of the nominees did anything for us lately. If you don't scratch our back, we don't scratch yours. It's that simple."
- From the Cleo's: "The award for Best Advertisement in a Print Medium will be withheld this year. None of the nominees had any personal or professional association with us. We refuse to honor anyone unless there is reflected glory in it for us."

What sort of hubris does it take to withhold recognition to the very dues-paying members who allow the organization to exist? The more I thought about it, the more fried I got. I have no doubt that the recipients of SIOP awards are deserving of the honor that was bestowed upon them. However, as they say in the counseling literature, what is of concern to me is not the behavior that is exhibited but the appropriate behavior that is absent. I was about to launch into a diatribe about cronyism and politics when I decided to explore one last option before I let loose. If you examine the list of award recipients by award and by year, you will see a listing, in column format, of each year's recipient. It is in this list you will see "Award Withheld." I chanced that possibly, just possibly, "Award Withheld" is the name of a real person. The possessor of an unusual name, to be sure, but a real person nonetheless. After all, I remember from a U.S. history class that "Increase Mather" was a real person, so why not "Award Withheld?"

I then set about trying to track down Award Withheld. I discovered Award Withheld is indeed a real person and is currently CEO of a consulting company in California. I got Dr. Withheld's phone number and nervously placed the call. A deep resonating voice answered the phone. I introduced myself as an investigative reporter for *TIP* and said I wanted to learn more about him. Dr. Withheld made it clear my time would be brief. I said, "Let's start with your name, 'Award Withheld.' That's a little unusual, wouldn't you say?" Dr. Withheld replied that the listing of his first name, "Award," is simply a typo that has been carried on for a long time. His correct name is "A. Ward Withheld." I said, "May I address you as Ward?" He replied, "Please do." I then said, "Let me get to the nub of my call. Quite simply, Ward, you are the most heavily honored member of SIOP in history. According to published records, this is your total haul so far. You won the Distinguished Professional Contribution Award in 1979, 1980, and 1993. You won the Ernest J. McCormick Award for Distinguished Early Career Contribution in 2000. Your recognition with the Edwin E. Ghiselli Award for Research Design is truly breathtaking. You won it in 1988, 1990, 1991, 1995, 1996, 1999, 2000, 2001, and again in 2002. Finally, three times you have been the recipient of the S. Rains Wallace Dissertation Research Award, in 1981, 1990, and again in 2002. That is 16 awards. How do you do it?" He replied, "It's not about what you know but who you know." I said, "I've heard that before. But tell me, how did you bag the Ghiselli Award for Research Design so many

times?" "I am a very designing person," he replied. "No argument from me on that one," I said as I planned my next question. I cleared my throat. I then said, "The sequencing of some of these awards just doesn't make sense to me. For example, how did you win the Ernest J. McCormick Award for Distinguished Early Career Contribution in 2000 when you received the Distinguished Professional Contribution Award once in each of the three preceding decades?" He seemed to fumble over his words and said, "I guess I was precocious. Besides, who is to say exactly what is early and what isn't?" "OK," I said, "I guess I have to give you that one. But kindly explain this one to me. You won the S. Rains Wallace Dissertation Research Award three times. How did you do that?" He muttered, "I have three PhDs in I-O psychology." I did not expect that answer. "Finally," I said, "Explain this to me. How did you win the Distinguished Professional Contribution Award prior to the first time you won the dissertation award?" He replied tartly, "If you are so naïve about these matters, I'm not going to be the one to educate you." He then abruptly hung up the phone, ending our conversation.

It took me a while to sort it all out, but I came to three major conclusions. First, cream rises to the top, as they say. If some people are deserving of 16 awards, more power to them. Second, I apologize for thinking sinister thoughts about motives I was about to mis-attribute. My grandmother taught me to always assume the best about people and circumstances. She was right. Third, I learned the value of doing investigative research before reaching a conclusion. Some people conduct research to provide an empirically based justification for legitimating the conclusion they already hold. It has to do with experimenter bias. I learned my lesson this time around. I salute you, A. Ward Withheld, and I apologize for initially thinking you didn't even exist.

However, my sleuthing is not over. I am now looking for a mercurial member of our society who won the Robert J. Wherry Award for the Best Paper at the IOOB Conference an incredible seven times, in 1980, 1981, 1982, 1984, 1985, 1986, and 1987. This person only goes by one name. No, it's not Cher, Madonna, or Popeye. The person's name is Missing.

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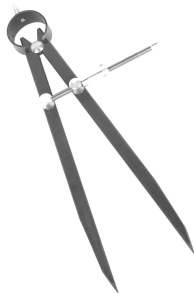
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2003 SIOP Conference in Orlando:
Look for New and Special Sessions

Donald M. Truxillo
Portland State University

I want to give you a heads-up about some special sessions and new session formats at this year's SIOP conference in Orlando. Each day of the conference will have its share of special programming:

- On **Thursday** evening, a short reception hosted by **Adrienne Colella** focused on how to get the most from the SIOP conference—what to expect and how to best utilize your time. This session is primarily to welcome people who are new to the conference, who haven't been to the conference in a few years, or for those who would simply like to learn more about the conference. Participants will have time to mingle before adjourning to the SIOP Welcome Reception.
- On **Friday** there will be a lively panel discussion on the licensure of I-O psychologists, moderated by **Nancy Tippins**.
- **Saturday** will include a number of special sessions:
  - A *debate on Emotional Intelligence*, moderated by **Angelo DeNisi.**
  - Seven *interactive poster sessions*, designed to promote interaction among presenters and the audience. On topics from leadership to selection, these 45-minute sessions will involve four papers each. The first 20 minutes of the session will allow presenters and attendees to discuss the posters, with a facilitator leading the discussion for the remaining time.
  - A *work and family collaborative research solutions session*, hosted by **Debra Major, Leslie Hammer,** and **Diane Daum.** This new session format is designed to facilitate collaboration between practitioners and faculty on work–family research.
- On Sunday there will be nine special *"How-To" sessions*. The purpose of these 45-minute sessions is to be practical, interactive, and hands-on. This is a great way to round out your SIOP experience by learning something new from some of the top experts. Below is a list of the session titles and presenters (as this is going to press):
  - *How to address current conditions for review of research with human participants,* **Dan Ilgen**
  - *How to use technology to develop new assessments,* **Fritz Drasgow**
  - *How to meet ethical guidelines and client demands,* **Dierdre Knapp**
  - *How to use O*Net to do a job analysis,* **Mike Campion** and **Mike Mumford**
  - *How to make an effective transition from training in I-O to working in a business school,* Angelo DeNisi
  - *How to use I-O psychology to support organizational strategy*, **John Boudreau**
  - *How to conduct a policy-capturing study,* **Lynda Aiman-Smith** and **Steve Scullen**

- *How to interact effectively with the media,* **Lucinda Doran,** Clif Boutelle, and **Karla Stuebing**
- *How to conduct research over the Internet,* **Remus Ilies** and **Timothy A. Judge**

Thanks to all the SIOP members who helped to make this conference a success. See you in Orlando!

SIOP 2002–2003 Membership Directory Addendum

Due to a programming/input error, the following names and contact information were inadvertently left out of the membership directory. We apologize for this error.

Professional Members

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Yule, Steven. Dept of Psychology, U of Aberdeen, Aberdeen, Scotland AB24 2UB, UK. W +44 (0)1224-272252, s.j.yule@abdn.ac.uk. PhD, 2002, U of Aberdeen, Scotland, Leadership Influence on Safety.

Where Does the Money Come From?

Kevin R. Murphy
Pennsylvania State University

At a recent meeting of the SIOP Executive Committee, we reviewed the SIOP budget in some detail. Each year, SIOP provides a wide range of services to its members (e.g., the annual conference, workshops, *TIP*, the SIOP Web site, JobNet, Consultant Locator, SIOP publications, and discounts on publications from a range of publishers), and if you ask most SIOP members where the money comes from, the most common answer is "our dues." Similarly, if you ask APA members where all the money comes from to fund the various activities of APA, "dues" is usually pretty high on the list.

Member dues are an extremely important source of income for both SIOP and APA; without your dues, neither organization would be able to offer such a range of services to their members. On the other hand, much of the income that supports SIOP, APA, and other similar organizations comes from other sources, and we thought it might be useful to SIOP members to get a better picture of where the money comes from.

Table 1 provides a breakdown of the main sources of income for SIOP and APA. First, it shows that dues are an important source of income for both SIOP and APA. Second, it shows that both groups are engaged in other activities that bring in the bulk of their income.

Table 1

Percentage of Income Derived From Different Sources

Source	SIOP	APA
Dues	21.2%	13.0%
Conference fees	48.5%	2.8%
Conference sponsorships	10.9%	
Publications, royalties, advertising	10.0%	47.4%
JobNet	7.9%	
Other	1.5%	36.8%

Table 1 shows just how important the annual conference is to SIOP as a source of income. On the other hand, the conference is also our largest single expense. Most years, we break about even or make a small profit on the conference, but last year (largely because of the large number of hotel sleeping room cancellations), SIOP lost a good chunk of money on the annual conference. We still regard it as a pretty good investment. In addition to dues, SIOP's main sources of nonconference income come from publications and from activities

like JobNet. Your dues are hard at work, but they receive lots of help from other sources.

The story is similar in many ways for APA. APA makes nearly half its total income from its publication program. The books, journals, royalties, and advertising associated with APA represent a genuine success story, combining high standards of quality with a pretty solid balance sheet. The APA conference is much larger than the SIOP conference, but in the grand scheme of things, it is not in the same league as the SIOP conference in terms of the contribution it makes to the viability and the success of the organization.

The bottom line is that your dues are critically important to SIOP and APA, but both organizations also draw very significant support from the members who choose to attend their conferences (the SIOP conference usually reports a much higher proportion of its members in attendance than most similar organizations), and from those who buy their books, magazines, and journals. The bottom line is that when you buy a book through the SIOP office you save money, and you help support SIOP. When you attend the SIOP conference, you are also supporting SIOP. So, don't forget to pay your dues, and while you are at it, buy a book, and register for the conference!

Eighteenth Annual Industrial-Organizational Psychology Doctoral Consortium

Charlotte Gerstner
Personnel Decisions International

Wendy Becker
University at Albany

The annual SIOP Doctoral Consortium will take place on Thursday, April 10, 2003 at the Royal Plaza Hotel in Orlando. The consortium is intended to provide an educational forum where presenters and students can discuss topics of mutual interest. Sessions are kept small to encourage lively discussion. There is also informal time built into the day to allow interaction among students and presenters.

Each doctoral program will receive registration materials for the consortium in January 2003. Enrollment is limited to one (1) student per program up to a maximum of 40 participants. We encourage you to nominate students as soon as you receive the registration materials because students are enrolled in the order that applications are received.

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

We have assembled a diverse and renowned group of academicians and practitioners who will focus their presentations around topics and issues students will soon face in their own careers. A detailed schedule for the day including information about each session will be mailed to each program chair along with the registration materials in January 2003. This year's speakers include the following:

Ann Marie Ryan, Michigan State University
Vicki Vandaveer, The Vandaveer Group, Inc.
Scott Tannenbaum, Group for Organizational Effectiveness
Frank Landy, SHL Landy Jacobs, Inc.
Robert Dipboye, Rice University
Jean Phillips, Rutgers University
Stan Gully, Rutgers University
Maynard Goff, Personnel Decisions International

We wish to express our deepest appreciation and thanks to all of the presenters who have graciously agreed to participate in the consortium. It is through their time and effort that we can continue to offer an outstanding program to graduate students. If you need additional information, please contact Charlotte Gerstner at (212) 692-3325 or Charlotte.Gerstner@personneldecisions.com or Wendy Becker at (518) 442-4176 or w.becker@albany.edu.

Secretary's Report

Georgia T. Chao

The fall meeting of SIOP's Executive Committee and committee chairs was held on September 28 and 29, 2002 in Dearborn, Michigan. Highlights of decisions and topics of discussion at that meeting are presented below.

President **Ann Marie Ryan** reported that the *Principles for the Validation and Use of Personnel Selection Procedures* (Fourth Edition) has been completed and is currently undergoing APA review. The final version will be distributed to all members and student members of SIOP, and an electronic copy of the *Principles* will be posted on the SIOP Web site.

Eduardo Salas explained the vision and history of the development of the SIOP Solutions Series. This series, chaired by **Elaine Pulakos,** will be written for managers and practitioners and marketed to HR professionals. The Executive Committee approved a contract for the Solutions Series from Jossey-Bass.

Paul Thayer announced that about $534,000 has been raised for the SIOP Foundation. The Small Grant size will be doubled to $5,000 next year, and the first two $2,000 scholarships will be awarded in 2004. Everyone is encouraged to give generously to the SIOP Foundation.

The Executive Committee approved a 2-year phased-in 25% price increase for advertisements in *TIP*. **Karen Paul** reported that advertising in *TIP* is very inexpensive compared with other organizations. A price increase on advertisements will move *TIP* closer to being self-sustaining through advertising revenue, bring advertising prices into alignment with other publications, restructure the price list to reflect premium spaces, and be easier for current advertisers to absorb with a 2-year phase-in period.

Don Truxillo raised the issue of whether nonPhD professional associate members could review for the conference. Past practice has allowed members with a terminal master's degree to review. Clarification of this issue was made with membership status. Members and Associate Members can review; Student Affiliates cannot review. However, under these guidelines, doctoral students with a master's degree who are Associate Members may review for the conference.

Wayne Camara reported that APA presidential candidates with favorable ties to science have often suffered in APA elections due to a reluctance to play politics. Divisions with strong scientific interests like SIOP can work together to endorse these candidates. Thus, SIOP APA Council Representatives were charged to review candidates for APA President and make recommendations for the SIOP Executive Committee to endorse.

Michele Jayne described the Member-to-Member (M2M) mentoring program for new SIOP members to get involved in our activities. The M2M program has a shortage of mentors. If you feel you could be a good mentor to a new member of SIOP, contact Michele at mjayne@ford.com.

Karen Barbera reported that plans to improve the Placement Center have already begun. Feedback from last year has been used to eliminate problems, streamline printing jobs, and post information on late registrants quickly.

Ann Marie Ryan reported that SIOP members are interested in hearing about the latest publications in our field. A number of members have inquired about posting their books in either the IOTAS section of *TIP* or on the Web site. We currently only post information about books when the publisher offers a SIOP member discount. In order to better communicate new publications to members, there will be a section of the SIOP Web site for member publications. This section will be called PubHub Online, where we publicize the work of our members for a set fee to the book publisher.

The Executive Committee also used breakout groups to brainstorm ideas on the following topics: creating a proactive agenda regarding the entry of clinicians into I-O, creating guidelines for promoting diverse and inclusive environments in I-O graduate programs, issues with and ideas for bulletin boards on research and practice topics, improving and marketing the Consultant Locator System, Big Science Ideas, and long range ideas for Foundation funding.

Finally, the Executive Committee also discussed many issues including offering promotional items (tote bag, key cards, etc.) at the SIOP conference and a proposal for a SIOP International Award. Results from a survey regarding SIOP's name and possible new names were presented by **Bob Dipboye.** The results were mixed and no alternative name was strongly endorsed. The Long Range Planning Committee concluded that a name change might be warranted in the future but not now. Thus, the Executive Committee tabled this issue indefinitely.

A lot of issues were discussed at this meeting, and I've tried to present those that have direct impact on members. If you have any questions or comments, please contact me by e-mail at chaog@msu.edu or by phone (517) 353-5418.

Committee Works to Boost I-O Awareness

Lise Saari
IBM Corp. and Chair, Visibility Committee

SIOP's Visibility Committee has undertaken several initiatives that it expects will provide greater recognition for the field of I-O psychology and the work that SIOP members are doing to bring about improvements in the workplace.

With the assistance of the SIOP Administrative Office, the committee spearheaded development of two brochures intended to better inform others about I-O. The first, entitled "Building Better Organizations," has a target audience of organizational decision makers, as well as the general public. The second is aimed at students.

Three copies of the brochure were mailed to all SIOP members with the 2002 Membership Directory with the request from President Ann Marie Ryan that they be distributed to persons that would benefit by learning about I-O psychology. SIOP members can request up to 100 free brochures by contacting siop@siop.org.

The response has been tremendous. Of the 25,500 copies originally printed, more than 20,000 have already been distributed, prompting plans to print additional copies. The Administrative Office reports that hardly a day goes by when there is not a request for additional copies to be distributed at business meetings, seminars, and other occasions when members are participating in a program.

The student version is going well, too. Nearly all of the original 3,300 have been distributed to academic advising units and more are being printed. The brochures have even been distributed to high school career conferences, on the theory that one is never too young to learn about I-O.

The Visibility Committee has also performed a strategic brand analysis of the SIOP brand. Research has been conducted to provide some understanding of the perceptions current members and potential members (graduate students) have of SIOP. The study, done by a Visibility Subcommittee, also attempted to identify the gaps between SIOP's brand intent and where members would like the brand to be.

This research can help SIOP manage its visibility efforts with the public. The brand analysis is currently being shared and reviewed by various SIOP committees.

The Visibility Committee is also developing some Web-based resources that can be used by managers, particularly those in human resources. The first, which is currently being reviewed, is about testing. A second on the subject of executive coaching is being developed.

Other committee activity includes making presentations about I-O psychology at business meetings and seminars and working with local I-O groups to disseminate information and knowledge about the field. In addition, news releases about research projects by SIOP members are being

developed and distributed to the news media, especially in conjunction with the annual SIOP conference. (Some of the results of this work can be found in the **SIOP Members in the News** column that appears regularly in *TIP*.) Aiding in this effort is the Media Resources section of the SIOP Web site, which lists more than 1,400 SIOP members willing to serve as media sources and which averages nearly 100 hits weekly. Also, we scan for I-O related items on a listserv called ProfNet, where reporters list queries looking for subject-matter experts.

Visibility committee members include **Kerrie Baker** of Cedar Crest College, **Joan Brannick** of Brannick HR Connections, **Lucinda Doran** of The Corporate Advisory Group, **Bev Dugan** of HumRRO, **Michelle Dusig** of MSD Consulting, **David Oliver** of Frito-Lay, **Rob Ployhart** of George Mason University, **Chris Rotolo** of IBM, **Lise Saari** of IBM and **Karla Stuebing** of FSD Data Services, Inc.

APA Council Addresses Budget Deficit and Approves New Ethics Code

Wayne Camara

The APA Council of Representatives held their second meeting of 2002 during the convention in Chicago. APA finances, working capital, and refinancing of two headquarters building were major topics of discussion. A $7 million deficit was projected for this year due to a number of factors, such as substantially lower revenues than projected from institutional sales of electronic publications products and journals, and higher spending than projected. APA has typically budgeted for a staff turnover rate of 5% but given the financial environment turnover was closer to 1.5%. Other spending was approved in anticipation of revenues that were not realized.

To restore a balanced budget, APA took a number of steps. First, since staff salaries constitute a large portion of the budget, APA offered a variety of voluntary incentives to staff for early retirement, termination, and reduced work. Over 100 staff accepted one of these options and several departments now will actually hire staff in the next few months.

The Science Directorate is among the hardest hit units in the Central Office with only 12 of 21 approved staff slots filled. The Central Office has approved hiring of two additional staff, but even after that, the directorate will have a higher vacancy rate than other comparable units. Science representatives on Council spoke about the need to increase staffing to support programs in these areas. Second, increases in dues ($10) and convention fees ($20) were approved for 2003. Third, one of two annual meetings for all boards and committees were canceled for next year, and other expenditures (e.g., travel, staff benefits) were reduced, along with a freeze on hiring and a one-year salary freeze. APA was able to restore a balanced budget with no involuntary reductions.

The Finance Committee noted that APA has funded loans to the building partnerships, established a separate APA Practice Organization, and debts from operations through existing working capital and a $15 million bank line of credit in the past decade. They noted that definitive actions were needed to pay off loans to partnerships and restore working capital. APA has reached an agreement with the National Association of Social Workers (NASW) to purchase their 8% share of the APA Headquarters building which will coincide with refinancing of both APA properties. APA will now own 100% of both properties.

Norman Anderson was approved as APA CEO, effective in January when Ray Fowler retires. Dr. Anderson was a professor of health and social behavior at the Harvard University School of Public Health, where his interests are in the areas of mass media approaches to public health and in health disparities. He is widely known as the first associate director of the National Institutes of Health for Behavioral and Social Sciences Research. As the found-

ing director of the Office of Behavioral and Social Sciences Research (OBSSR), he was charged with facilitating behavioral and social sciences research across all of the [then] 24 Institutes and Centers of the National Institutes of Health (NIH). Behavioral and social research in such areas as cancer, heart disease, mental health, diabetes, aging, and many others was under his purview.

Appointed by then NIH Director Dr. Harold Varmus in 1995, Dr. Anderson worked closely with the scientific community nationally to quickly establish the Office's long-term goals and to develop strategies for achieving them, resulting in the first OBSSR Strategic Plan. Under his leadership, the Office organized funding initiatives totaling over $90 million in 5 years. Because of the success of the Office, Congress tripled its budget, enabling the Office to have greater latitude in developing NIH-wide funding activities.

Prior to going to NIH, Dr. Anderson was associate professor at Duke University. Both the Search Committee and APA's Board of Directors unanimously recommended him to succeed Ray Fowler. Other actions taken during this past Council meeting included the following:

- The Code of Conduct and Ethical Principles was approved and is available on the APA Web site and will be published in an upcoming issue of the *American Psychologist.*
- A student representative was approved for both the Board of Directors (non-voting) and Council (voting) for 1-year terms.
- "Education" was added to APA's mission statement that now reads "to advance psychology as a science and profession and as a means of promoting health, education, and human welfare…"
- *Guidelines on Multicultural Education, Training, Research, Practice and Organizational Changes for Psychologists* were approved.

In science caucuses, members emphasized the importance of organizing and supporting scientific candidates for APA president. Members noted that APA has been successful in electing three well-known scientists as president in the last 4 years and feel this has helped rejuvenate academic and research members' involvement and support for APA. It has also resulted in more attention and focus on academic and research needs among behavioral and cognitive scientists. This year, the Coalition of Academic and Scientific Psychologists again urged all members to vote in the upcoming presidential election and gave their first-place support to Diane Halpern. However, they noted that it is essential for all members to rank candidates for second, third, and fourth choice because of the Hare system used in APA elections.

This is my last year on Council, and I enjoyed serving two consecutive terms for the division. **Kevin Murphy** and **James Farr** continue on Council for SIOP next year. Finally, the Council will be significantly expanded at its next meeting in February 2003. SIOP will gain two additional seats and have a total of five representatives, the second largest division or state group.

2003 APS Convention

Michael D. Coovert
I-O Track Program Chair

The 15th Annual American Psychological Science Convention will take place May 29 to June 1, 2003 in Atlanta. Plan on joining us for some good science, good talks, and a good time!

If you are not familiar with the APS format, the conference has several tracks: I-O, Social/Personality, Clinical, Cognitive, Neuroscience, and Developmental. Each track has addresses, short talks, symposia, hot topics, and posters. There are also several cross-cutting symposia, which draw experts from subdisciplines of psychology. The cross-cutting symposia that are in the works for Atlanta are Forensic, Social Neuroscience, Autism, Eating Disorders, and Attachment. Elizabeth Loftus, whose work focuses on the validity and reliability of memories, is giving the Keynote Address. Daniel Wegner, who focuses his research on the role of thought in self-control and in social life, will be giving the Bring the Family Address.

For the I-O track the following invited sessions will be presented.

Invited Addresses

Wally Borman, University of South Florida and PDRI: "Citizenship Performance and its Contributions to Organizational Effectiveness"

Neal Schmitt, Michigan State University: "Biographical Data and Situational Judgment: An I-O Psychologist's Attempt to Enhance the Measurement and Prediction of College Student Performance"

Symposia

Charles E. Lance, University of Georgia: "Assessment Center Construct Validity: Fear and Loathing in Research and Practice"

Ruth Kanfer, Georgia Institute of Technology: "Aging, Adult Development, and Work"

Invited Talk

Lori Foster Thompson, East Carolina University: "Computer-Supported Collaboration and the Future of Work"

The Web site opens for submissions on November 15, 2002. The deadline for submissions is January 14, 2003. Remember, Hot Topic submissions, if not accepted as a Hot Topic are AUTOMATICALLY ACCEPTED as a poster.

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

How Organizational Researchers Can Make a Difference: The Campbell Collaboration

Hannah Rothstein
Baruch College

A recent editorial in the *Academy of Management Journal* (Eden, 2002) stated, "The value of empirical management research is profoundly augmented if it enables its readers to infer credible scientific generalizations that can inform management practice. Such generalizations are best based on meta-analyses…." Another recent editorial in the same journal (Rynes, 2002), claimed, "All of us who are pursuing research are hoping that some day, in some way our work will 'make a difference' to someone."

Wouldn't it be nice if there was an organization that helped this happen? Well, dear colleagues, at least for those of you who are interested in the effects of behavioral interventions, there is!

The international Campbell Collaboration is a nonprofit organization that aims to help people make well-informed decisions about the effects of interventions in the social, behavioral, and educational arenas. It intends to do so specifically by preparing, maintaining, and disseminating high-quality systematic reviews (the quantitative form of which is meta-analysis) of studies of the effectiveness of social, behavioral, and educational policies and practices. By supporting the production of these reviews and by disseminating results in an accessible fashion, the Campbell Collaboration intends to contribute to decisions in practice, policy, and to public understanding. Their target audience includes members of the public who want to keep abreast of the best evidence on the effects of social and educational policies and practices, service providers, policy makers, educators and their students, as well as researchers.

The Campbell Collaboration is named after Donald Campbell, who drew attention to the need for societies to assess more rigorously the effects of their social and educational experiments, that is, the policies and practices that they introduce and promote. (You remember Campbell from the Campbell and Stanley or Cook and Campbell texts that you had to read in graduate school don't you?)

Substantive groups: There are currently Campbell Collaboration substantive review groups working in the following areas: crime and justice, social welfare, and education. The original intention was to have a fourth group, to review employment-related interventions, but this has not yet happened. I urge SIOP members interested in developing and advocating for evidence-based policy and practice to get involved in the formation and design of this group. More information is available at the Campbell Collaboration Web site http://www.campbellcollaboration.org or by contacting its executive officer, Dorothy DeMoya at ddemoya@erols.com.

Methods groups: The Campbell Collaboration also has a number of methods groups, dedicated to improving the methodology of research synthesis and disseminating state-of-the-art reviewing methods. The methods groups include statistics, information retrieval, training, quasi-experimental design, and implementation processes. A qualitative methods group is in formation. More information on the methods groups can be found on the Campbell Collaboration methods group Web site http://www.missouri.edu/~c2method/ or by contacting Harris Cooper at cooperh@missouri.edu.

In addition, I would be happy to discuss my experiences as a member of the Campbell Collaboration and as the convener of its Information Retrieval Methods Group. You can reach me at Hannah_Rothstein@baruch.cuny.edu.

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Mission of the Division of Work and Organizational Psychology, IAAP: 2002–2006

Virginia E. Schein
Gettysburg College

The Executive Committee of the Division of Work and Organizational Psychology (Division 1) of the International Association of Applied Psychology met in Singapore in July of 2002 at the XXV International Congress of Applied Psychology. The members of the Executive Committee for the 2002–2006 term of office are **Virginia Schein,** President, (USA); **Jose Peiro,** President-Elect, (Spain); **Miriam Erez**, Past President, (Israel); Rene Bouwen, Treasurer, (Belgium); **Filip Lievens,** Secretary and Webmaster, (Belgium); **Handan Kepir Sinangil,** ICAP2006 Program Chair, (Turkey); **Barbara Kozusznik,** Membership Chair, (Poland); and **Dick Ritchie,** Newsletter Editor, (USA).

The Executive Committee developed its mission and objectives for 2002–2006 and is pleased to present them to the members of SIOP.

Mission

The Mission of Division 1 for 2002–2006 is to enhance communication and cooperation with, among, and for the members of the Work and Organizational Psychology Division around the world.

Objectives

Communication With Members

1. Improve and expand communications to division members about division activities, member services, and member activities and interests.

- *Develop a Division 1 Newsletter* to be circulated by e-mail, twice a year. This newsletter will be more personal than the IAAP Newsletter, and include announcements, recent publications of members, requests for sabbatical opportunities, job and research opportunities, and so forth, as well as articles of interest.
- *Develop a "News Flash" E-mail System* whereby urgent items are e-mailed immediately to members. These items will include calls for papers and job and research announcements with immediate deadlines, requests from members visiting other countries to link up professionally with organizational psychologists in that region, and so forth.

2. Improve communication between the Executive Committee and the membership.

- *Design a Membership Survey* to determine needs and attitudes of our members, consider various ways to distribute and discuss survey results among the membership, and implement outcomes.

Communication Among Members

3. Expand communications among members, with a particular focus on underrepresented geographical areas, such as Latin America, Africa, and Eastern Europe.

- Develop a *Leader Links Program.* The *Leader Links Program* will gather the names of 5 to 10 leaders within certain geographical areas who are willing to help Division 1 link with other work and organizational psychologists in their region, spread the word about Division 1 and IAAP, such as forwarding on the Division 1 newsletter by e-mail to colleagues, promote membership in Division 1, and serve as facilitators for on-site Division 1 programs. The first three Leader Links will be in Latin America, Eastern Europe, and Africa. The list of Leader Links will be placed on our Web site and additional calls for participants put out in both Newsletters

4. Bring members together as a scientific community to discuss applied psychological theory and research from a global perspective.

- Plan and organize a stimulating Division 1 Scientific Program for ICAP2006 in Athens, Greece. The Program of Division 1 will provide opportunities for leaders of regional associations, such as EAWOP, SIOP, and others to come together at ICAP2006 and develop linkages globally.

Communication For Members

5. Facilitate the communication of our members to the scientific community by enhancing our members' ability to do research and publish in scientific journals.

- Develop a cooperative relationship with the Academy of Management that will allow our members *access to RMNET,* an Internet service of the Academy research group network that provides research assistance to users or consider a similar service to be provided through IAAP.
- Implement an *On-Site Workshop Program* designed to educate members regionally in publication procedures and research methodologies. Division 1 members will lead on site workshops on publishing skills and strategies. Members of the Leaders Link Program will help in setting up arrangements and making contacts in the area for the workshop. A small cadre of volunteers will be formed who are able to donate their time and perhaps even the travel costs, especially in developing countries. Division 1 will defer some of the costs.

The first workshop will be held in Lisbon in 2003 as a jointly sponsored Division 1 and EAWOP workshop. Doctoral students will be invited and Division 1 will sponsor 10 students at $50.00 (US) per student. These arrangements will also encourage student membership, one of IAAP's objectives.

6. Increase membership by publicizing the activities of the division and assist those from developing countries in affiliating with Division 1 and IAAP.

- Members of the Executive Committee will host a roundtable session at the 2003 Annual Conference of SIOP.
- The Mission and Objectives statement will be placed in the publications for SIOP and EAWOP and other associations.
- The division will subsidize 50% of the annual dues for 10 new members from developing countries on a yearly basis.

For further information about the Division of Work and Organizational Psychology, go to the IAAP Web site, www.iaapsy.org, scroll to the Homepage of IAAP Divisions, and click on *1. Division of Work and Organizational Psychology.* We also invite SIOP members to our roundtable discussion at the 2003 Annual Conference in Orlando.

ACT Summer Internship Program

ACT annually conducts an 8-week summer internship program for outstanding doctoral students interested in careers related to assessment. In 2003, the program will run from June 2 through July 25 at the ACT headquarters in Iowa City, Iowa.

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

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

POLICY RESEARCH/PROGRAM EVALUATION/EDUCATIONAL & SOCIAL RESEARCH *Focus* - Analysis of school-level programs, educational policy issues, and/or student opinions/attitudes as they relate to academic preparation and environment, retention, remediation, and diversity. *Requirement* - Must be enrolled in program evaluation, educational policy, educational psychology, or related programs.

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

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

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

TO APPLY

Application deadline is February 14, 2003. Applicants must be enrolled in and attending an institution within the U. S. Information and application materials are available at www.act.org/humanresources/jobs/intern.html. You may also get further information by e-mail (working@act.org), by telephone (319-337-1763), or by writing to: ACT Summer Internship Program, Human Resources Dept., ACT, 2201 North Dodge Street, PO Box 168, Iowa City, Iowa 52243-0168.

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Clif Boutelle
SIOP Media Consultant

SIOP members continue to be sources for news stories in various media around the country and in Canada. There is no question that reporters are becoming more aware of the expertise in workplace issues that SIOP members possess and are turning to them more frequently as resources. Of equal importance, though, is that SIOP members recognize the value of media exposure in advancing I-O psychology and are making themselves available to respond to media queries.

Evidence of that (in addition to increased news coverage) is that more than 1,400 SIOP members are included in the latest version of Media Resources, found on the SIOP Web site. This service offers experts in more than 100 different workplace categories, and as more reporters become aware of Media Resources, the more SIOP members will appear in news accounts across the U.S. and Canada. And that's a very good thing.

Following is a sampling of some of the media coverage featuring SIOP members:

Research by **Jerald Greenberg,** professor of management and human resources at Ohio State University, was widely featured in October in media around the country including the *Lansing State Journal, Chicago Tribune, Houston Chronicle, Reuters* and *United Press International.* Originally published in the September 2002 issue of *Organizational Behavior and Human Decision Processes,* Greenberg's study suggested that nearly any worker may be willing to steal from an employer under some circumstances, but it is less likely to happen if the company makes clear that theft is unethical.

Rodney L. Lowman, dean of the School of Organizational Studies at Alliant International University in Los Angeles, contributed to a column in the October 14 *Wall Street Journal* about the apparent conflict of interest created when executive recruiters are also involved in doing executive assessments. Lowman noted that there is an inherent conflict when someone handing out assessments stands to gain from poor notices. Ideally, he says, separate firms should be used for assessing and recruiting.

Fred Frank of TalentKeepers in Maitland, FL discussed employee retention and the role of the front-line leader in reducing turnover in the November 1, 2002 issue of the *Orlando Business Journal.* "People tend to leave their immediate boss [rather] than leave a company or a job," said Frank, whose company focuses on helping front-line leaders become better managers. The story cited a TalentKeeper client, Sprint PCS, which cut its 80% turnover rate by 33%, saving the organization $8.8 million. TalentKeepers

uses Web-based assessment and e-learning to develop critical leadership retention competencies of front-line leaders.

The November issue of *Human Resource Executive* carried a story on "Testing Traits," that featured the comments of **Robert Devine** of Robert Devine Associates in Palo Alto, CA and **Shelly Funderburg,** director of employee selection systems at Manpower International in Milwaukee, WI. Devine said that while testing is a reliable way to benchmark the potential success of candidates, it is also helpful in the career development of the test-taker. Tests are a "snapshot of your leadership characteristics," he said. For tests that are done online, Funderburg said companies need to insure that others are not taking the tests for candidates. One way to prevent that is by announcing that the company may discuss test responses during the interview phase, she said. Also, scientifically valid tests can sort out "fakers" by asking the same question in different ways to determine if the pattern of responses indicates the falsification of answers.

Richard Boyatzis, a faculty member at Case Western Reserve University, was quoted in an October 22 story in *Workforce* magazine about new criteria in hiring people in top leadership positions. He warns companies not to be sucked in by glib-talking candidates. Companies are now giving more attention to credibility than smoothness in selecting their leaders. Candidates who are good listeners make the best managers, the article states.

Research by **Tahira Probst,** assistant professor of psychology at Washington State University at Vancouver, showing that workers faced with the threat of company downsizing may be tempted to sacrifice safety in order to boost productivity, has been the subject of several news stories. Her study was originally published early in the fall in the *Journal of Occupational Health Psychology.* Since then *Reuters Health News Service* has developed a story, which has been picked up by various newspapers and *abcNews.com.*

A September 30 story in *The Virginian Pilot* features a research project being led by **Debra Major,** associate professor of psychology at Old Dominion University. Supported by a $497,000 National Science Foundation grant, the study's intent is to improve the recruitment, retention, and advancement of women and minorities in computer-related occupations. The ultimate goal is to create a workplace environment where women and minorities feel comfortable and can contribute, Major says.

The September and October issues of *Workplace Today,* the Canadian Journal of Workplace Issues, carried stories featuring the work of SIOP members. **Peter Heslin,** who is completing his doctoral studies at the University of Toronto, reported on research showing that managers' first impressions affect performance appraisals. He examined whether managers' willingness to update initial impressions about their employees was related to their implicit beliefs about how much people can change. The October issue carried a story about developing worker trust, based upon research by Wilfrid

Laurier University (Waterloo, ON) professors **Greg Irving** and **Ian Gellatly.** "Work performance is closely tied to the level of trust that employees have to both the manager and the company," they said.

David Arnold, vice-president of development and professional compliance with Reid London House in Chicago, had a letter to the editor published in an October issue of *Workforce* magazine responding to a previous article that discussed the legal and technical issues surrounding pre-employment testing. Arnold's letter corrected misinformation regarding disparate impact analysis, invasion of privacy, test validation, and employment litigation.

A story about the potential perils of 360-degree feedback programs in the August issue of *Managing Workplace Conflict* was based upon the research findings of **Lynn Harland,** associate professor of management at the University of Nebraska at Omaha. Harland noted that 360-degree feedback can lead to employee conflict, but there are ways to eliminate or diminish those kinds of results. She offered several suggestions to reduce conflict resulting from negative feedback, including using caution when deciding whether a feedback program will benefit a particular group of employees. She said 360-degree reviews work best with a mature group of people who trust each other.

The same issue of *Managing Workplace Conflict* carried a sidebar with comments by **John Sosik,** associate professor of management and organization at Pennsylvania State University's Great Valley School of Graduate Professional Studies. He said that "overestimators—those who overstate their positive behaviors" can make for a particularly troublesome 360-degree review process.

Gary Brumback, a retired I-O psychologist living in Palm Coast, FL, wrote an op-ed piece that appeared in the August 21 *Daytona Beach News-Journal.* Entitled "Uplifting Business Performance," Brumback advocates that it isn't enough for businesses to avoid unlawful conduct, they must meet the higher standard of business ethics. He maintains that it is not incompatible for companies to achieve strong business results and do so in an ethical, competent, and motivated manner. He is the author of the recently published book *Tall Performance from Short Organizations Through We/Me Power.*

Two SIOP members were sources for an August 8 issue of *Aufbau,* a German-Jewish newspaper published in New York City. The writer consulted **Yanina Shapiro** of Internet Psychology Research Institute in Portland and **Debra Major** of Old Dominion University for a story on different ways people can recuperate and/or relax during nonwork time. Shapiro and Major agreed that the more interesting the work and the more an individual gets excited about a project, the less rest a person needs.

When Mercer Human Resource Consulting in Chicago published its *2002 People at Work Survey* in August, **Dan McCauley** appeared on several business news programs, including CNBC's "Business Center" and CNNfn's "Business Unusual," to talk about its findings. The study polled nearly 2,600

U.S. workers about their perceptions of their jobs, organizations, work environments, compensation, benefits, and company management.

Karen Yasgoor, chair of the I-O psychology department at Capella University in La Jolla, CA, was interviewed for a July 31 story on *CBS Online Marketwatch* about the differences between men and women who are searching for jobs. "Men are more selective about who they let into their job searches, a factor that holds them back," she said. "It usually takes men longer to open up and kick themselves in the rear to look for a job. There's this ego that they're afraid to tell people 'I'm not working now.'"

The Miami Herald called upon **Hodges Golson,** president of Management Psychology Group in Atlanta, to contribute to an article (July 5) on the opulent lives, particularly the building of multimillion dollar homes, of ousted executives at such companies as Enron and WorldCom. "They live in a rarified atmosphere of power where everyone around them is bowing to them and saying how clever they are. There's a disconnect from reality that sometimes results in a feeling of invincibility," Golson said.

Paul Babiak, principal of HRBackOffice in New York, a consulting firm specializing in executive assessment and development, was interviewed for a November 11 story in the *London Times* about psychopaths in organizations. Also contributing to the story, entitled "Snakes in Suits and How to Spot Them," was Paul Hare, a Canadian colleague. They contend that many of the year's worst accounting scandals and other misdeeds of top business executives could have been avoided if they had been screened for psychopathic tendencies.

For a September 8 *New York Times Sunday Magazine* article on the development, construction and life of the twin towers of the New York World Trade Center, research done in the mid-1960s by a team led by **Paul Hoffman** of San Carlos, CA was featured. When the twin towers were being designed, the project engineers turned to Hoffman, who at that time headed the Oregon Research Institute, to determine how much motion in the upper floors of the towers could be tolerated by the buildings' occupants. In a unique experiment that involved a moving office, Hoffman's studies found that people were much more sensitive to the swaying of a building than engineers had initially thought. As a result of Hoffman's work, the twin towers were redesigned to reduce the horizontal motion of the buildings.

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. Or, if you know of a SIOP colleague who has contributed to a news story, we would like to know that as well.

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

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Organizational Measures

Talent Readiness & Workforce Planning

Succession Planning

360°s and Surveys

Automated Pre-Screening

Applicant Tracking/ Hiring Management

Skills Testing

Behavioral Testing

Performance Reviews

Cascading Goals & Strategy Alignment

MentorMatching & Resources

Career Management & Development

Interview Design and Management

Background Checking

Employee Orientation Programs

About Kenexa

Kenexa is celebrating its 15th year of helping organizations implement comprehensive hiring, performance management and measurement systems. With over 400 associates located internationally, Kenexa continues to grow and invest in research, technology and consulting to be a global leader in innovative human resource solutions. For more information about Kenexa visit www.kenexa.com.

Kenexa

800.391.9557

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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 November 15, 2002.

Kimberly Adams
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kadams@air.org

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n.bozionelos@strath.ac.uk

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Or Yehuda Israel
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Welcome!

SIOP Annual Conference 2003

Hilton in the Walt Disney World Resort and Hotel Royal Plaza
Orlando, Florida

April 11-13, 2003
Preconference Workshops and Special Events April 10

Welcome From the Conference Chair

Jeff McHenry
Microsoft Corporation

Welcome to the 18th Annual SIOP Conference and Workshops. Welcome back to those of you who have attended SIOP conferences in the past, and a special welcome to those who will be attending your first SIOP conference. One of the unique elements of the SIOP conference is that members take on so much of the responsibility for planning and running the conference, from event and facilities planning to workshops to the conference program to placement to our wonderful exhibits to special events like the tour, the Fun Run, and the SIOpen Golf Tournament. And of course the rich content of the workshops and conference sessions is provided almost exclusively by members. We have a record number of volunteers involved in planning and running this year's conference and a record number of submissions for conference sessions. All of this volunteer work and support helps ensure that the conference is well-tailored to our membership. Thanks to the hundreds of volunteers and the thousands of volunteer hours invested, the 2003 SIOP Conference will be another great event!

As you read through this publication, you'll find articles that provide a more in-depth description of all of our major conference activities. But I do want to direct your attention to a few special highlights.

The Continuing Education & Workshop Committee headed by Kalen Pieper has 16 terrific preconference workshops planned for this year, with topics ranging from the latest on executive coaching to using creativity in your workplace to drive bottom line results (cohosted by the Center for Creative Leadership and the Disney Institute). Be sure to register early to ensure that you get your first choice of workshops.

We have a great program planned for Orlando, thanks to Donald Truxillo and the many, many volunteers working with him on the Program Committee. Note that the conference will run through mid-day Sunday, with some very strong sessions planned for Sunday morning. Especially worth noting are a debate on licensure for I-O psychologists on Friday, a debate on emotional intelligence on Saturday, and nine short, practical "How-To" sessions on Sunday.

Rob Ployhart and team have arranged for four very informative tutorials for Sunday morning, including a session by John Hollenbeck on strategies for conducting laboratory research that has an impact on applied problems. The tutorials present a terrific opportunity to drill deep into some hot research and methodology topics. The tutorials have been a very popular addition to the program during the past few years, with content that will be rich for those working in both academic and practitioner settings.

Karen Barbera and Irene Sasaki from the Conference Placement Committee are planning several enhancements to placement that will make the service better than ever. The Placement Center for the 2003 Conference will be fully online, making it possible (and advantageous!) for you to register early and conduct as much of your search as possible online prior to the conference. The Conference Placement Center Web site will offer users a number of new benefits, including enhanced searching and printing capabilities.

I wasn't sure how to top the success of last year's preconference Toronto Skydome tour, but Kim Smith-Jentsch took on that task and has pulled together something magical. Kim will be bringing the preconference tour to SIOP—Disney style. Representatives from the Disney Institute will take you on a 3-hour journey through the magical world of selection, training, communication, culture, and care of their "cast members." See more details about the tour in Kim's article.

With our return to the Sun Belt, "Chunkin'" Chuck Lance and "Hammering" Jose Cortina have agreed to once again host the preconference SIOpen Golf Outing at the Mystic Dunes Golf Club in Kissimmee. The format will be the SIOpen's traditional 4-person scramble, with prizes awarded in numerous categories. Come demonstrate your driving prowess—both at the tee and in your electric cart!

And speaking of athletics, Kevin Williams is once again organizing a 5K SIOP Race/Fun Run—which we're going to need after eating at all those wonderful Orlando restaurants. Participants will be rewarded with refreshments, a classic SIOP 5K souvenir T-shirt, and the knowledge that they've done something truly virtuous in the midst of this year's conference.

Elsewhere in this announcement, there's more detail about the Workshops, the Tutorials, the Placement Center, the Tour, the SIOpen, and the Fun Run. Read up and get registered!

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

Reminders

Conference registration. You have two registration options. First, you can register online. All of you who have supplied an e-mail alias to SIOP will receive instructions from the SIOP Administrative Office when the registration site comes online. Alternately, you can fill in the registration form in this publication and send it with your registration fees to the Administrative

Office. Be sure to indicate which conference activities you'll be participating in—the conference itself, workshops, the preconference tour, the SIOpen Golf Tournament, the Fun Run, and the Sunday tutorials.

Conference registrants who cancel their registration on or before March 21, 2002, will receive a refund of the conference registration fee, less a $55.00 administrative fee. Please refer to page SIOP's Cancellation Policy for Workshops and Cancellation Policy for Tutorials in the Workshop and Tutorial articles in this publication.

Hotel reservations. Orlando will be a popular location for our conference. We are expecting over 3,000 conference attendees and also anticipating that a number of participants will book multiple rooms to accommodate family members joining them for vacations in Orlando in conjunction with the conference. So please be sure to make your hotel reservations promptly. We will be holding conference sessions in both our flagship hotel, the Hilton in the Walt Disney World Resort and also at the nearby Hotel Royal Plaza. We also have rooms blocked for conference attendees at the Courtyard by Marriott, which is in between the Hilton and the Royal Plaza, and the Doubletree Suites, which is adjacent to the Royal Plaza. All of these properties are in the downtown Disney Resort area (see the map at http://www.downtowndisneyhotels.com/mappg.html) and meet the high quality standards you'd expect from hotels on Disney property. We'll be operating shuttles between the hotels from early morning through late evening, so you'll have easy access to all conference events no matter where you stay. Historically our room blocks in our most popular hotels typically have sold out well in advance of the conference. We'll maintain up-to-date information about the availability of hotel rooms on our SIOP Web site at http://www.siop.org/Conferences/03Con/orlandohotel.htm.

Travel. As this publication goes to press, we're still talking with a couple air carriers about serving as our official airline for our 2003 conference. Be sure to check out the conference information on the SIOP Web site, http://www.siop.org/Conferences/Confer.htm, for the latest information.

Our conference hotels are a bit distant from the Orlando airport. Taxis are available at the airport and will cost about $40-45 one-way. Alternately, Mears operates a shuttle service from the airport to all of our conference hotels. Current rates are $16 one-way and $28 round-trip. Directions on reservations, buying tickets, pick-up, and so forth can be found on the Mears's Web site, http://www.mearstransportation.com/. Or, upon arrival in Orlando, you can purchase Mears tickets at one of four Mears Motor Shuttles counters at the airport on the baggage claim level.

Orlando nightlife. Orlando offers some wonderful entertainment and dining, as you'd expect from one of the world's most popular tourist destinations. Excellent online city guides are available from Citysearch (http://orlando.citysearch.com), *USA Today* (http://www.usatoday.com/travel/extraday/

orlando/worth.htm), and Digital City (http://www.digitalcity.com/orlando/visitorsguide/) to help you plan your evening's activities. All of our hotels are also easy walking distance from Downtown Disney, http://disneyworld.disney.go.com/waltdisneyworld/parksandmore/entertainment/entertainmentindex?id=PKDowntownDisneyIndexPageENT, which offers a wide range of restaurants and entertainment activities.

Disney theme park packages. We know that many of you will be joined by family members in Orlando either before or after the conference (because you don't want to miss any of the great conference activities), and the four Disney theme parks at Walt Disney World figure prominently in your vacation plans. We've arranged with Walt Disney World for special rates on advance purchase of Disney PARK HOPPER(r) Meeting/Convention Theme Park tickets. Check out Disney's offer at https://secure.hes-services.com/WDWticket/SIOP.asp. Also note that all of our conference hotels will allow SIOP members to arrive early or extend their stay at the hotel at the conference hotel rate. Keep this in mind when you make your hotel reservations.

Conference information. The SIOP Web site will be updated frequently with conference information, hotel information, and links to other sites of interest. Be sure to check http://www.siop.org/Conferences/Confer.htm regularly for conference news and updates. If you have questions that are not answered on the Web site or in this article, look on the inside cover of the registration booklet mailed to you for the names and contact information of people who can be of help or contact the SIOP Administrative Office. Please feel free to contact me as well at jmchenry@microsoft.com.

I look forward to seeing you in Orlando!

Some Hints to Help With Online Registration

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

Hotel Information

The conference hotels are the Hilton in the Walt Disney World Resort and the Hotel Royal Plaza. Because early press deadlines make it impossible to know the availability of the rooms at the time you read this, SIOP will continually update the hotel information on www.siop.org. If the hotel you call is sold out, please check the SIOP Web site for additional information. If you have problems booking a room, please call the SIOP Administrative Office.

Hilton in the Walt Disney World Resort
1751 Hotel Plaza Boulevard, Lake Buena Vista, FL 32830, Phone: (407) 827-4000 Fax: (407) 827-3890, http://www.hilton.com

Hotel Royal Plaza
1905 Hotel Plaza Boulevard, Lake Buena Vista, FL 32830,
Phone: (800) 248-7890 or (407) 828-2828 Fax: (407) 827-6338,
http://www.royalplaza.com/home.htm
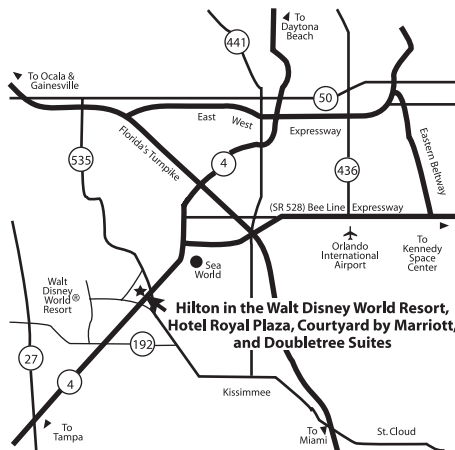
Additional Hotels With Rooms Blocked for SIOP 2003 Participants

All of the conference program will be held at the Hilton in the Walt Disney World Resort and the Hotel Royal Plaza, but additional sleeping rooms have been blocked at the following hotels:

Courtyard by Marriott
1805 Hotel Plaza Boulevard, Lake Buena Vista, FL 32830, Phone: (800) 223-9930 (reservations), (407) 828-8888 Fax: (407) 827-4623,
http://www.courtyardorlando.com

Doubletree Guest Suites in the Walt Disney World Resort
2305 Hotel Plaza Blvd., Lake Buena Vista, FL 32830, Phone: (800) 222-TREE (reservations), (407) 934-1000, Fax: (407) 934-1015,
http://www.doubletreeguestsuites.com

Wanted: Student Volunteers for
SIOP 2003 Conference in Orlando

John Cornwell
Loyola University

Graduate Student Affiliates of SIOP wishing to volunteer to assist with the SIOP 2003 conference in Orlando must do so when they register online for the conference. Students not registering online will need to attach a note to their faxed or mailed registration form indicating a wish to volunteer. Last year 50 students were volunteers and were reimbursed their registration fee for their efforts. In Orlando, 40 student volunteers will be needed, starting on Thursday and running through Sunday afternoon.

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

The SIOP Pub Hub:
A Combined Book and Journal Exhibit

SIOP offered a new service at last year's conference, the SIOP Pub Hub. The combined book and journal exhibit was very well received, so we are offering it again this year. The Pub Hub will display (face out) copies of journals, periodicals, and books related to the science and practice of I-O psychology. You may send up to 20 copies of a brochure which will be displayed at the exhibit. 3,000+ conference attendees will be able to examine your publication themselves.

We will list in a companion brochure (both a printed and Web version) the titles to be displayed. The listing will include a 25-word description of your publication, along with pricing and contact information for placing orders.

Please consider placing your book, journal, or periodical at SIOP 2003. Payment is required at the time you make your reservation. Sorry, no refunds or returns of publications. The rate is low: 1 title is $120.00, 2 to 5 titles are $110.00 each, and more than 6 titles are $100.00 each. Send two copies of each publication, and if you wish, up to 20 copies of your brochure before March 12th. SIOP reserves the right to reject unrelated publications.

Pub Hub Reservation Form

Please complete all information (and make corrections if necessary):

Contact's name: _____

Company: _____

Address: _____

_____

Phone: _____

Fax: _____

E-mail: _____

Attach, on your letterhead, the following information for each title that you wish to display:

Complete title, including any subtitle

Author or editor's name and affiliation

Contact information including telephone, address, Web sites, and e-mail

A 25-word description of the publication

Price or subscription rates (individual, institutional, and foreign)

For books: year of publication and ISBN number

For periodicals: frequency of publication and ISSN number

Two copies of each book or periodical must reach the SIOP Office by March 12, 2003.

2003 SIOP Tour:
Management, Disney Style

Kim Smith-Jentsch
Naval Warfare Systems Center

This year's preconference "Tour" is coming to SIOP—Disney style.

The Walt Disney Company possesses one of the strongest corporate brands in the world. Disney is known for its ability to bring "magic" to the experiences that people enjoy at Disney theme parks. It is Disney's employees who create that magic, and it is Disney's people practices that create the work environment that enables employees to create magic successfully.

A facilitator from the Disney Institute will take us on a 3-hour journey through the magical world of selection, training, communication, culture, and care of their "cast members." The content of the Tour program will be customized for SIOP members. The Tour will include:

Making Magic Through People
Learn the key elements of Disney's People Management model.

Culture
Learn about the Disney culture and how it forms the basis for Disney's management philosophy.

Selection
Gain a brief overview of the selection process and learn how the company communicates the conditions of employment to potential cast members.

Training, Communication, and Care
Explore training and development methods that help cast members achieve both personal and professional goals. Learn how Walt Disney World® Resort meets the challenges of communicating with more than 50,000 cast members and gain insight into ways the company perpetuates a supportive environment and recognizes cast efforts.

This year's tour is offered in response to requests from many SIOP members who are interested in learning more about the people practices underlying Disney's well-deserved magical reputation. After a number of conversations, we jointly decided that the best approach would be to bring Disney to our SIOP conference. So this year's "Tour" will be held on-site at the Hotel Royal Plaza, which is cohosting the 2003 SIOP conference.

The Tour will begin with a light continental breakfast at 8:30 a.m. The Tour program will run from 9:00 until noon. The cost is $200 per person. All participants will receive a workbook containing program materials, including handouts that you can use to identify action opportunities in the organizations where you work and consult.

SIOP Conference Placement Center:
What You Need To Know

Karen M. Barbera
Personnel Research Associates

Irene A. Sasaki
The Dow Chemical Company

Once again, SIOP will offer job placement services at its annual conference. To use the Conference Placement Center, you must be registered for both the conference and the Conference Placement Center. (Please do not confuse SIOP's JobNet with the Conference Placement Center. Registration in the SIOP JobNet may not be substituted for Conference Placement Service registration.) To benefit fully from the service, both job seekers and employers should register in advance.

Key Features of This Year's Conference Placement Center

- The Conference Placement Center Web site has been redesigned to allow greater search and printing capabilities. In addition, the site allows job postings/resumes to be uploaded into the system more easily.
- The center is being run as a fully online process. Paper copies of the resumes and job postings will NOT be offered on site. It is to your advantage to register early and to conduct as much of your search as possible online prior to the conference.
- A bank of computers will be available in the Placement Center for searching the database. These will be offered on a first-come, first-served basis with time restrictions imposed if lines exist. It is recommended that you bring a laptop to the conference if you have one. The conference hotels have Internet access within the guest rooms.
- The computer bank within the Placement Center will be open extended evening hours to give you greater access to the database.

Registration Process

The Conference Placement Center preregistration will be done online from the SIOP Web site. Some key facts:
- Job seekers and employers will enter/upload resumes and/or job descriptions into password-protected databases. You will be able to conduct keyword searches of the database enabling you to identify the jobs or job seekers that best fit your needs.
- You will have access to the appropriate database until May 31, 2003 and will be able to search the database and print the relevant resumes or job descriptions.

- Bring the relevant resumes or job descriptions to the conference. Booklets containing resumes or job descriptions will NOT be provided at the conference. Only limited printing facilities will be available at the computer stations within the center, and restrictions on the amount of printing will be imposed.
- Private mailbox numbers will be e-mailed along with Placement Center registration confirmation. **It is highly recommended that you put your mailbox number on the top of your resume/job posting to make it easier for others to contact you.**
- Resumes are limited to TWO (2) pages and job descriptions to FOUR (4) pages.
- If you are registering anonymously, click the appropriate box on the online registration form, and do not enter your resume or job description.
- It is to your advantage to register at least 2 weeks prior to the conference to allow job seekers/employers sufficient time to search the database and print out your resumes/postings.

Who May Register for the Conference Placement Center

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

Registration Costs

The registration fee for SIOP Student Affiliate job/internship seekers is $40.00, for SIOP member job/internship seekers $45.00, and for nonmember job/internship seekers $100.00. The employer registration fee is $100.00 and covers one or more positions.

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

No refunds will be given for cancellations.

Helpful Information for Job Seekers

Visit the Conference Placement Center section of the SIOP Web site for information on using the Placement Center and enhancing your job search process. Useful tips on resume writing and interviewing are provided there that may be particularly helpful for new entry-to-market job seekers of applied positions.

Job Seeker and Employer Information After the Conference

Copies of job-seeker and employer booklets will be available one week after the conference to those who want paper booklets. The cost is $65.00 for the resume booklets and $40.00 for the job posting booklets. Contact the SIOP Administrative Office for additional information. An order form for these will also be available at the SIOP Web site after the conference, under the link "Publications." Also remember that your access to the database extends through May 31, 2003.

Questions?

Contact the SIOP Administrative Office at (419) 353-0032.

It's FAST — It's EASY — It's ONLINE

Log on to the SIOP Web site, follow the links to the **CONFERENCE INFORMATION** section and follow the instructions.

www.siop.org
Help Line: (419) 353-0032

SIOP
2003
ORLANDO

SIOP Conference Registration

SIOP 2003 Expanded Tutorials

Robert E. Ployhart
George Mason University

SIOP is pleased to announce that four 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 methodological issue from a scholarly perspective. As such, they are primarily academic in nature and address state-of-the-art research and theory.

The following Expanded Tutorials are sponsored by SIOP and presented as part of the 18th Annual Conference of the Society for Industrial and Organizational Psychology, Inc. APA Division 14 is approved by the American Psychological Association to offer continuing education for psychologists. APA Division 14 maintains responsibility for the program. Three (3) hours of continuing education (CE) credits are awarded for the participants in one (1) Expanded Tutorial.

If you have any questions, please contact me at rployhar@gmu.edu or (703) 993-1279.

- *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 (U.S.).
- *When:* Sunday, April 13th, 2003, 9:00 a.m. until 12:00 p.m. The location will be at the Hotel Royal Plaza, a part of the conference site, and information will be provided at either of the conference registration desks.
- *Registration:* To register, you must complete the Expanded Tutorials section of the General Conference Registration form (on the SIOP Web site and also available in the center of this book), and include payment in your total.
- *Cancellation Policy:* Tutorial fees canceled by March 21, 2003, will be refunded less a $25.00 administrative fee.

Topics and Presenters

Current Research on Contextual Performance presented by Walter C. Borman, University of Southern Florida & Personnel Decisions Research Institutes, and Stephan J. Motowidlo, University of Minnesota. Coordinator: Wendy Casper.

Alternatives to Difference Scores: Polynomial Regression and Response Surface Methodology presented by Jeffrey R. Edwards, University of North Carolina at Chapel Hill. Coordinator: Frederick Morgeson.

Contributing to Applied Psychology With Laboratory Research: Why, How, When, Where, and With Whom presented by John R. Hollenbeck, Michigan State University. Coordinator: Jason Colquitt.

Occupational Health Psychology: Building a Bridge between Individual and Organizational Health presented by Lois E. Tetrick, University of Houston, Leslie B. Hammer, Portland State University, and David A. Hofmann, University of North Carolina at Chapel Hill. Coordinator: Leslie Hammer.

Tutorial 1
Current Research on Contextual Performance

Walter C. Borman
University of Southern Florida &
Personnel Decisions Research Institutes

Stephan J. Motowidlo
University of Minnesota

The concept of contextual or citizenship performance and the closely related topics of organizational citizenship performance, organizational citizenship behavior, and prosocial organizational behavior, have seen increased research attention in the last 5 or so years. We define contextual performance as behavior that supports the social and psychological context of the organization rather than contributing directly to the goods or services produced by the organization, and we distinguish between task and contextual performance as criterion constructs.

The tutorial will review research directions in contextual performance, with an emphasis on recent developments and thinking on this concept. The co-presenters will share their perspectives on these research directions, but we anticipate that other attendees at the tutorial will be conducting research in this area and will contribute additional perspectives, research findings, and ideas for future research.

Walter C. Borman received his PhD in I-O psychology from the University of California (Berkeley). Currently he is professor of psychology at the University of South Florida and CEO of Personnel Decisions Research Institutes. Wally is associate editor of *Human Performance* and on the editorial boards of *Journal of Applied Psychology, Group and Organization Management,* and the *International Journal of Selection and Assessment.*

Stephan J. Motowidlo received his PhD in I-O psychology from the University of Minnesota. Currently he is professor of psychology at the University of Minnesota. He was previously a professor in the management department and the director of the Human Resource Research Center at the University of Florida. Stephan is on the editorial boards of the *Journal of Applied Psychology, Journal of Organizational Behavior, Academy of Management*

Review, and *Human Performance.* His research interests include performance modeling, behavioral assessment techniques such as performance appraisal, employment interviews, and situational judgment tests, and affective reactions to work such as job satisfaction and stress.

Coordinator: Wendy Casper, University of Tulsa

Tutorial 2
Alternatives to Difference Scores:
Polynomial Regression and Response Surface Methodology

Jeffrey R. Edwards
University of North Carolina at Chapel Hill

For decades, difference scores have been used in studies of fit, similarity, and agreement in I-O psychology research. Despite their widespread use, difference scores have numerous methodological problems. These problems can be overcome by using polynomial regression and response surface methodology to test hypotheses that motivate the use of difference scores. These methods avoid problems with difference scores, capture the effects difference scores are intended to represent, and can examine relationships that are more complex than those implied by difference scores. This tutorial will review problems with difference scores, describe the fundamentals of polynomial regression and response surface methodology, and illustrate the application of these methods using an empirical example.

Specific topics to be addressed in the tutorial are as follows: (a) types of difference scores; (b) questions that difference scores are intended to address; (c) problems with difference scores; (d) polynomial regression as an alternative to difference scores; (e) an example of testing constraints imposed by difference scores; (f) analyzing unconstrained quadratic equations using response surface methodology; (g) difference scores as dependent variables; and (h) answers to frequently asked questions.

Jeffrey R. Edwards (PhD, Carnegie Mellon University) is the Belk Distinguished Professor of Management at the Kenan-Flagler Business School at the University of North Carolina at Chapel Hill. He previously taught at the University of Michigan and the University of Virginia. His research falls into three areas, including the determinants and consequences of fit between the person and environment (i.e., job, organization, nonwork arena), stress, coping, and well-being in organizations, and methodological topics such as alternatives to differences scores in the study of fit and applications of structural equation modeling. His work has appeared in the *Academy of Management Journal*, the *Academy of Management Review,* the *Journal of Applied Psychology, Organizational Behavior and Human Decision Processes, Personnel Psychology,* and elsewhere.

Coordinator: Frederick Morgeson, Michigan State University

Tutorial 3
Contributing to Applied Psychology With Laboratory Research: Why, How, When, Where, and With Whom

John R. Hollenbeck
Michigan State University

Because of its practical focus, most research in the field of I-O psychology takes place in field settings. Although securing field sites for research has always been a challenge, concerns in contemporary organizations regarding privacy and litigation, along with growth of more active and conservative institutional review boards has further increased this difficulty. Even when granted access to field sites, the limits placed on applied psychological researchers are often so constraining that it is sometimes difficult for even the most intelligent, highly trained, and well-intentioned scientist to conduct studies that are rigorous to allow for meaningful causal inference. Finally, concerns regarding the ethics of piecemeal publication often preclude applied researchers from publishing the results obtained from any hard-won field site more than once.

For these and other reasons, many applied psychologists would like to complement the field-based component of their overall research program with a laboratory-based component. Unfortunately, it often seems that laboratory-based studies are unwelcome at some applied journals, and the rejection rates for studies conducted in laboratory contexts are perceived as being much higher than the rejection rate for field studies. The purpose of this tutorial is to help participants develop laboratory-based programs of research that will be perceived as generating substantive and publishable contributions to applied psychology. The session will cover steps researchers can take when (a) conceptualizing the research question, (b) designing the research study, (c) analyzing data, and (d) writing up results for specific journals that increase the probability of publishing their laboratory-based study in an applied psychological journal. The session will include interactive exercises designed to address the specific concerns that participants have with their own personal programs of research.

John R. Hollenbeck received his PhD in management from New York University in 1984, and he is currently the Eli Broad Professor of Management at the Eli Broad Graduate School of Business Administration at Michigan State University. John served as the acting editor at *Organizational Behavior and Human Decision Processes* in 1995 and the editor of *Personnel Psychology* from 1996 to 2002. He is currently the associate editor of *Decision Sciences*. Prior to serving as editor, he served on the editorial board of these journals, as well as the boards of the *Academy of Management Journal, Journal of Applied Psychology,* and the *Journal of Management*. John

has published over 40 refereed journal articles, many of which are based on studies conducted in laboratory contexts. He was the first recipient of the Ernest J. McCormick Award for Distinguished Early Career Contributions to the field of I-O Psychology in 1992.

Coordinator: Jason Colquitt, University of Florida

Tutorial 4
Occupational Health Psychology: Building a Bridge Between Individual and Organizational Health

Lois E. Tetrick
University of Houston

Leslie B. Hammer
Portland State University

David A. Hofmann
University of North Carolina at Chapel Hill

Occupational Health Psychology (OHP) is an emerging specialty in psychology which is closely aligned with I-O psychology. The primary focus of OHP is the development and maintenance of a healthy and safe work environment for employees. The emphasis is on primary prevention, that is, structuring the work environment for optimal human functioning as well as the reduction of stress, illness, and injuries. When merged with I-O psychology, OHP provides a framework for developing healthy and safe organizations as well as individuals. The basic tenet of OHP is that healthy organizations promote individual employee health, and healthy employees promote organizational health.

The purpose of this tutorial is to provide an overview of this emerging field and present a framework for developing individual and organizational health. Workshop participants will have the opportunity to apply this framework in a case study, which they might expect to experience either in their research or practice. We then will extend this framework by considering two specific topics within OHP—work–family conflict and facilitation, and safety and leadership. The current state of both theory and research on work and family will be reviewed. This will be followed by an examination of common workplace supports being offered in organizations and their related potential effects. Topics covered include, but are not limited to, work–family conflict and facilitation, work–family culture, workplace supports, and family-friendly backlash. Policy implications and areas in need of future research will be discussed. With respect to safety and leadership, current research investigating the linkages between safety climate, leadership, and employee perceptions and behaviors will be presented. Implications of this

research will be discussed in the context of high-risk organizations and how leadership and safety climate can create a context where latent failures can occur resulting in an increased probability of large scale failures. Possible interventions to improve leadership and safety climate will be discussed.

The session will conclude with a discussion of the implications for strategic human resources management in OHP and areas in need of future research. The interests of the facilitators for this tutorial reflect the breadth of OHP.

Lois E. Tetrick is a professor of psychology at the University of Houston. She received her doctorate in I-O psychology from Georgia Institute of Technology in 1983. Lois has served as associate editor of the *Journal of Applied Psychology* and is currently an associate editor of the *Journal of Occupational Health Psychology.* Her research has focused primarily on individuals' perceptions of the employment relationship and their reactions to these perceptions including issues of the exchange relationship between employee and employer, occupational health and safety, occupational stress, organizational commitment, and organizational learning.

Leslie B. Hammer is an associate professor in the Department of Psychology, Portland State University. Her most recent work, funded by the Alfred P. Sloan foundation, is based on a national, longitudinal study of dual-earner couples in the sandwiched generation. This research examined the various work and family stressors related to such well-being indicators as life satisfaction, depression, work–family conflict, and positive work–family spillover. This project involved the collection of both qualitative and quantitative data and has been noted in such lay outlets as *Time* magazine and the *Chicago Tribune,* as well as presented at conferences and published in academic journals. Leslie is also a codirector of a new occupational health psychology program at Portland State that is funded through a Training Program Grant from the National Institute for Occupational Safety and Health. She received her PhD from Bowling Green State University

David A. Hofmann is an associate professor of management at the Kenan-Flagler Business School at the University of North Carolina at Chapel Hill. His research and consulting activities focus on organizational climate, leadership, and occupational safety and health. In particular, his research has looked at the way in which leadership, safety, climate, and other organizational factors influence employee perceptions of safety, safety-related role definitions, and accidents. He received his PhD from Pennsylvania State University.

Coordinator: Leslie B. Hammer, Portland State University

SIOP Preconference Workshops:
What You Need to Know

Kalen Pieper
Trilogy, Inc.

We are pleased to present the 2003 SIOP Workshops. We anticipate that the workshops will fill up quickly, so register NOW to get the workshop of your choice! We operate on a first-come, first-served basis. On-site workshop registration is available ONLY if someone who has preregistered for a workshop fails to show up.

The following workshops are sponsored by the Society for Industrial and Organizational Psychology, Inc. and presented as part of the 18th Annual Conference of the Society for Industrial and Organizational Psychology, Inc. APA Division 14 is approved by the American Psychological Association to offer continuing education for psychologists. APA Division 14 maintains responsibility for the program. Seven (7) hours of continuing education credit are awarded for participation in two (2) half-day workshops or one full-day workshop.

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

Date and Schedule

The workshops take place on Thursday, April 10, 2003—the day before the regular program of the SIOP conference begins. More specifically:

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

How to Register

To register, please use our online registration system, or if this is not possible, complete the "workshops" section of the General Conference Registration Form. Registration for the workshops is on a first-come, first-served basis. All workshops are half-day sessions and will be presented twice—once in the morning and once in the afternoon. You must register for two half-day sessions (*no half-day registration allowed*).

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

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

Cost

SIOP Members and Affiliates: $400
Nonmembers of SIOP: $600

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

If Your Organization is Paying by Check…

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

Cancellation Policy for Workshops

If you must cancel your workshops registration, notify the SIOP Administrative office in writing at P.O. Box 87, Bowling Green, OH 43402-0087 (use 520 Ordway Avenue, Bowling Green, OH 43402 for overnight deliveries). The fax number is (419) 352-2645. Workshop fees (less a $60.00 administrative charge) will be refunded through March 10, 2003. A 50% refund will be granted between March 11, 2003 and March 21, 2003. No refunds will be granted after March 21, 2003. All refunds will be made based on the date when the written request is received at the Administrative Office.

Continuing Education and Workshop Committee

Kalen F. Pieper (Chair), Trilogy, Inc.

Robert C. Barnett, MDA Consulting Group, Inc.

Mariangela Battista, Starwood Hotels & Resorts Worldwide, Inc.

Joan P. Brannick, Brannick HR Connections

Erika D'Egidio, Jeanneret and Associates, Inc.

Eric Elder, Bank of America

Monica Hemingway, The Dow Chemical Company

Pete Hudson, Waste Management, Inc.

Steven M. Johnson, JCPenney

G. Kenneth Koves, Sprint

Kyle Lundby, Data Recognition Corporation

Timothy W. Patton, Development Dimensions International

Gloria Pereira, University of Houston, Clear Lake

Victoria Pollman, Self-employed

Patrick R. Powaser, Oxy, Inc.

Miguel Quinones, Rice University

Susan W. Stang, Performance-Based Selection

SIOP Preconference Workshops:
Thursday, April 10, 2003

1. **Advanced Coaching: Accelerating the Transition From Good to Great.** David B. Peterson, Personnel Decisions International and Elyse Sutherland, Right Management Consultants. Coordinator: Ken Koves, Sprint.

2. **Managing Succession Successfully: Old Truths and New Solutions for Challenging Times.** Elaine Sloan and Bob Lewis, Personnel Decisions International. Coordinator: Pete Hudson, Waste Management, Inc.

3. **Dude, You're Gettin' Developed: Building People Capability at the Speed of Dell.** Tobin Anselmi, Belinda Hyde, and Peter Leddy, Dell Computer Corporation. Coordinator: Susan Stang, Performance Based Selection, Ltd.

4. **Beyond the Validity Study: The Realities of Implementing Selection Systems.** Matthew R. Redmond and Carl I. Greenberg, AON Consulting, Robert Driggers, Capital One Financial Services, and Victoria B. Crawshaw, Sears, Roebuck and Co. Coordinator: Steven M. Johnson, JCPenney.

5. **The Science and Art of Assessment and Selection Tools.** Leaetta M. Hough, The Dunnette Group, Ltd. and Jeff W. Johnson, Personnel Decisions Research Institutes, Inc. Coordinator: Monica Hemingway, The Dow Chemical Company.

6. **Action Learning in Action—A Powerful New Tool for Solving Problems and Building Leaders, Teams, and Organizations.** Michael J. Marquardt, George Washington University. Coordinator: Patrick Powaser, Oxy, Inc.

7. **Employment Branding: The Power of Perception in Recruiting, Selecting, and Retaining Top Talent.** Sean Broderick, Bernard Hodes Group, Andy Solomonson, Right Management Consultants, and Julie Staudenmier, Sony Electronics, Inc. Coordinator: Joan Brannick, Brannick HR Connections.

8. **E-magining I-O Psychology: Technology and I-O, Present and Future.** Karla K. Stuebing, FSD Data Services, Inc., Milton D. Hakel, Bowling Green State University, Nancy T. Tippins, Personnel Research Associates, Inc., and Keith M. Rettig, multirater.com, Inc. Coordinator: Gloria M. Pereira, University of Houston Clear Lake.

9. **An Update on the Science and Practice of I-O Psychology.** Frank J. Landy, SHL. Coordinator: Miguel Quinones, Rice University.

10. **Leading and Managing Strategic Change: Key Activities and Best Practices.** Christopher G. Worley, Pepperdine University. Coordinator: Bob Barnett, MDA Consulting Group, Inc.

11. **Analysis of Financial Systems for I-O Interventions.** Peter M. Ramstad, Personnel Decisions International. Coordinator: Vicki Pollman, Self-employed.

12. **Executive Development With a Global Twist.** George P. Hollenbeck, Hollenbeck Associates and Morgan W. McCall, Jr., University of Southern California. Coordinator: Mariangela Battista, Starwood Hotels and Resorts Worldwide, Inc.

13. **Demonstrating Organizational Impact and Bottom-Line Results Through Creativity—Best Practices and Tools.** Stanley S. Gryskiewicz, Center for Creative Leadership, Bruce I. Jones, Disney Institute, and Paul Draeger, Center for Creative Leadership. Coordinator: Eric Elder, Bank of America.

14. **Creating and Growing Your Own Business: Lessons Learned.** Sandra L. Davis, MDA Consulting Group, Inc., Angela McDermott, McDermott Consulting, and William H. Macey, Personnel Research Associates, Inc. Coordinator: Erika D'Egidio, Jeanneret & Associates, Inc.

15. **Moving the Needle: Getting Action After an Organizational Survey.** Allen I. Kraut, Baruch College, CUNY and Kraut Associates, Allan H. Church, PepsiCo, and Janine Waclawski, Pepsi-Cola Company. Coordinator: Kyle Lundby, Data Recognition Corporation.

16. **Developments in Employment Litigation: Are We Now Where We Were Then?** Wade M. Gibson, Psychological Services, Inc. and Keith M. Pyburn, Jr., Fisher & Phillips, LLP. Coordinator: Tim Patton, DDI.

SIOP 2003 Workshop Descriptions

Thursday, April 10, 2003
Hilton in the Walt Disney World Resort

Workshop 1 (half day)

Advanced Coaching:
Accelerating the Transition from Good to Great

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

Elyse Sutherland, Right Management Consultants

Coordinator: **Ken Koves, Sprint**

As the field of coaching has grown explosively in the last decade, attention has focused on achieving basic competence through training, experience, and certification. Little emphasis has been placed on enriching the practice and the performance of competent, seasoned coaches. This workshop addresses that gap by presenting specific cognitive, affective, and behavioral techniques that help experienced coaches move to a higher level of performance. Each technique is brought to life through demonstration and case examples.

This workshop is designed to help seasoned coaches
- Differentiate good coaching from great coaching
- Gain a deeper understanding of their personal style and strengths as a coach
- Differentiate their approach and their services from other coaches
- Identify potential pitfalls and how to avoid them
- Add greater value to coaching clients
- Understand how specific tools and techniques enable them to achieve coaching results more quickly
- Prepare a personal learning plan for accelerating their own development as a coach

David B. Peterson is senior vice-president at Personnel Decisions International (PDI) in Minneapolis, where he has been practice leader for Coaching Services worldwide since 1990. He provides executive coaching, organizational consulting, and workshops on coaching and self-development to business leaders and professionals in a wide range of leading organizations, including Hewlett-Packard, Capital One Financial Services, Intel, Saudi Aramco, and the Mayo Clinic. With his colleague Mary Dee Hicks, he has authored two best-selling books which provide practical advice to help people develop themselves and coach others, *Development FIRST* and *Leader As Coach*. An expert on coaching, executive development, and organizational learning, Peterson has been quoted in *The Wall Street Journal, Fortune, Time, The Washington Post,*

and *USA Today.* He holds a PhD in I-O and counseling psychology from the University of Minnesota.

Elyse Sutherland is a vice-president of Organizational Consulting Services at Right Management Consultants, specializing in executive development and coaching. Elyse has been a coach to senior executives for over 20 years, both as an internal coach and as an external consultant. Her knowledge of adult learning, background in clinical and personality psychology and understanding of business and the world in which executives live make her a sought-after coach who delivers results. Elyse works with both individuals and teams, and consults on talent development systems and processes, as well. Her clients include corporations in the automotive, financial, health, manufacturing, and retail industries. Elyse has a PhD in personality psychology from the University of Michigan.

Workshop 2 (half day)

Managing Succession Successfully: Old Truths and New Solutions for Challenging Times

Presenters: **Elaine Sloan and Bob Lewis, Personnel Decisions International**

Coordinator: **Pete Hudson, Waste Management, Inc.**

There is a crisis of confidence in today's CEOs, and search firms are having difficulty finding and attracting top candidates for key executive openings. In developed countries, the huge Baby Boom cohort is moving toward retirement (though much more slowly than previously planned because of their dwindling nest eggs) and leaving a dearth of seasoned managers and experienced leaders in its wake. While the global economy demands faster development and broader distribution of leadership talent than ever before, the leadership gap—both in numbers and in quality—grows larger each day. How can companies acquire, develop, and deploy the leadership talent they need to meet current challenges and those ahead?

Management gurus like McKinsey & Co. believe they have the answer to the "war for talent," and search firms think they know best how to identify and appraise executive talent. I-O psychologists have studied leaders inside and out. We know a lot about the predictors of managerial success, and we've developed powerful tools for appraising and developing leadership talent. But we've done a poor job of educating the marketplace about what we have to offer and reaching the line managers who need it most.

This learning forum will identify the key features of an effective succession management system and highlight some of the most important "truths" and solutions that I-O psychology offers to help organizations appraise and develop leadership talent and manage leadership continuity. We will try to

present them in ways that make sense to line managers, and we will provide opportunities for all to share ideas and learn from each other.

Elaine Sloan is senior vice-president and general manager of the Twin Cities office of Personnel Decisions International. Her career spans 30 years, including 8 years as a corporate manager leading strategic HR planning, succession management, and organization and executive development for a large regional bank, and 15 years of consulting with public and private sector organizations around the globe on succession management and leadership development issues. Elaine received her PhD from the University of Minnesota where she concentrated in both counseling and I-O psychology.

Bob Lewis is a senior consultant and assistant general manager of the Twin Cities office of Personnel Decisions International. Consulting for over 14 years, Bob combines his training in economics and psychology, builds on his experience as a line manager, and applies his expertise in management assessment, work force planning, and HR systems design to create practical talent management solutions for his many public and private sector clients. Bob completed his MA and PhD in I-O psychology at Rice University and is SPHR certified.

Workshop 3 (half day)

Dude, You're Gettin' Developed:
Building People Capability at the Speed of Dell

Presenters: **Tobin Anselmi, Belinda Hyde, and Peter Leddy, Dell Computer Corporation**

Coordinator: **Susan Stang, Performance Based Selection, Ltd**

What keeps you awake at night? If you are a business leader, odds are you worry about a lack of talent to grow and maintain your business.

Dell has identified "People Capability" as one of four Global Initiatives that will enable the company to double its revenue within 5 years. The presenters of this workshop will discuss the OD plan that takes this global initiative and translates it into specific programs and processes to meet the people capability requirement.

Participants of this workshop will learn and discuss various people capability initiatives at Dell and in their organization. Specifically, topics will focus on creating an integrated approach to the following programs:

- Creating a people-development architecture
- Implementing a talent management system
- Using corporate culture to drive the people-capability agenda
- Developing career planning strategies
- Instituting organizational and human resources planning
- Integrating these programs

This workshop is targeted toward applied and research professionals who are interested in learning about creating and implementing an integrated people capability and OD architecture in a corporate environment that includes numerous lines of business, occupational categories, and locations.

Tobin Anselmi is an I-O psychologist specializing in organization and management development. Tobin has worked in all areas of human capital management, with a particular emphasis on selection, assessment, and management of talent. At Dell, he is working to help build and implement an integrated people-development architecture. Prior to Dell, Tobin spent 11 years in various human resources consulting positions. He spent almost 9 years at Aon Consulting where he was a principal, and most recently was senior manager of organization and management development at Frito-Lay. Tobin is a member of APA and SIOP. He holds a PhD in I-O psychology from the Illinois Institute of Technology.

Belinda Hyde is an internal consultant specializing in organization and leadership development. Belinda has practiced organization and leadership development globally, in both specialist and HR generalist roles. At Dell, she is responsible for building an integrated talent management system, linking succession and organization planning with performance management, development planning, internal movement, and promotion processes. Prior to Dell, Belinda spent more than 5 years consulting (internally and externally) on organization and leadership development with several companies including Caltex Petroleum, The Vandaveer Group, and Dow Chemical. Most recently, she was director of Human Resources for Tetra Pak. Belinda holds a PhD in I-O psychology from the University of Houston.

Peter M. Leddy is the director of Global Learning & Development for Dell Computer Corporation. Peter is the driving force behind the linkage of business requirements with strategic people development initiatives at the global level. He has directed the implementation of a global people development architecture for Dell and helps lead the alignment of HR and Dell's business strategy. Peter has held HR leader, HR generalist, OD, and external consulting roles over a 17-year career. Prior to joining Dell, he was the executive VP of HR for Promus Hotels Corporation and director of executive development at PepsiCo. Peter holds a PhD in I-O psychology from the Illinois Institute of Technology.

Workshop 4 (half day)

Beyond the Validity Study:
The Realities of Implementing Selection Systems

Presenters: **Matthew R. Redmond and Carl I. Greenberg, Aon Consulting, Inc.**

                     Robert Driggers, Capital One Financial Services

Victoria B. Crawshaw, Sears, Roebuck and Co.

Coordinator: **Steven M. Johnson, JCPenney**

Long before the validity study is complete, an I-O psychologist must negotiate a host of organizational, social, cultural, environmental, and political constraints and factors in order to successfully implement a selection system. Little exists in the professional literature or graduate school training to guide I-O practitioners on how to successfully implement new selection systems within organizations, aside from general theories on acceptance of innovation and organizational change. However, there is a large body of yeoman's knowledge obtained by I-O practitioners through years of experience implementing selection systems. The purpose of this workshop is to explore the role that I-O practitioners play in successfully implementing selection systems within organizations and to present and discuss common solutions and questions that should be addressed. This workshop is directed toward applied and research professionals who seek to learn more about methods and procedures used to successfully implement selection systems within organizations.

This workshop will include discussion of the following:
- Assessing the situation—Collecting and using organizational, social, cultural, environmental, and political information
- Maximizing partnerships—Defining and managing roles for "internals" and "externals"
- Obtaining acceptance—Using change management principles to obtain buy-in and gain organizational acceptance
- Minimizing disruption of client group/organization's business
- Defining the overall system—Developing and communicating core implementation procedures (i.e., process flows, hurdles, cut-offs, retest periods, administrator training, and HR policies)
- Addressing unique requirements—Tailoring the system based on unique system variables (i.e., targeted applicant pools, languages, IT systems, multiple locations, and changing business necessities)
- Planning a roll-out—Planning and scheduling the communications, logistics, and training activities needed for an effective roll-out; decision rules for undertaking pilots
- Dealing with difficult environments—implementing within litigious, union, or disparate cultures
- Handling common challenges—Effectively addressing common implementation problems, pitfalls, or constraints
- Making midcourse corrections—What to do when things go bad
- Defining overall success—Determining the key elements of a successful selection program for an organization
- Ensuring quality—Measuring system "exceptions" and compliance (i.e., tracking, auditing, and retraining)
- Measuring and demonstrating effectiveness—Defining and using sys-

tem metrics (i.e., pass rates, adverse impact, cost per hire, ROI).
- Improving processes—Redesigning selection processes versus responding to "emergencies"
- Handling retreads—What to do when an organization is "worn out" from previous implementations
- Learning from experience—Top 10 things we'd do differently to obtain future success

Matthew R. Redmond is a senior vice-president with Aon Consulting's Talent Solutions Consulting practice in the Washington, D.C. Metro Area office, providing human resources consulting services to a wide range of clients in a variety of industries. Matthew has consulted in both the public and private sector and has over 15 years experience in the design, validation, and implementation of large-scale selection and assessment programs for a variety of industries and positions. He holds a PhD in I-O psychology from the Georgia Institute of Technology.

Carl I. Greenberg is a senior vice-president with Aon Consulting's Talent Solutions Consulting practice specializing in HR employment and talent management and development. Carl earned his PhD in social and I-O psychology from Wayne State University in 1976. He has held a variety of management positions in human resources at Southwestern Bell and Union Pacific Railroad and was on the faculty at the University of Nebraska–Omaha. He is the current president of the Society of Psychologists in Management.

Robert Driggers is a selection manager with Capital One's selection team. Robert has consulted in both the public and private sector in the areas of selection and selection-based software development. He earned his PhD in I-O psychology from the University of Southern Mississippi. Robert has been with Capital One since 2000 and is currently focusing on the development and validation of Web-based prescreens and concurrent and predictive validity studies for Capital One exempt job test batteries.

Victoria B. Crawshaw is director of organization effectiveness and measurement at Sears and has been designing and implementing selection programs for all business groups in Sears since 1994. Vicki's current team is also accountable for designing and implementing Sears' performance management, 360-degree feedback, and attitude survey processes. Vicki and several of her team members researched and created the Sears Change Management Process, currently being implemented across the organization. Most recently, she led the development, validation, and integration of multiple assessments in Sears' first all-online application/onboarding process. She earned her PhD in I-O psychology from University of Illinois, Chicago.

Workshop 5 (half day)

The Science and Art of Assessment and Selection Tools

Presenters: **Leaetta M. Hough, The Dunnette Group**

Jeff W. Johnson, Personnel Decisions Research Institutes, Inc.

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

An organization's ability to identify and select talented people is dependent on using high-quality assessment tools and selection processes that are cost-effective and time sensitive. This workshop provides the latest research and thinking as well as hands-on experience in developing selection (prediction) systems for a variety of jobs and performance constructs. Workshop participants will learn about the latest research on both often-used assessment tools (e.g., cognitive ability tests, situational judgment tests, biodata, personality inventories, interviews, assessment centers, simulation, and work samples) and less-often used tools (e.g., conditional reasoning, interest inventories, social/emotional measures, fit indices). In addition, workshop participants will learn about the latest thinking on how to develop valid, fair, and legally defensible selection systems for even one-of-a-kind prediction situations. This workshop will include discussions of (a) a construct-oriented approach to selecting appropriate predictors; (b) practical issues associated with alternative assessment and selection methods (e.g., cultural and language issues, test purchasing and development costs, availability of tests, customization possibilities, performance construct focus, adverse impact); (c) creating predictor batteries for different types of jobs; and (d) developing validation procedures that enable accurate prediction and cost-efficient validation in a variety of circumstances (e.g., diverse settings, global use, small number of job incumbents). This workshop should be of interest to practitioners who are responsible for developing or implementing assessment or selection systems in any type of organization, either in a consulting or internal role.

Leaetta M. Hough is president of The Dunnette Group. She has developed and implemented innovative selection tools and systems that are valid and fair for hundreds of jobs. She is especially interested in workforce diversity issues. She has also been an active contributor to the scientific and professional literature, publishing dozens of articles and book chapters. She is senior author of the most recent personnel selection chapter of the *Annual Review of Psychology* and the personality chapters in the *Handbook of Industrial, Work and Organizational Psychology* and the I-O volume of the *Comprehensive Handbook of Psychology*. She is author of "Emerging Trends and Needs in Personality Research and Practice: Beyond Main Effects" in *Personality and Work* and is also coeditor of the four-volume *Handbook of*

Industrial and Organizational Psychology. Leaetta received her PhD in I-O psychology from the University of Minnesota.

Jeff W. Johnson is a research scientist at Personnel Decisions Research Institutes (PDRI). Jeff has directed and carried out many applied organizational research projects for a variety of government and private sector clients, with a particular emphasis on the development and validation of personnel assessment and selection systems for a variety of jobs. His primary research interests are in the areas of personnel selection, performance measurement, research methods, and statistics. He has published in a variety of journals, including *Journal of Applied Psychology, Personnel Psychology, Human Performance,* and *Multivariate Behavioral Research.* He is author of "Toward a Better Understanding of the Relationship Between Personality and Individual Job Performance" in *Personality and Work* and has been lead author on over 50 publications, book chapters, conference presentations, and technical reports. Jeff received his PhD in I-O psychology from the University of Minnesota.

Workshop 6 (half day)

Action Learning in Action—A Powerful New Tool for Solving Problems and Building Leaders, Teams and Organizations

Presenter: **Michael J. Marquardt, George Washington University**

Coordinator: **Patrick Powaser, Oxy, Inc.**

As organizations around the world face greater complexity in organizational issues, heightened demand for innovation and quality, increased importance of high performance work teams, and a magnified need for business-focused learning—all with less time and fewer resources—action learning is becoming a tool of choice for accelerating learning and enhancing business results.

This workshop will:

- Provide an overview of the principles and practices of action learning
- Demonstrate the power of action learning in solving problems while building leadership skills and enhancing team and organizational performance
- Allow participants to practice and apply the action learning tool on a real business challenge

With a strong base in social psychology, adult learning, and management science theories, action learning is a tool that can effectively resolve a multitude of organizational problems while stretching employees to learn and practice new skills.

Michael Marquardt is a professor of Human Resource Development and program director of Overseas Programs at George Washington University. He also serves as president of Global Learning Associates, a premier consulting firm assisting corporations around the world to become successful global learning organizations.

He has held a number of senior management, training, and marketing positions with a variety of organizations and has trained more than 45,000 managers in nearly 100 countries since beginning his international experience in Spain in 1969. Mike is the author of 14 books and over 50 professional articles in the fields of leadership, learning, globalization, and organizational change.

Mike is a Fellow of the National Academy for Human Resource Development and a cofounder of the Asian Learning Organization Network. He received his doctorate in human resource development from George Washington University.

Workshop 7 (half day)

Employment Branding: The Power of Perception in Recruiting, Selecting, and Retaining Top Talent

Presenters:	**Sean Broderick, Bernard Hodes Group**
	Andy Solomonson, Right Management Consultants
	Julie Staudenmier, Sony Electronics Inc.
Coordinator:	**Joan Brannick, Brannick HR Connections**

There is ALWAYS a demand for top talent. Also, regardless of economic conditions, top talent is always on the lookout for a better opportunity. Even in times of growing unemployment, companies still find it important to sell themselves to potential applicants with a definable employment brand. Just as a strong consumer brand can help lead to a company's success, so can a brand directed to applicants assist in landing employees who are a better fit with the organization. An effective, sustained employment brand can also help companies keep their best employees.

The need for a highly talented workforce has led an increasing number of companies to be more aggressive in attracting high quality applicants and keeping their best workers. Employment branding is as much about creating an image of your company as a desirable place to work as it is about quality recruitment, selection, and retention practices. Every company already has an image as an employer, good or bad. The challenge, however, is to be proactive about creating and leveraging an attractive, effective employment brand. Companies with an attractive and well-defined employment brand reap both financial and nonfinancial rewards.

In this workshop, experts representing different perspectives on employment branding will share their experiences and expertise on the topic. The

workshop will challenge your thinking, encourage discussion and interaction, and answer the following questions and much more:

- What is employment branding?
- Why have companies become so interested in employment branding?
- What are the advantages and disadvantages of employment branding?
- What are some of the do's, don'ts, and best practices associated with employment branding?
- Does employment branding add value beyond more traditional recruitment, hiring, and retention methods?
- What are the qualities that an organization must possess to effectively brand itself from an employment perspective?
- What are some trends that are likely to affect employment branding in the future?

Sean Broderick is vice-president of business development with national responsibilities, and he has been with the Bernard Hodes Group for over 12 years. A graduate of Washington and Lee University with a BA in economics, Sean's background combines extensive marketing and advertising expertise with the added advantage of direct recruitment experience. He brings to the employment marketing process a strong understanding of the many challenges within today's competitive labor market environment and is well-versed in developing strategic recruitment solutions that lead to better, faster, and more cost-effective recruitment and selection practices. He has presented to many national and state HR associations and organizations. Sean is a member of the Overseas Press Club in New York.

Andy Solomonson is a senior organizational consultant with Right Management Consultants, a global human resources consulting firm. In his consulting role, Andy specializes in designing and implementing employee selection systems, competency models, and employee surveys for clients across diverse industries. He also serves as director of research and development for Right's southeast region—a role that has involved developing and validating a number of individual and organizational testing and assessment products, and conducting applied research projects for clients. More recently, he has worked with a team of consultants to research and develop Right's data-based approach to consulting on employment branding. Andy earned his PhD degree in I-O psychology at the University of Georgia. His research has been published in the *Journal of Applied Psychology* and presented at a number of national and regional conferences.

Julie Staudenmier is vice-president of Organizational Planning and Development at Sony Electronics, Inc. Her organization is focused on talent management, from staffing and "on-boarding" to performance management and employee development. Her team is responsible for recruiting services, organizational development, succession planning, executive and high poten-

tial development, management and professional development, performance management systems, and new employee orientation. Prior to joining Sony, Julie was a partner with Executive Development Associates (EDA), a leading consulting firm specializing in helping companies achieve strategic change through executive learning. With EDA, she developed customized executive education programs and conferences and consulted on strategies and processes for executive education, succession planning and the development of high-potential managers. She holds a master's in I-O psychology from Wayne State University and has held several research and teaching positions at Wayne State and at the University of Rochester. She is a member of the Human Resource Planning Society, the American Society for Training and Development, and the Metropolitan New York Association for Applied Psychology (METRO).

Workshop 8 (half day)

E-magining I-O Psychology: Technology & I-O, Present and Future

Presenters: **Karla K. Stuebing, FSD Data Services**

   Milton D. Hakel, Bowling Green State University

   Nancy T. Tippins, Personnel Research Associates, Inc.

   Keith M. Rettig, multirater.com, Inc.

Coordinator: **Gloria M. Pereira, University of Houston Clear Lake**

Don't automate broken business processes.
   - Jerry Gregoire, the former CIO at Dell

Technology doesn't make you less stupid;
it just makes you stupid faster.
   - Thornton A. May, the corporate futurist and chief awareness officer of Guardent, Inc.

What is the relationship between technology and the practice of I-O psychology? What should that relationship be in an ideal world? Are we consumers? Shapers? Educators? Learners? This workshop will explore the relationship between technology and the science and practice of I-O psychology. The workshop will have three components:

1. Technology and I-O Psychology Today: The first component will focus on existing technological tools that represent best practices of integrating technology and I-O based knowledge. While specific vendors' materials will not be presented, the kinds of tools available and their features will be discussed.

2. Evaluating Technology and its Effect on I-O Psychology: The second component will provide a framework for evaluating existing tools and focus on how technology changes for better or worse the practice of I-O psychology. In addition, the second stage of the workshop will identify areas for future research.

3. "E-magining" I-O: The third component of the workshop will challenge participants to imagine new ways of practicing I-O psychology and using technology in new ways. Typically, I-O psychologists have used technology to mechanize traditional practices and make them more efficient. In addition, the group will have a discussion of the impact technology will have on the role that I-O psychologists play in organizations.

The workshop will be designed for practitioners who use, or should be using, technology-based tools in their I-O practice, selecting technical solutions for their organizations, or partnering with IT professionals in developing new tools. The presenters will be surveying those who sign up for this workshop to calibrate the workshop content to the levels of expertise and areas of interest of those attending.

Karla K. Stuebing is a founding partner and president of FSD Data Services, Inc. FSD, which was founded in 1991, has partnered with content specialists in government, industry, medicine, and the behavioral sciences to develop and conduct state-of-the-art practice/research. While trained as an I-O psychologist, Karla's education and practice has included an equal emphasis in statistical methods, and she has collaborative experience with researchers and practitioners across a broad content spectrum. She received her PhD in I-O psychology from the University of Houston.

Milton D. Hakel is the Ohio Board of Regents' Eminent Scholar in Industrial and Organizational Psychology at Bowling Green State University. His research now centers on how people learn. Recently he co-chaired a working retreat on Applying the Science of Learning to University Education. An edited book on this topic was published in March 2002. In his 36 years as a faculty member he has advised 70 students to the completion of their doctorates. He is currently working on the implementation of electronic portfolios as a way to document student development and learning. He earned his PhD from the University of Minnesota.

Nancy T. Tippins is president of the Selection Practice Group of Personnel Research Associates (PRA) where she is responsible for the development and execution of firm strategies related to employee selection and assessment. Prior to joining PRA, Nancy was the director of Leadership Development and Selection Methods at GTE in Irving, TX where she was responsible for leadership development, selection methods, and staffing policies and procedures. Before coming to GTE, Nancy was the director of Human Resources Services at Bell Atlantic in Arlington, VA. She began her career as an I-O psychologist in the Personnel Research group at Exxon Company, U.S.A. in Houston, TX. Nancy is active in professional affairs. She received her PhD in I-O psychol-

ogy from the Georgia Institute of Technology. She also holds a MEd in counseling and psychological services from Georgia State University.

Keith M. Rettig has over 6 years experience developing and designing Web sites, Web-based processes, and their associated back-end system integration. Back-end processes utilized include LDAP servers, e-mail servers, Web servers, IP services, customer self-provisioning, and directory-enabled networks. He is also experienced in usability design and testing within a Web framework, coding in HTML, establishing Web presence, and conducting Webmaster duties and a growing capacity for content development and business integration for Web sites. Keith started his own business 5 years ago, multirater.com, Inc., and created the earliest known Web-based 360-degree feedback process. The company now also conducts corporate "pulse" surveys and peer review processes. Keith has an MS in general psychology from Old Dominion University, and is still, and will always be, a dissertation away from a PhD in I-O psychology from Old Dominion University. He's not very proud of that last part.

Workshop 9 (half day)

An Update on the Science and Practice of I-O Psychology

Presenter: **Frank J. Landy, SHL**

Coordinator: **Miguel Quinones, Rice University**

A common role for the I-O psychologist is that of educator. The audience may be undergraduate or graduate students, a judge or a jury, a consulting client, or media representatives. Staying abreast of changes in theory, research, and practice in areas beyond the scope of one's own specialty can be daunting. A basic source for information is the "Introductory I-O Textbook." For practitioners, this text is often the one they used as an undergrad or grad student and is often out of date in many critical areas.

Frank Landy, with coauthor Jeff Conte, has just completed an intro I-O text for McGraw-Hill. The text will be published in the fall of 2003. In preparing this text, Frank has reviewed and synthesized the work of hundreds of I-O researchers and practitioners as represented in over 15,000 books, articles, and book chapters. He will use this material as a foundation for providing a current and comprehensive view of the science and practice of I-O psychology in 2003. Several themes will be emphasized throughout the presentation. These themes will include the influence of a number of factors on the work of the I-O psychologist. These factors will include multiculturalism, teams, technology, workforce diversity, and emerging assessment procedures. The workshop will cover three major areas of I-O research and practice: decisions about human resources, organizational psychology, and human factors.

Frank Landy is an emeritus professor of psychology at Pennsylvania State University, having retired in 1994, when he assumed full-time duties at the consulting firm that he and Rick Jacobs had founded in 1984. While at Penn State, Frank published four texts in intro I-O psychology, first with Don Trumbo as a coauthor and then, after Don's death, alone. His last I-O text was in 1989. After a hiatus of 13 years, he began a new text in I-O from scratch, with his coauthor Jeff Conte of San Diego State University. Since the early 1990s, Frank's consulting and writing have been in the areas personnel decision making and human factors, with an occasional piece on the history of applied psychology. Frank specializes in litigation support and has served as an expert witness in large-scale employment discrimination cases in federal court, providing support for both plaintiffs and defendants. He currently serves as CEO of SHL Landy Jacobs Litigation Support Group. He received his PhD from Bowling Green State University.

Workshop 10 (half day)

Leading and Managing Strategic Change: Key Activities and Best Practices

Presenter: **Christopher G. Worley, Pepperdine University**

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

The pundits have been right—the pace of change in organizations continues to increase. Globalization, an increasingly knowledgeable workforce, technological change, new competition, and a difficult economy are among the many factors requiring organizations to adapt and develop—or perish. Organizations are being forced into fast growth, entry into new markets with different geographies, cultures, government policies, and economic structures, or building new competencies and capabilities. Increasingly, experts from the behavioral sciences are being asked to help companies design and implement strategic change because the data are clear: Intellectual capital is a key source of competitive advantage, and navigating through these types of changes requires the hearts and minds of organization members.

This workshop describes a model of strategic change that integrates the behavioral sciences-based principles of organization development and the economics-based principles of strategic management. The model's application in a variety of organizations and industries is presented, case studies are offered for discussion, and best practices in leading change are described.

The workshop addresses the following questions and issues:

- How can knowledge from psychology, economics, and change theory be integrated?
- What are the key success factors in managing strategic change?

- How can stalled strategic change be revitalized?
- What are best practices in leading strategic change?

Christopher G. Worley is director of the Master of Science in Organization Development (MSOD) program and associate professor of business strategy at Pepperdine University's Graziadio School of Business and Management. He is also president of Monique Marketing and Management, a consulting firm specializing in strategic management, organization design, and strategy formulation and implementation. His consulting activities are complemented by more than 15 years of management experience in academic, for-profit, and government organizations.

Christopher is author of *Integrated Strategic Change: How OD Builds Competitive Advantage* in Addison-Wesley's OD Series and coauthor of *Organization Development and Change,* now in its 7th edition and the leading textbook on organization development. His articles on strategic change and strategic organization design have appeared in the *Journal of Organization Behavior,* the *International Journal of Public Administration,* the *Project Management Journal,* and in chapters in *Managing Complexity in High Technology Organizations* and *Fast Cycle Organization Development.* He regularly presents to scholarly societies such as the Academy of Management, the Strategic Planning Forum, and the Conference Boards of the U.S. and Canada. Christopher received his PhD in strategic management from the University of Southern California.

Workshop 11 (half day)

Analysis of Financial Systems for I-O Interventions

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

Coordinator: **Vicki Pollman, Self-employed**

This workshop will provide an overview of the core management accounting concepts and how such a perspective can be used to appropriately link the financial outcomes to the specific intervention. This workshop is intended for participants with some basic skills in basic financial concepts and will extend that knowledge to the specific challenges in linking human resources processes to the measurement systems used within organizations. By focusing on the analysis of the internal financial systems, the concepts covered can be applied to tasks such as job analysis, designing performance management and staffing systems, and a variety of other I-O interventions. In addition, it will provide a framework for looking at the financial aspects of the return such interventions generate. This workshop will not focus on the statistical techniques but how to analyze the existing financial management systems within organizations to obtain valuable design information and determine the most potentially powerful criterion data.

Peter M. Ramstad is chief financial officer at Personnel Decisions International (PDI). Over the last 10 years, Pete has held various leadership positions within PDI. As a result, he has had many opportunities to work firsthand with the core tools of business strategy, organizational effectiveness, and talent development. Prior to joining PDI, Pete was a partner with a major public accounting firm focusing on financial, operational, and systems consulting in high tech and service environments. Pete has undergraduate degrees in math and accounting with minors in economics and computer science, and significant graduate studies in economics, mathematics, and accounting. He is a Certified Public Accountant, Certified Management Accountant, and a member of the AICPA. He has been a speaker at many professional and academic conferences. He has participated as a faculty member in executive education environments and for many corporate events. Mr. Ramstad has formed two research partnerships with faculty from major universities (Cornell and Texas A&M) to study how people create value and how that value can be measured. As a part of this research, Mr. Ramstad has worked with clients to understand and measure the financial implications of employee development and effective management.

Workshop 12 (half day)

Executive Development with a Global Twist

Presenters: **George P. Hollenbeck, Hollenbeck Associates**

   Morgan W. McCall, Jr., University of Southern California

Coordinator: **Mariangela Battista, Starwood Hotels and Resorts Worldwide, Inc.**

World Cup Soccer live around the world, West Nile Virus, everything Made in China…like it or not, globalization is not going away. Yet global executive development efforts have been no more successful than development for domestic executives. This workshop will address the broad topic of executive development, but with a focus on the global issues, such asn the following:

- Is developing global executives different from developing domestic ones or just harder?
- Do global executives learn from the same experiences as do domestic executives, or are new ones required?
- Is diversity training in one's own country a sufficient substitute for overseas work?
- What is a global executive anyway? Is one born or made? Can they be developed? If so, how?

- Is selection more important or less as an organization moves outside its home country borders?
- Why do we make the same mistakes (and more) in the global arena than we do in domestic?

The presenters and participants will examine the lessons of global experience, both ours and those of executives and organizations. This is more a thinking than a techniques workshop, more critique and analysis than best practices survey. The goal of the workshop is to provoke thought and provide rich discussion of global executive development.

George P. Hollenbeck is an organizational psychologist specializing in executive leadership development, consulting, writing, and teaching about leadership. He and Morgan McCall have recently coauthored *Developing Global Executives* as well as book chapters and articles reviewing leadership development, examining the failure of leadership development efforts, and the derailment in global executives. An executive coach, George has written extensively on the topic, including a book chapter, "Coaching Executives: Individual Leader Development" (in *The 21st Century Executive,* Rob Silzer, ed., 2001) . George holds a PhD from the University of Wisconsin; following that he worked at IBM and the Psychological Corporation. His career includes positions as the human resources executive at Merrill Lynch with worldwide responsibility for human resources, as vice-president for organizational planning at Fidelity Investments, and as senior director of executive education at the Harvard Business School. He is a diplomate of ABPP and licensed in New York and Massachusetts. He has taught at Boston University, New York University, Texas A&M University and at the Center for Creative Leadership, where he taught "Tools for Developing Successful Executives."

Morgan W. McCall is a professor of management and organization in the Marshall School of Business at the University of Southern California. In addition to his faculty responsibilities, he works with the Office of Executive Development in the design and delivery of executive programs, teaches in the International Business Education and Research (IBEAR) program, and is affiliated with the Center for Effective Organizations. Prior to joining USC, Morgan was director of research and a senior behavioral scientist at the Center for Creative Leadership in Greensboro, North Carolina. The author of numerous books and articles in the field of executive development, Morgan is also an active speaker and consultant, having worked with a variety of organizations including American Express, Amgen, Boeing, Cisco Systems, Disney, Johnson & Johnson, Microsoft, NCR, Sun Microsystems, Toyota Motor Sales, and Weyerhaeuser. Morgan earned his PhD from Cornell. He has served on numerous editorial boards, including the *Academy of Management Review,* the *Academy of Management Executive, Human Resource Development Quarterly,* and *Executive Development Journal.*

Workshop 13 (half day)

Demonstrating Organizational Impact and Bottom-Line Results through Creativity—Best Practices and Tools

Presenters: **Stanley S. Gryskiewicz, Center for Creative Leadership**

        Bruce I. Jones, Disney Institute

        Paul Draeger, Center for Creative Leadership

Coordinator: **Eric Elder, Bank of America**

Creativity within organizations has been discussed for years, but only a few have found the keys for turning creativity into a tool for bottom-line results. Perhaps it is an issue of definition, or the use of the right tool given the current climate of an organization? Perhaps a wider variety of tools need to be examined? And still we need to find out how to best implement the tools given the human resources we have to work with. This workshop is directed toward applying creativity constructs to organizations, and we will analyze the actual end product in a way that allows the participant to see the connections and links to the creative process.

Topics will include the following:

- Basic constructs of creativity that we use in our work
- Practical tools used at Disney and CCL that foster and support creativity
- An opportunity to experience these tools "up close and personal"
- Sharing best practices that we have seen as they pertain to these tools
- A case study—"Elements of the Disney Show," which will provide opportunities to connect the constructs and tools to creativity practices and creative outcomes within the Disney organization

Stanley S. Gryskiewicz, whose PhD in organizational psychology is from the University of London, has been at the Center for Creative Leadership since its inception in 1970. He helped formulate and develop the Center's assessment for development theme and the Leadership Development Program and led in the formation of the Innovation and Creativity Applications and Research (ICAR) Group. In 1991 Gryskiewicz was named Senior Fellow, Creativity and Innovation. The special position of Senior Fellow is an honor granted by the Center for distinguished service and international recognition in a designated field. In 1997, he was named a vice-president of the Center for Creative Leadership with responsibilities for overseeing CCL's global initiatives. Gryskiewicz is responsible for strategically expanding the Center's global reach. His recent work emphasized the need for change readiness to operate effectively in a constant state of change. He believes that creative leaders consciously provide "positive turbulence" within their organizations to

keep them nimble and suffused with energy for new ideas. He has written a book on the topic: *Positive Turbulence: Developing Climates for Creativity, Innovation, and Renewal* (1999, Jossey-Bass). He is a member of the U.S. Delegation to APEC (Asian Pacific Economic Cooperation) and serves on the Capacity Building Network of the Human Resources Working Group.

Bruce I. Jones is currently programming director, delivery, with the Disney Institute. He joined Walt Disney World Company in 1988 as an assistant restaurant manager at the Disney Village Marketplace. Following this role, he worked in a variety of management positions within Disney's operations, including: Pleasure Island (Disney's nighttime entertainment complex), Chef Mickey's Restaurant, and the Empress Lilly Restaurant complex. In 1995, Bruce brought his extensive operations experience to Professional Development Programs as a facilitator of open enrollment programs. He then became a customized programs manager before assuming his current role in May 2000. Bruce received his MBA from Crummer Graduate School at Rollins College in Winter Park, Florida.

Paul Draeger joined the Center for Creative Leadership as the director, HR in 1999. In this brief tenure (when compared with his Center partner, Stan) he has focused his efforts on introducing innovative HR processes in the areas of performance management, succession planning, workforce planning, and compensation. Before joining the Center, Paul worked in a variety of HR leadership capacities with the Walt Disney Company, serving on opening teams with the Disney Cruise Line & Disney Vacation Club. He also worked with Walt Disney World and the Walt Disney Company's corporate operations in the areas of compensation and as an HR generalist. He holds an MBA from Case Western Reserve University with an emphasis in organizational behavior.

Workshop 14 (half day)

Creating and Growing Your Own Business: Lessons Learned

Presenters: **Sandra O. Davis, MDA Consulting Group, Inc.**

Angela McDermott, McDermott Consulting

William H. Macey, Personnel Research Associates, Inc.,

Coordinator: **Erika D'Egidio, Jeanneret & Associates, Inc.**

Many I-O psychologists have launched into starting their own businesses. Yet having taken that first step, they commonly find that the number and complexity of business challenges increase at a faster rate than they ever imagined. This workshop addresses the issues confronting the entrepreneur and the transition points marking the growth of the business. These include determining the business focus, learning how to "sell," whether and how to add additional

staff, figuring out management structure, and dealing with financial realities. We envision participants will be asking themselves "what are the keys to making this successful or what should I anticipate as my next challenge or what will it take to move this business to the next level?"

The predominant focus of this workshop will be on the early years of the business cycle, for example, the first 5 to 6 years of the business. The workshop will be of greatest benefit to those who have decided to go into private practice or who are already down the road with that decision. It is not intended for those who are contemplating the move. The presenters will tell their own stories, give a realistic preview of life on the "other side," and provide a model for looking at the life cycle of an I-O practice, highlighting key transition or decision points. The workshop will include time for open discussion of salient issues determined by preworkshop questionnaires.

Sandra O. Davis is CEO of MDA Consulting Group, a firm she cofounded in 1981. She has grown this talent management, organizational change, and leadership development business into a group employing around 25 individuals. Sandra received her PhD from the University of Minnesota in 1973, she has authored articles and books related to individual measurement tools (such as the CPI and the MBTI) and her personal favorite work is in CEO selection and succession planning. Her firm works with *Fortune* 500, nonprofit, and private organizations.

Angela McDermott is the sole proprietor of McDermott Consulting which she started in January 2002. Her work focuses on developing leaders and their teams, providing services in executive coaching, team development and organization diagnosis for high-tech companies. She is also a cofounder of the Clarksville Experience, an organization that conducts retreats for executive women. Prior to launching her own business, she served as an internal consultant and leader at Procter & Gamble and Dell for over 15 years in a wide variety of research, leadership and organization development, and learning roles. She received her PhD in I-O psychology from the University of Houston.

William H. Macey is CEO of Personnel Research Associates, Inc., which he founded in 1977. He has consulted with more than 25 of the current *Fortune* 200 and has grown a business employing more than 50 in various professional specialties and business functions. He received his PhD from Loyola University Chicago in 1975.

Workshop 15 (half day)

Moving the Needle:
Getting Action after an Organizational Survey

Presenters: **Allen I. Kraut, Baruch College, CUNY and Kraut
  Associates**

  Allan H. Church, PepsiCo

  Janine Waclawski, Pepsi-Cola Company

Coordinator: **Kyle Lundby, Data Recognition Corporation**

Most organizations conduct surveys of their employees, but few firms are satisfied that meaningful action follows. This workshop will show participants how to take a more strategic approach to conducting surveys that will greatly increase the chance of worthwhile actions afterwards.

All three workshop leaders have had extensive experience as internal and external consultants, and have written widely about their practice and research on organizational surveys. They will use interactive exercises and examples of materials successfully employed in various firms, so the workshop can cover effective survey practices, such as how to:

- Set up a "contract" with executives to ensure high level support for follow-through
- Write items and build a survey that demands action
- Educate executives on the role of surveys in achieving their business objectives
- Communicate regarding the survey so that everyone has reasonable expectations about its purpose
- Provide the tools and resources that managers need for feedback and action-planning meetings
- Report data in ways that highlight the key priorities
- Create a process that encourages the use of "best practices" for driving improvement
- Recognize and reward role models for action taken after surveys
- Communicate how the survey has caused meaningful actions

Allen I. Kraut is a professor of management at Baruch College, CUNY and president of Kraut Associates, a consulting practice specializing in organizational surveys. For most of his professional career he worked at the IBM Corporation, where he was responsible for much of the company's survey activities until leaving in 1989. Since then, he has been an external consultant to several *Fortune* 100 firms.

In 1995, he received the Distinguished Professional Contributions Award, from SIOP, recognizing his work in advancing the usefulness of organiza-

tional surveys. In 1996, Jossey-Bass published *Organizational Surveys: Tools for Assessment and Change* by Allen Kraut and Associates. Allen earned his PhD at the University of Michigan, where he was affiliated with the Institute for Social Research. He has also been an adjunct staff member of the Center for Creative Leadership, conducting seminars on Employee Opinion Surveys.

Allan H. Church is a director of Organization and Management Development at PepsiCo in Purchase, New York, where he is responsible for the firm's organizational health survey and 360-degree feedback processes. Previously, he spent 9 years as an external consultant working for W. Warner Burke Associates. His varied survey experiences are reflected in his recently revised book (coauthored with Janine Waclawski), *Designing and Using Organizational Surveys: A Seven-Step Process,* published in 2001 by Jossey-Bass.

Allan earned his PhD at Columbia University, where he is an adjunct professor. He has published more than 100 articles, a number of which are focused on organizational surveys, and he is also a coeditor of *The Handbook of Multisource Feedback* published by Jossey-Bass in 2001.

Janine Waclawski is a director of Organization and Management Development at the Pepsi-Cola Company in Purchase, New York. She joined PepsiCo from PricewaterhouseCoopers, where she spent 2 years as a principal consultant in the Management Consulting Services line of business. Her external consulting experience also includes 8 years at W. Warner Burke Associates, where she specialized in organization development and change initiatives through the use of data-driven methods such as custom-designed organizational surveys.

She has made several SIOP presentations on survey action planning and written on the subject as well. Her latest book, coedited with Allan Church, *Organization Development: A Data-Driven Approach to Organizational Change* was published in 2002 by Jossey-Bass. A Columbia University PhD, she is an adjunct professor at that school and has been an instructor at Hunter College, CUNY.

Workshop 16 (half day)

Developments in Employment Litigation: Are We Now Where We Were Then?

Presenters: **Wade M. Gibson, Psychological Services, Inc**

   Keith M. Pyburn, Jr., Fisher & Phillips, LLP

Coordinator: **Tim Patton, DDI**

Testing and employee selection practice are impacted by continuously evolving legislation, case law, and the actions of federal and state regulatory

agencies. This workshop will provide an unusual review of recent developments in case law and regulatory trends based on a historical perspective designed to outline how major developments of legal theory and professional practice have evolved and diverged over nearly 40 years. Discussion of how the law may develop in the future will be based on the historical review and current issues.

Wade M. Gibson is vice-president of Test Publications for Psychological Services, Inc. where he provides strategic direction to product development, publication, and sales functions. Wade maintains an active consulting role, helping organizations design and implement effective employee selection programs. He has provided litigation support and expert witness testimony in matters involving validation and employment statistics, and published numerous scholarly and professional papers on various testing issues. Wade received his PhD from Bowling Green State University in 1989.

Keith M. Pyburn, Jr., is a partner of the law firm Fisher & Phillips, LLP. He has represented management in the practice of labor relations and employment law since 1975 after graduating from Tulane University School of Law in 1974 and serving as a law clerk to Justice John Dixon of the Louisiana Supreme Court. Keith is a member of the Louisiana Bar and served during 1993–1994 as chairman of the Labor and Employment Law Section. Keith is also a member of the ABA, Section of Labor Employment, Equal Employment Law Committee (1976–present). In 1997, Keith was elected as a Fellow of the College of Labor and Employment Lawyers. He is listed in the *Best Lawyers in America* (Woodward/White).

Keith's publications and lectures include "Ethical Consideration in Joint Representation of Supervisors and Employers in Sexual Harassment Cases" *The Labor Lawyer,* Volume 5, Number 1, Winter 1989; *The Consequences of "Joint Employment;" The Implications of Sturgis and its Progeny,* Southern Methodist University Multi-State Labor and Employment Law Conference, 2002; *Legal and Technical Developments in the Use and Challenges to the Use of Testing in Employment,* Society of Industrial and Occupational Psychologists, 2001.

Some of the major matters handled by Keith are the following:

- Serving as special counsel to the City of New Orleans in collective bargaining matters from 1999 to the present;
- Representing Avondale Shipyards in connection with responding to a union corporate campaign from 1990–1999 (*Avondale Industries, Inc. v. NLRB,* 180 F.3d 633 (5th Cir. 1999);
- Counsel for P.P.G. Industries in their successful defense of the use of paper-and-pencil employment tests. (*Cormier v. P.P.G. Industries,* 702 F.2d 767 (5th Cir. 1982).

2003 SIOpen Golf Outing

Thursday, April 10 2003
Mystic Dunes Golf Club, Kissimmee, FL

1:00 Shotgun Start
* * * February 28, 2003 ENTRY DEADLINE * * *

"Chunkin'" Chuck Lance and "Hammering" José Cortina invite you to participate in the 6th Annual SIOpen Golf Outing at the Mystic Dunes GC the afternoon of April 10, 2003 in Kissimmee, FL just prior to this year's SIOP meeting. Mystic Dunes is located just two miles south of Disney's Magic Kingdom, off State Road 192, on Old Lake Wilson Road (also known as County Road 545) at the Palms Resort and Country Club (www.mysticdunesgolf.com; call (866) 311-1234 for detailed directions). We hope you can join us (again) this year.

Designed by PGA Tour professional and NBC golf analyst Gary Koch, Mystic Dunes capitalizes on its natural surroundings, preserving existing topography throughout the course's 156 acres. At 6,574 yards from the Blue tees, the front (eastern) nine is reminiscent of Carolina low country style courses with wetlands and oak forests while the back nine is in the British links-style with sweeping elevation changes of 50–75 feet and native sand dunes. But Mystic Dunes might be best known for its "McKenzie-style" greens featuring extreme countours, dramatic tiers, and rises and swales that differ as much as five feet. See www.golfersguide.com, www.golfflorida.com, and www.iglou.com/lgjonline/travel.htm for some reviews of Mystic Dunes.

The format for the 2003 SIOpen will again be a 4-person scramble (each team member hits a tee shot, selects the best shot, each team member hits from there, selects the best shot again, etc.). Form your own team or José and Chuck will team you up. The entry fee of $80 includes greens fees, electric cart, and prizes (longest drive, closest to the pin, etc.). Once again, Dan Sachau has arranged sponsors who will provide prizes and refreshments for SIOpen participants.

Players of **ALL** skill levels are welcomed: Teams will be appropriately handicapped. Defending "champions" are the Texas A&M Team of Dave Woehr, Wink Bennett, Eric Day, and Bryan Edwards. They won the 2000 SIOpen in New Orleans and the 2001 SIOpen in San Diego, and are reportedly aiming for a threepeat in Kissimmee. Winners of the 2003 SIOpen will retain the coveted "Hugo Cup" until the 2004 SIOpen in Chicago.

To register for the 2001 SIOpen, complete the form on the next page and mail it to José Cortina, Psychology Department, MSN3F5, 4400 University Dr., George Mason University, Fairfax, VA 22030. Completed entry forms must be received by February 28, 2003. Be sure also to indicate your participation in the Golf Outing on your General SIOP Conference Pre-Registration Form and include payment in your grand total.

Sixth Annual SIOpen Golf Outing Entry Form

Mystic Dunes Golf Club, Kissimmee, FL
Thursday, April 10, 2003—Shotgun Start @ 1:00

Format: Four-person scramble
Application Deadline: February 28, 2003* Entry fee: $80/person**
Prizes: "Hugo Cup" to First Place team; closest to pin, longest drive, low gross

Please type or print legibly

Team Name@: _____

Team Captain
(or Individual): _____

Address:_____

City/St/Zip: _____

Phone: _____

E-mail:_____

_____

Handicap/Average score@@:_____

Team Member #2 : _____

Address:_____

City/St/Zip: _____

Phone: _____

E-mail:_____

_____

Handicap/Average score@@:_____

Team Member #3:_____

Address:_____

City/St/Zip: _____

Phone: _____

E-mail:_____

_____

Handicap/Average score@@:_____

Team Member #4:_____

Address:_____

City/St/Zip: _____

Phone: _____

E-mail:_____

_____

Handicap/Average score@@:_____

* Mail application to José Cortina, Psychology Department, MSN3F5, 4400 University Dr., George Mason University, Fairfax, VA 22030. Include payment with fees on General Conference Preregistration Form. Contact "Chunkin'" Chuck Lance (V: +1.706.542.3053, E: clance@arches.uga.edu) or "Hammering" José Cortina (V: +1.703.993.1347, E: jcortina@osf1.gmu.edu) for additional information.
**Includes greens fee, cart, and prizes.
@Enter individually, or up to a full 4-person team.
@@*Honest!*

12th Annual SIOP 5K Race/Fun Run
Registration Form

The annual SIOP 5K Race/Fun Run will be held at this year's convention in Orlando. Specific course and race details are not available at this time but will be announced in *TIP* and on the SIOP Web site once they are finalized. Over 130 people participated in last year's event. T-shirts will be given to all participants and age-group competition will be contested. We will also try to have team competition again (university or organization team; advisor-advisee; scientist-practitioner). Please try to join us this year. It's a great chance to catch up with (or pass) old friends and colleagues. The registration fee is $16. You can preregister for the race using the online registration system or the conference registration form. There will be on-site registration, but we encourage interested parties to preregister. Please include the form below with your conference registration. If you have any questions about the race, e-mail or call Kevin Williams at the University of Albany (kevinw@ csc.albany.edu; (518) 442-4849).

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

or fax to: (419) 352-2645

Name: _____

Address: _____

Telephone: _____

E-mail: _____

T-Shirt size: _____ S _____ M _____ L _____ XL _____ 2XL

Team Entry:

__ Advisor-Advisee (other team member: _____)

__ Mixed-Doubles (other team member: _____)

__ Scientist-Practitioner (other team member: _____)

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

_____)

Debra A. Major and Rebekah Cardenas
Old Dominion University

Awards and Honors

SIOP Student Affiliate **Jinyan Fan** of Ohio State University won the 2002 Seymour Adler Scientist-Practitioner Award for his dissertation entitled, "A New Orientation Program for International Graduate Students: A Field Experiment." The award, established in 2000 by Aon Consulting to honor longtime SIOP Fellow Seymour Adler's distinguished career as an I-O psychologist, provides a $5,000 grant to the recipient.

An advisee of **John Wanous,** professor of management and human resources at Ohio State, Fan's dissertation is entitled "A New Orientation Program for International Graduate Students: A Field Experiment." Fan's 2-year study in a field setting represents the application of sound and professional theory and research to solve real-world problems.

Retired SIOP Fellows **Fred E. Fiedler** and **Edwin A. Fleishman** and Robert Glaser received the 2002 James McKeen Cattell Fellow Award. This award recognizes members of the American Psychological Society for their outstanding contributions to the area of applied psychological research.

Tahira Probst, SIOP member and assistant professor of psychology at Washington State University at Vancouver, has won the 2002 Research Award from the Society of Human Resource Management. Based upon surveys of production employees at a northwest manufacturer, her research examined the relationship between job insecurity and employee safety. The award carried a cash prize of $1,000.

SIOP Fellow **James Campbell Quick** received the 2002 Harry and Miriam Levinson Award from the American Psychological Foundation, a non-profit organization affiliated with APA. This award recognizes an outstanding consulting psychologist who has demonstrated exceptional ability to convert psychological theory and concepts into applications through which leaders and managers can create more effective, healthy, and humane organizations. Quick is currently a professor of organizational behavior at the University of Texas at Arlington.

Transitions, Appointments, and New Affiliations

David Arnold, SIOP member and vice-president of development and professional compliance for Reid London House, was re-elected to the position of General Counsel for the Association of Test Publishers (ATP). The ATP is comprised of approximately 150 companies that provide I-O, clinical,

educational, and certification testing and assessment services throughout North America and Europe.

SIOP member **Michael Cooper** was appointed first dean of the Executive Leadership Institute at Stevens Institute of Technology. Cooper previously served as president of both Opinion Research Corporation and Hay Research for Management.

Retired SIOP Fellow, **George Graen** has returned from China after his external examiner visit to Chinese University of Hong Kong's International Business program. Graen is currently conducting a 5-year longitudinal panel study in Shanghai.

SIOP member **Rhonda Gutenberg** joined the executive team at the West coast office of Gantz Wiley Research.

SIOP member **Jordan Orzoff** was appointed vice-president of research and assessment at Walden University. Orzoff was previously manager of measurement systems and organization design for Cardean University and a senior consultant in training evaluation for Motorola University.

SIOP member **Lesley A. Perkins** was promoted to senior associate consultant with the personnel research group at Caliber Associates in Fairfax, Virginia.

Share your good news with colleagues!
Send items for **IOTAS** to Debra Major at dmajor@odu.edu

Coming Soon!

PubHub Online

Have you ever wished that you could inform all SIOP members about your latest publication?

With the new SIOP service, PubHub Online, you will be able to list your book on the SIOP Web site and be directly linked to an order desk.

More details at www.siop.org

David Pollack
U.S. Immigration & Naturalization Service

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

2003

Jan 17	Human Resources—Return on Investment (HR-ROI) Conference: Maximizing the Impact of Human Resources on the Bottom Line. Tampa, FL. Contact: Paul Spector, spector@chuma.cas.usf.edu or http://chuma.cas.usf.edu/~spector/alum/conference.html.
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.
April 27–30	Annual Organization Design Forum Conference. Boston, MA. Contact: Pat Keith, cpk@sao.state.texas.us.
May 14–17	11th European Congress on Work and Organizational Psychology. Lisbon, Portugal. Contact: eawopcongress@iscte.pt or www.eawop-congress.istce.pt.
May 16–22	Annual Conference of the American Society for Training and Development. San Diego, CA. Contact: ASTD, (703) 683-8100 or www.astd.org.
May 20–23	33rd Annual Information Exchange on "What is New in Organization Development and Human Resource Development." Williamsburg, VA. Contact: Organization Development Institute, (440) 729-7419 or DonWCole@aol.com.
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).

June 26–29	5th Australian Industrial and Organisational Psychology Conference. Melbourne, Australia. Contact: IOP Conference Secretariat, +612 8338 8700 or www.aps.psychsociety.com.au.
July 14–19	23rd O.D. World Congress. Tilajari, Costa Rica. Contact: Organization Development Institute, (440) 729-7419 or DonWCole@aol.com.
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).
Sept 29–Oct 2	2003 International Congress on Assessment Center Methods. Atlanta, GA. Contact: DDI, (412) 257-3952 or www.assessmentcenters.org.
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).
Nov 5–8	18th Annual Conference of the American Evaluation Association. Reno, NV. Contact: AEA, (888) 232-2275 or http://eval.org.

CALLS & ANNOUNCEMENTS

Seeking Funding for International Research Award

Is your organization facing global demands? Why not support and encourage international I-O research? SIOP's International Affairs Subcommittee is planning to establish an award recognizing the best publication reporting an outstanding example of the application of international I-O psychology in an applied setting.

In order to do so, we need to establish a $25,000 fund to support the annual award. We are seeking contributors to the fund.

If you have questions or would like to make a contribution, please contact **Sharon Arad at 651-644-1233 (arad2@msn.com) or Bev Dugan at 703-706-5681 (bdugan@humrro.org).**

Call for Papers: Special Section of the *Journal of Applied Psychology:* Theoretical Models and Conceptual Analyses

Although the *Journal of Applied Psychology* is best known for the high-quality empirical research that it publishes, the *Journal* has long been open to the publication of high-quality theoretical models and conceptual analyses. To signal the importance of rigorous and innovative theoretical models and conceptual analyses, the *Journal* is issuing this call for theoretical papers that extend the current literature, offer novel insights, and pave the way for creative new empirical research.

The deadline for submissions for the special section is **July 1, 2003.** However, the *Journal* continues to welcome submissions of theory papers at any time—before or after this deadline.

We are open to papers that address any topic within applied psychology, including, for example, papers that:

- Incorporate literature from other areas of psychology or other disciplines, providing a new perspective on an applied topic.
- Bring a needed multilevel perspective to a topic that has, until now, been considered at a single level of analysis.
- Clarify and explain processes and effects that occur over time.
- Explain differences in applied phenomena across cultures, economic or political systems, industries, occupations, or classes.
- Describe and explain topics that have not been adequately addressed in applied psychology.
- Provide a conceptual clarification and explanation of methodological issues and advances.
- Address knowledge creation within applied psychology, explaining processes of knowledge definition, creation, and testing.

Papers should be approximately 25–35 double-spaced pages. Please follow instructions for submission available at **http://www.apa.org/journals/apl.html.** Indicate in the cover letter to the editor that the manuscript is for the special section. Submissions will be reviewed in the same way as all other submissions to the *Journal.* Katherine Klein will serve as action editor.

Seymour Adler Scientist-Practitioner Doctoral Dissertation Grant

The Scientist-Practitioner model represents the application of sound and professional theory and research to solve real-world problems. Dr. Seymour Adler's 25-year career in I-O psychology has been an outstanding example of the successful application of the Scientist-Practitioner model. In recognition of this fact, Aon Consulting (formerly ASI) has established "The Seymour Adler Scientist-Practitioner Doctoral Dissertation Grant." This annual grant, in the amount of $5,000, shall be provided to the PhD candidate whose dissertation proposal best exemplifies a sound balance of rigorous, theory-guided academic research and practical business application. The dissertation can be conducted in either a laboratory or field research setting as long as the results are applicable to actual business situations.

Requirements:

1. Each applicant must submit two copies of a 2-page application that includes the following:

- Title of dissertation
- Name
- Affiliation
- Complete mailing address, e-mail address, & daytime phone number
- Abstract of the dissertation (not to exceed 450 words)

2. The applicant's dissertation chair must submit a signed cover letter indicating why the proposed dissertation is appropriate for consideration for the Seymour Adler Scientist-Practitioner Doctoral Dissertation Award.

3. From the applications received, the top three applicants will be invited to submit their complete dissertation proposals for review. Proposals must be submitted in standard APA format. The winning proposal will be chosen from among these three.

Judging Criteria:

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

The primary criteria to be considered are as follows:

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

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

Submission: The application and coverletter should be sent to the Grant Committee Chair at the following address: **Brian J. Ruggeberg, PhD, Grant Committee Chair, Aon Consulting, 780 Third Ave., 6th Floor, New York, NY 10017**

All applications must be received by **June 27, 2003** to be considered. Those applicants selected to submit their complete proposals will be notified by the committee no later than August 1, 2003. Proposals must be received by September 12, 2003. The winning proposal will be announced by October 17, 2003 and awarded the $5,000 research grant immediately thereafter.

Call for Papers: Information Sharing in Groups
Submission Due Date: April 2, 2003

The effectiveness of group decision processes has become an increasingly important organizational concern. In response to growing demands for efficiency and flexibility, organizations are implementing teams to do work traditionally accomplished by individuals. In part, this strategy is based on the assumption that decisions made by groups of members with diversified expertise will be higher in quality than those made by any one member. The research literature shows many examples of groups outperforming their average, or even best, member in judgment and choice quality. Yet, other studies identify problems that groups face in knowing who in the group has what form of information and how to combine individual information effectively. A common response is to design cross-functional teams, combining representatives of different organizational functions to insure diversity. But these heterogeneous groups exhibit additional problems. Given the current trend toward using groups for pooling unshared knowledge, the bias against effective use of unique information presents a formidable threat to group effectiveness. The purpose of this special issue of the *Journal of Behavioral Decision Making* is to shed light on the features and processes of teams that facilitate or inhibit effective pooling of individual members' informational resources in making judgments and decisions.

Manuscripts should be sent as e-mail attachments to **J. Frank Yates, Associate Editor, Journal of Behavioral Decision Making, Department of Psychology, University of Michigan, 525 East University Avenue, Ann Arbor, MI 48109-1109, USA, jfyates@umich.edu.** Manuscripts should conform to the specifications described in the "Guidelines for Authors" in the journal and accompanied by a cover letter indicating a desire for consideration.

For further information, please contact the guest editors, Janet Sniezek (jsniezek@uiuc.edu) or Margaret Neale (Neale_Margaret@gsb.stanford.edu), or the associate editor, J. Frank Yates.

2003 IPMAAC Innovations in Assessment Award

The International Personnel Management Association Assessment Council (IPMAAC) is pleased to announce its 2003 Innovations in Assessment Award. This award recognizes an individual or team of individuals for the development and application of an innovative personnel assessment tool or procedure. The award is open to any individual or group of employees in the personnel assessment field responsible for developing and applying an innovative assessment tool or procedure within recent years. You need not be a member of IPMAAC to submit a nomination. Nominations are due on **March 7, 2003.**

The Innovations in Assessment Award will be presented formally at the upcoming IPMAAC Conference, which will be held in Baltimore, MD June 23–25, 2003. The winner will receive an engraved plaque to commemorate their accomplishment and a waiver of the conference registration fee for one person. In addition, award recipient(s) will be invited to share their innovation with IPMAAC members during a highlighted presentation at the conference and in an article for IPMAAC's newsletter, the *Assessment Council News.*

Please visit IPMAAC's Web site at **www.ipmaac.org** to download a nomination form and to obtain instructions for submitting nominations for the award. For additional information contact **Martin Anderson** by phone at **(860) 713-5042** or e-mail **martin.anderson@po.state.ct.us.**

Work, Stress, and Health: New Challenges in a Changing Workplace

March 20–22, 2003
Continuing Education Workshops on March 19, 2003
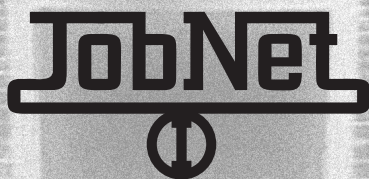Sheraton Hotel, Toronto, Ontario, Canada

The American Psychological Association (APA), the National Institute for Occupational Safety and Health (NIOSH), and the School of Business, Queen's University, will convene the fifth interdisciplinary conference on occupational stress and health. The conference, Work, Stress, and Health: New Challenges in a Changing Workplace, will be held at the Sheraton Hotel, Toronto, Ontario, Canada, on March 20–22, 2003, with Continuing Education Workshops on March 19, 2003.

We invite researchers, medical, and psychological health practitioners from all disciplines who are involved in research and/or practice in occupational health psychology to attend this timely conference which will feature interactive poster presentations, papers, symposia, and workshops on new research findings, policy, and prevention/intervention programs that address 16 major themes: New Work Contracts; Organizational Policies and Work Redesign; Hours of Work; Psychosocial Factors and Health; Work, Family, and Community; Physical Safety at Work; Flexible Work Processes;

Advances in Research Methodologies; Bridging From Research to Practice; Best Practices; Special Populations in the Workforce; Prevention and Intervention; Disability and Disability Management; Mass Disaster and Terrorism; Legal Issues; and Training in Occupational Health Psychology.

Requests for registration and information to **Wesley B. Baker, Conference Coordinator, American Psychological Association, 750 First Street, NE Washington, DC 20002-4242. Tel: 202-336-6033, Fax: 202-336-6117, E-mail: wbaker@apa.org.**

Advance registration (before January 15, 2003): $285 (attendees and presenters), $165 students; Late/On-Site registration: $335 (attendees and presenters), $200 students. To register online, please visit our Web site: http://www.apa.org/pi/work/wsh5.

United States Postal Service

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Full Name	Complete Mailing Address
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☒ Has Not Changed During Preceding 12 Months
☐ Has Changed During Preceding 12 Months *(Publisher must submit explanation of change with this statement)*

13. Publication Title	14. Issue Date for Circulation Data Below
The Industrial Organizational Psychologist TIP	October 2001, January 2002, April 2002, July 2002

15. Extent and Nature of Circulation		Average No. Copies Each Issue During Preceding 12 Months	No. Copies of Single Issue Published Nearest to Filing Date
a. Total Number of Copies *(Net press run)*		6,694	6,825
b. Paid and/or Requested Circulation	(1) Paid/Requested Outside-County Mail Subscriptions Stated on Form 3541. *(Include advertiser's proof and exchange copies)*	5,681	6,264
	(2) Paid In-County Subscriptions Stated on Form 3541 *(Include advertiser's proof and exchange copies)*		
	(3) Sales Through Dealers and Carriers, Street Vendors, Counter Sales, and Other Non-USPS Paid Distribution		
	(4) Other Classes Mailed Through the USPS	757	417
c. Total Paid and/or Requested Circulation *[Sum of 15b. (1), (2),(3),and (4)]* ▶		6,438	6,681
d. Free Distribution by Mail *(Samples, complimentary, and other free)*	(1) Outside-County as Stated on Form 3541		
	(2) In-County as Stated on Form 3541		
	(3) Other Classes Mailed Through the USPS	2	3
e. Free Distribution Outside the Mail *(Carriers or other means)*		30	25
f. Total Free Distribution *(Sum of 15d. and 15e.)* ▶		32	28
g. Total Distribution *(Sum of 15c. and 15f)* ▶		6,470	6,709
h. Copies not Distributed		224	116
i. Total *(Sum of 15g. and h.)* ▶		6,694	6,825
j. Percent Paid and/or Requested Circulation *(15c. divided by 15g. times 100)*		99%	99%

16. Publication of Statement of Ownership
☒ Publication required. Will be printed in the ___January 2003___ issue of this publication. ☐ Publication not required.

17. Signature and Title of Editor, Publisher, Business Manager, or Owner

Lee Hakel

Date: September 30, 2002

I certify that all information furnished on this form is true and complete. I understand that anyone who furnishes false or misleading information on this form or who omits material or information requested on the form may be subject to criminal sanctions (including fines and imprisonment) and/or civil sanctions (including civil penalties).