Training Maintenance Employees

Comments by Tom Ramsay

We have heard from many of our clients that the mean age of their maintenance workers is in the 50's and they will lose 50% of their maintenance force over the next five years.

Many companies have eliminated apprentice training programs as a means of cost reduction. This approach works in the short term but can create severe problems in the longer term.

One of our clients has initiated a training program which consists of two years of training in high school, two years of training in a technical school, and two years of training at the client's equipment manufacturing plant.

Our client uses our knowledge and skills tests for several trades at the beginning of the process. Those who meet the standards on the paper-and-pencil test are then slotted into the apprentice training program. In this way the company gets skilled craft workers in a shorter period.

In a follow-up conversation with the Manager of Training we learned that the graduates of this program were replacing those who had completed a time-based program on a 2-for-3 basis. This is, two competency-based craft workers could replace three time-based workers. The employing departments are delighted with the capabilities of their new workers.

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The Industrial-Organizational Psychologist Vol. 40/No. 4 April, 2003

FEATURED ARTICLES

A Message from Your President
Ann Marie Ryan

Value Differences Between Scientists and Practitioners:
A Survey of SIOP Members
Margaret E. Brooks, Eyal Grauer, Erin E. Thornbury, and Scott Highhouse

The Scientist-Practitioner Gap: Present Status and Potential Utility of Alternative Article Formats
Terry Halfhill and Joseph Huff

I-Os Making an Impact: TSA Transportation Security Screener Skill Standards, Selection System, and Hiring Process
Elizabeth Kolmstetter

University of Michigans Admissions Challenged by Bush Justice Department
James C. Sharf

Editorial Departments

From the Editor: A Gathering of Scientist-Practitioners
Debra A. Major

On the Legal Front:
The Administrations Position on Gratz and Grutter: Too Many Inconsistencies
Art Gutman

The Career Column: The Mid to Late Career Stage
Lynn A. McFarland

A Matter of Difference: Accounts of Inclusion (and Exclusion)
Bernardo M. Ferdman

On the Horizon:
Surfin USA: Using Your Work Computer for Personal Reasons
Wendi Everton, Paul Mastrangelo, and Jeff Jolton

Spotlight on Local I-O Organizations:
GIOP: St. Louis Gateway to I-O Psychology
Vicki M. Staebler Tardino and Richard C. Nemanick, Jr.

Education and Training in I-O Psychology:
The Instructors Guide for Introducing I-O Psychology: An Introduction and a Request
Todd Harris

TIP-TOPics for Students
Nancy Yanchus, Marcus Butts, and Eyal Grauer

The High Society: From Modifiers to Prefixes
Paul M. Muchinsky

News and Reports
CE Credit Opportunities at SIOP
Deborah Ford, Joan Glaman, and Mort McPhail

SIOP Small Grant Program
David A. Hofmann

Call for Nominations and Entries 2004 Awards for the Society for Industrial and Organizational Psychology

Secretarys Report
Georgia T. Chao

The APA Convention Story: A Study in Organizational Change
William C. Howell

2003 APA Convention Programming on OrganizationsCluster B
Rosemary Hays-Thomas

Planning for TorontoSIOPs Program at APA
MaryBeth Mongillo

The Ethical Practice of I-O Psychology
Deirdre J. Knapp

2003 APS Convention
Michael D. Coovert

SIOP Members in the News
Clif Boutelle

Announcing New SIOP Members
Michele E. A. Jayne

IOTAS
Debra A. Major and Rebekah Cardenas

OBITUARIES

CONFERENCES AND MEETINGS

CALLS AND ANNOUNCEMENTS

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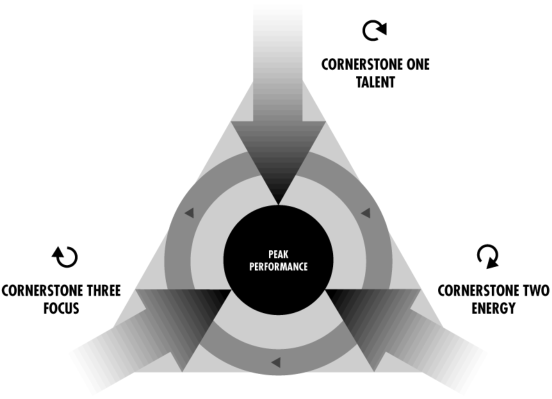
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A MESSAGE FROM YOUR PRESIDENT

Ann Marie Ryan

As the saying goes, "Time flies when you're having fun." This year as SIOP president has flown by, and it has been fun. The fun comes from so many wonderful people working so hard to make SIOP an even better organization. My personal thanks go to all the SIOP committee chairs and members and officers who have spent the last year working on various projects and objectives, attempting to do tremendous things for the organization with a limited budget. Thanks to **Heather Fox, Dianne Maranto, Fritz Drasgow, Karen Paul, Kalen Pieper, Laura Koppes, Mike Brannick, Kecia Thomas, Leaetta Hough, Irv Goldstein, Paul Thayer, Andy Vinchur, Michele Jayne, Neal Schmitt, Karen Barbera, Dick Jeanneret, Mort McPhail, Mark Schmit, Ed Salas, MaryBeth Mongillo, Mike Coovert, Don Truxillo, Tim Judge, Jeff McHenry, Peter Scontrino, Debbie Major,** and **Lise Saari,** and to all their committee members for all the hard work. Thanks to **Mike Burke, Georgia Chao, John Cornwell, Katherine Klein, Bob Dipboye, Janet Barnes-Farrell, Kevin Murphy, Jim Farr, Angelo DeNisi, Lois Tetrick, Nancy Tippins,** and especially B**ill Macey,** for providing leadership to the organization.

By the time you get this issue of *TIP* the conference will be upon us. This year, at the suggestion of member **Karla Stuebing,** we have decided to give to the community we are visiting, Orlando, by contributing books to the local Head Start program. We ask that all of you bring a children's book to a drop-off box at registration. The age level for the desired books is 3–5 years, and you may bring gently used books as well as new ones. Books in Spanish as well as English are welcome. FSD Data Services has kindly volunteered to make sure these books get distributed to the local Head Start.

One other note about the conference: At times members express concern that some of the sessions are not presentations of state-of-the-art practice or science but commercials for particular products or firms. The program committee does its best in screening submissions, and we have clear instructions regarding the commercialization of presentations. While it is natural for presenters to refer to their firms and to specific products in making a presentation, none of us need sit through a blatant sales pitch. To curb this behavior, I ask you to do your part—publicly sanction presenters who cross the line between presenting information regarding new directions in practice and selling their own products. Without audience feedback that this won't be tolerated, individuals won't change their behavior.

The International Subcommittee, part of the Professional Practice Committee, has proposed a new award to be given to researchers who make significant cross-cultural research contributions to our field. They have put forward an outstanding proposal that has been well received by the SIOP Executive Committee. Now the hard part—where do we get the funds to ensure that this award can be granted annually? I would like to take this opportunity to ask you the membership for ideas on how to raise these funds. Please feel free to contact Mark Schmit (mschmit@gantzwiley.com), **Sharon Arad** (arad2@msn.com), or me with your thoughts. There are many great initiatives that SIOP might be able to pursue with funding—this one stands out for me as and important one to fund as it provides an opportunity to better connect SIOP with the international I-O psychology community.

Finally, in a recent e-mail, the Executive Committee asked you to reflect on our name and who we are. I ask that you continue that dialogue during the conference. It provides a perfect conversation-starter with someone you don't know and gives you a chance to find out what is held in common among everyone attending. I look forward to seeing you at the conference and hearing your thoughts.

congratulations

..to the newly elected SIOP officers (2003–2004)

Fritz Drasgow – President-Elect
Dianna Stone – Financial Officer
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A Gathering of Scientist-Practitioners

Debra A. Major
Old Dominion University

As we prepare to gather in Orlando for the annual SIOP conference, I find myself reflecting on scientists, practitioners, and scientist-practitioners. Try as I might, I'm having a great deal of difficulty coming up with SIOP members I feel comfortable sorting squarely into the first two categories. I don't think it's because my exposure to the field is limited. In fact, I can give you examples of members employed in a number of different contexts, including academia, research firms, the government, private industry, consulting firms, and so on. No, the difficulty is that everyone I can think of seems to be a scientist-practitioner. Among those working in academia, the ones most likely to be classified as scientists, it's a challenge to come up with someone who does not care about the applied value of his or her work, not to mention the academicians who literally practice through their own consulting work. Likewise, it's nearly impossible to come up with someone working in industry or a consulting firm who does not rely heavily upon their scientific training regularly. Yes, I admit that I did once hear an academician say, "Practical application is not a necessity in I-O; research for the sake of science is a sufficient goal." I also have to confess that I've heard a practitioner say, "I never use anything I learned in graduate school. Science is irrelevant in the real world." But both of these examples are the rarest of exceptions.

In this issue of *TIP* you'll find two articles that discuss differences between scientists and practitioners. They're interesting, and I encourage you to read them both. However, as you read them I'd also like for you consider what we have in common as I-O psychologists, regardless of primary employment setting. I hope too that as you enjoy the SIOP conference, you'll think more about the science and practice that bring us all together, and less about the things that separate us. Finally, please consider what you can personally do to make the conference a rewarding and inclusive experience for yourself and others. Take a look at **Bernardo Ferdman's A Matter of Difference** column in this issue for specific ideas about how to promote inclusion.

Speaking of diversity and inclusion, this issue of *TIP* brings you up to date on the Justice Department's challenge to the University of Michigan's admissions policies. (See **James Sharf's** article for an overview of the case.) **Art Gutman's On the Legal Front** column provides an analysis of events to date and offers a preview of what's likely to happen next.

An Opportunity to Contribute

As described in **Ann Marie Ryan's** presidential column and **Georgia Chao's Secretary's Report,** this year we have the opportunity to contribute to the community we're visiting for the SIOP conference. The plan is to donate books to the Orlando-area Head Start program. Please bring a new or gently used book appropriate for children 3–5 years old and drop it off at the SIOP registration desk. Books written in English and Spanish are welcome. A special thanks to FSD Data Services for volunteering to make sure the books are distributed to the Head Start program.

SIOP Working for You

No doubt, putting on the annual conference is one of the biggest and best things that SIOP does for us, but I'd like to draw your attention to a few of the other benefits SIOP offers that are discussed in this issue of *TIP.* As described in the **Education and Training** column by **Todd Harris,** SIOP's Web site offers a multiple-module instructor's guide for introducing I-O psychology. This is a terrific teaching resource. SIOP also sponsors a small grant program, described in this issue by **David Hofmann.** Finally, this year at the SIOP conference you can earn some of your CE credits simply by attending certain SIOP sessions on the regular program. You'll find details in the piece by **Deborah Ford, Joan Glaman,** and **Mort McPhail.**

Departures and Arrivals

Four times a year, *TIP* is brought to you courtesy of your fellow SIOP members who volunteer their time to provide the content. This issue marks the last contribution for three of our regular writers. **Marcus Butts, Eyal Grauer,** and **Nancy Yanchus** have come to the end of their 2-year term as **TIP-TOPics** student columnists. Their contributions have been timely and insightful, providing a valuable service to our student members. It has been a pleasure working with the three of you. Best of luck in all you do!

This issue will also be the last for my graduate research assistant, **Rebekah Cardenas.** Rebekah has been invaluable in helping me meet *TIP* publication deadlines by editing drafts, proofing final copy, and cowriting **IOTAS.** Thanks so much for all your hard work! My new research assistant, Lisa Germano, has graciously agreed to come on board beginning with the July issue.

After a brief hiatus, *TIP* is once again offering a **Careers Column.** I am thrilled to have **Lynn McFarland** on board as the regular careers columnist. Lynn plans to cover an array of career issues relevant to I-O psychologists across early, middle, and late career stages. Don't miss her debut column in this issue.

What's in this issue of TIP for me?

No doubt, there's something in this issue of *TIP* just for you! Below is a brief guide to help you find what you need:

For Everyone

7 SIOP President Ann Marie Ryan's Message
17 Scientist and Practitioner Value Differences
25 Scientist and Practitioner Publication Rates
49 *Gratz* and *Grutter*: The U of M Admissions Cases
60 Analysis of *Gratz* and *Grutter*
73 I-Os in Mid to Late Career
81 Inclusion at SIOP
96 Local I-O Organization: GIOP
120 Humor in Prefixes
169 SIOP Newsmakers
173 New SIOP Members
178 IOTAS
180 Obituaries: Ray Katzell
182 Conferences and Meetings
185 Calls and Announcements

Perspectives on Practice

39 I-O's Role in Selecting Security Screeners
90 Personal Use of Computers at Work

For Students and Educators

102 I-O Instructor's Guide
106 TIP-TOPics for Students

SIOP Initiatives

123 CE Credit at SIOP
127 Small Grants
132 SIOP Award Nominations
149 Secretary's Report

APA & APS

152 Change at the APA Convention
158 2003 APA Cluster Programming
160 2003 SIOP Program at APA
164 New APA Ethics Code
166 2003 APS Convention

The Principles for the Validation and Use of Personnel Selection Procedures, 4th edition, is currently under review by APA. The review will be completed by the end of 2003, and perhaps as soon as this summer.

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Value Differences Between Scientists and Practitioners: A Survey of SIOP Members

Margaret E. Brooks, Eyal Grauer,
Erin E. Thornbury, and Scott Highhouse
Bowling Green State University

The scientist-practitioner model emphasizes the importance of integrating science and practice in a meaningful way. Treatments of the science-practice gap inevitably include a discussion of the differences between research and practical application and the difficulty inherent in assimilating these two diverse goals. Murphy and Saal (1990) suggested that even if we do begin to do a better job balancing research and applied goals, it is realistic to expect that there will still be few people who weigh these goals equally. Instead, it is likely that most I-O psychologists would primarily be concerned with either research or practice, with only a secondary concern for the other piece of the model. Anderson, Herriot, and Hodgkinson (2001) observed that those on both sides of the science-practice gap in I-O psychology hold stereotypes of one another. Researchers are seen as interested only in methodology at the expense of anything relevant to the real world, whereas practitioners are seen as proponents of fads, ignoring all theoretical evidence. Although most realize that these stereotypes are extreme and are not wholly accurate conceptualizations of either area, the idea that differences exist between those preferring to focus on research and those primarily interested in practical application seems to be an implicit assumption in the science-practice dialogue. Because we have no empirical evidence to support this assumption, the present study investigated differences in work values and workplace characteristics of people in academic versus applied jobs in the field of I-O psychology.

Although those doing research and applied work in psychology share the common title of "I-O Psychologist," scientists and practitioners clearly play distinct roles. Research is the main focus of academics, whereas "most nonacademic I-O psychologists are not actively engaged in research or research publication" (Murphy & Saal, 1990, p. 51). These authors speculated that people are drawn to either research or practice roles based in part on individual differences in values. That scientists and practitioners perform different activities suggests that those entering the field could benefit not only from understanding value differences between people who choose academic and applied careers but also from understanding what needs the two different career paths fulfill. We compiled a list of values for which we expected scientists and practitioners in I-O psychology to differ. In addition, we examined whether there were differences between research and applied jobs in the degree to which they fulfilled employees' needs. If there are, indeed, notable differences between science and practice, it would be useful for those responsible for training I-O doctoral candidates to consider this information and share it with doctoral candidates deciding among career options.

Based upon our own intuition, along with the armchair speculation of others, we expected that scientists and practitioners would differ on the following values: *autonomy, structure, affiliation, science,* and *money.* As for autonomy, academic freedom is a crucial part of research within a university. The academic setting is characterized by little monitoring and academic independence (Anderson et al., 2001). One might expect that people drawn to academic careers would place a higher value on autonomy than those drawn to applied careers. Because research is a large part of most academic jobs, and is, by nature, a relatively unstructured activity, we predicted that those who chose an academic career would value structure less than those who chose an applied career. Moreover, applied jobs are often characterized as being deadline driven and requiring high accountability. Thus, people drawn to this work environment may place greater value on structure than those drawn to academic environments. With regard to affiliation, there seems to be less of a premium placed on social and interpersonal skills in academics. Anderson and his colleagues suggested that in order to begin to close the research/practice gap, academics need to develop "key social and political skills" (Anderson et al., 2001, p. 408). Indeed, the stereotype of the socially inept intellectual hiding in the ivory tower is alive and well, and the autonomy inherent in academic jobs would seem to attract those who prefer to work alone. We anticipated, therefore, that practitioners would value affiliation to a greater extent than would academics.

McIntyre (1990) suggested that one of the biggest differences between academics and practitioners is their beliefs about science:

> What science views as the critical element to its existence—adherence to the scientific method—is a frivolous and esoteric concern to the workplace….science's strategy for answering these questions—based on data collection, data analysis, and cautious conclusions—are perceived in the workplace as "irrelevant" (p. 28).

Academics are expected to place a higher value on science for science's sake than are practitioners. Finally, we expected to find differences in the extent to which academics and practitioners valued money. According to the most recent SIOP salary study, those in an applied setting had significantly higher median salaries than those in academic settings ($100,000 versus $73,000; Katkowski & Medsker, 2001). In addition, in his discussion of the "pure practitioner" in I-O psychology, McIntyre (1990) noted that the "pure practitioner" in I-O may have a stronger inclination to increase monetary wealth. Graduate students contemplating academic versus applied careers often point to money as a deciding factor in their career choice. As such, we expected that those who place a higher value on money would be more attracted to applied careers than those who find money a less important life concern.

We also expected differences in the extent to which the academic setting and the applied setting fulfill certain needs for I-O psychologists. Although the concept of needs was once widely employed in the psychological research literature, the dramatic shift toward cognitive theories, beginning in the 1960s, led to the repudiation of the need construct. In recent years, however, there has been a resurgence of interest in needs, corresponding with the increased attention being given to hedonics or well-being in the psychological literature. Research by Ryan and Deci (2000) has uncovered three universal needs: *competence, relatedness,* and *autonomy*. The universality of these needs has been demonstrated in research analyzing participants' descriptions of "most satisfying events" (Sheldon, Elliot, Kim, & Kasser, 2001), and life history reports (Bauer & McAdams, 2000). Another goal of this study, therefore, was to examine the degree to which academic and applied careers satisfied these "Big Three" needs.

Method

Participants were I-O psychologists with doctoral degrees. Our sample was based on the SIOP membership roster from 2000. In December 2001, we mailed a questionnaire to all people listed in the SIOP database as active SIOP members or SIOP Fellows in the United States. Of the 1,481 surveys mailed out to SIOP members, 619 usable surveys were returned. Seven surveys were returned unopened due to address changes, giving a response rate of 42%. Of the respondents, 395 (64%) were male, and 223 (36%) were female. For our analyses, we combined academics in psychology departments and management departments into one "academic" category and combined practitioners in consulting firms and industry into one "applied" group. The small number of people who reported government or "other" as their principal employer were excluded from these analyses. Of the remaining 590 respondents, 229 (39%) were academics and 361 (61%) were practitioners.

The authors developed items for each of the values and needs discussed below, drawing from existing measures. Items were aggregated, and a consensus on best items was reached; for the sake of brevity, each value or need was measured using the best two or three items. There were three components to our survey: values, workplace characteristics, and demographics. Two items measuring job and career satisfaction were also included. Participants were instructed to respond to each value item and each workplace characteristic item on a 5-point scale ranging from 1 *(strongly disagree)* to 5 *(strongly agree).*

Values

Affiliation, science, autonomy, money, structure, and feedback were each measured. Cronbach's alpha levels ranged from .56 to .75. (See Table 1 for sample items and reliability levels). A principal components factor analysis with varimax rotation yielded 7 factors; two factors (i.e., need for feedback and need for structure) cross-loaded and were placed into a single composite factor (labeled need for structure).

Workplace Characteristics

We assembled 3-item scales for each of the following: work efficacy (e.g., "My work makes me feel competent."), autonomy at work (e.g., "I feel that I am free to do things my own way at work."), and work relationships ("I feel close and connected to other people at work."). These were conceptually based on competence, relatedness, and autonomy needs (Ryan and Deci, 2000). Items for these scales were adapted from Sheldon et al. (2001). Cronbach's alpha reliability levels ranged from .69 to .87.

Table 1

Sample Values Items

Construct	Sample item	Items	Reliability (Alpha)
Affiliation	I derive a lot of satisfaction from interacting with others.	2	.63
Structure	It is important that I have consistent responsibilities and daily activities.	5	.67
Science	It is important for organizations that scientists continue engaging in basic psychological research.	3	.56
Autonomy	I prefer to set my own agenda, without much input from others.	3	.69
Money	Salary is an important consideration when choosing one's work.	3	.75

Results

Using a Bonferroni correction, we obtained a significance value of .002. Thus, all reported significant differences have p values of less than .002. There were no significant differences between academics and practitioners in satisfaction with career path (academic or practitioner) or satisfaction with current job. Consistent with our predictions, significant differences were found between academics and practitioners for all self-reported personal values (see Figure 1). Practitioners ($M = 4.09$) scored higher on affiliation than academics, ($M = 3.77$), $t(587) = .95$, $d = .42$. Practitioners ($M = 3.51$) valued financial compensation significantly more than academics ($M = 3.10$), $t(585) = 6.10$, $d = .52$, and practitioners ($M = 3.33$) also reported a higher need for structure than their academic counterparts ($M = 3.14$), $t(582) = 3.67$, $d = .31$. Academics

(*M* = 4.38) reported a higher need for autonomy than did practitioners, (*M* = 4.01), *t*(585) = 6.92, *d* = .59, and academics (*M* = 4.21) valued science to a greater degree than did practitioners (*M* = 3.84), *t*(586) = 5.94, *d* = .50.

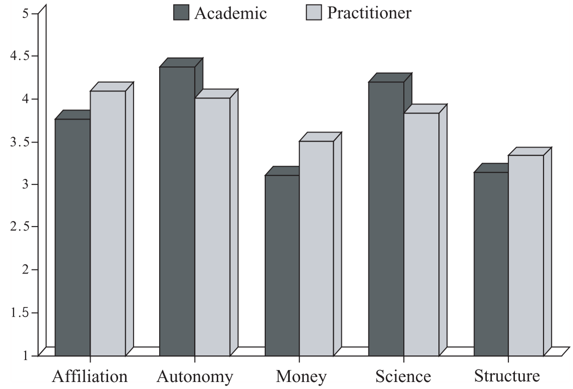

Figure 1. Personal Values of Academics Versus Practitioners

Significant scientist-practitioner differences were also observed for fulfillment of values in the workplace (see Figure 2). Practitioners (*M* = 3.65) reported more fulfilling interpersonal relationships with coworkers than did academics (*M* = 3.41), *t*(585) = 3.11, *d* = .26. Academics (*M* = 4.43) reported a higher level of autonomy in the workplace than did practitioners (*M* = 4.24), *t*(587) = 3.19, *d* = .27. There was no significant difference in efficacy scores between academics and practitioners.

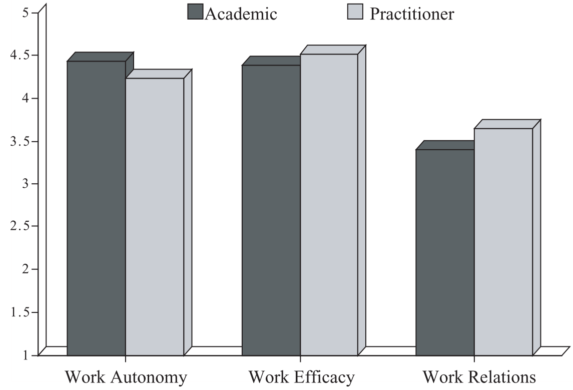

Figure 2. Reported Work Need Fulfillment for Academics Versus Practitioners

Discussion

Our results suggest that there are, indeed, work value differences between those in academic and applied settings within I-O psychology. Consistent with our predictions, academics place a higher value on autonomy and scientific research, and practitioners place a higher value on affiliation, money, and a structured work environment. In addition to these value differences, there are differences in the extent to which academic and applied jobs fulfilled the "Big Three" needs (i.e., competence, autonomy, and relatedness). Specifically, academics experienced more autonomy on the job and felt a greater sense of competence than practitioners. Practitioners felt that their jobs fulfilled their need for interpersonal relationships and connections with coworkers to a greater degree than did academics.

Our findings support Murphy and Saal's (1990) concern about the challenges of truly adopting the scientist-practitioner model. These authors caution that "it is unrealistic to expect that all members (or even a large majority) of a particular subfield will actively pursue both science and practice roles" and that many of the contexts in which psychologists work do not even encourage both science and practice. Murphy and Saal suggested that, given this reality, "it may be a good thing that relatively few psychologists share values that emphasize both roles." Too much should not be made of these differences, however, as the relative rank ordering of these values is not dramatically different between the two groups. For example, although scientists value science more than practitioners, and practitioners value money more than scientists, both groups value science more than they value money.

Because science and practice are associated with different values and needs, different people should be attracted to and satisfied with each of these two career paths. We encourage those in the field to consider scientist-practitioner differences and how we might use our knowledge when collaborating and integrating the two branches of I-O psychology. In addition, these findings might be used to guide graduate students in I-O toward a career compatible with their needs and values. To this end, a promising future direction for research would be to develop and validate a measure of values that could be used for the vocational guidance of prospective I-O psychologists.

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The Scientist-Practitioner Gap: Present Status and Potential Utility of Alternative Article Formats

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Most of us are familiar with the Dunnette (1990) handbook chapter regarding the mix of science and practice in I-O psychology. For a recent generation of I-O professionals, this was our introduction to the scientist-practitioner gap. While in graduate school we were as interested in the gap as we were in retirement plans and hair-replacement techniques. Although we knew that they were important issues, and that they would sooner or later affect us, they just didn't impact our daily lives. Now, just a few short years out of graduate school, TIAA-CREF, Propecia™, and "bridging the gap" have become regular lunch-hour conversation pieces.

A number of sources (Brice & Waung, 2001; Campion, Adams, Morrison, Spool, Tornow, Wijting, 1986; DeMeuse, 1987; Dunnette, 1990; Hyatt, Cropanzano, Finfer, Levy, Ruddy, Vandaveer, & Walker 1997, Klimoski, 1992; Sackett, Callahan, DeMeuse, Ford, Kozlowski, 1986) provide anecdotal and empirical arguments that the gap exists. Although the gap may be caused by a number of factors, two of the more salient reasons include misalignment of reward systems and in general, short-term goals taking precedence over long-term goals (Dunnette, 1990). These factors result in a lack of collaboration and low publication rates by practitioners.

To expand our search, we sought recent studies of the gap in I-O psychology but found that most focused on other applied disciplines, namely clinical, counseling, and school psychology. Two relevant discussions came from *TIP* publications. Hyatt et al. (1997) provided an overview of the scientist-practitioner gap, based on a panel discussion presented at the 1997 SIOP conference. They offered four categories of perceptual evidence of the gap: (a) research produced by academics is of little value to practitioners, and academics feel that research from practitioners is too "messy," (b) sessions are attended by either academics or practitioners—there is not a lot of overlap, (c) differences in professional issues (e.g., licensure, standards, and accreditation), and (d) SIOP presidential addresses continue to call for a reduction in the gap.

More recently, Brice and Waung (2001) presented data that support their hypothesis that the gap has actually decreased over the past 10 years. They examined participation in SIOP conference program sessions from 2 years, 1988 and 1999, and coded each year for proportion of collaborative efforts

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We wish to thank **Lindsay Smith, Sandra Alexander,** and **Michelle Barnett** for help with data collection. We give special thanks to **Nancy Tippins** and **James Smither** for their comments on practitioner-related issues. We also wish to acknowledge **Debra Major** and three anonymous reviewers for their insightful comments and edits.

between academics and practitioners. The collaboration rate in 1988 was approximately 18.48% while it significantly increased to 31.75% in 1999 ($X^2_{(2)} = 6.65$, $p < .05$). Based upon these and other data, Brice and Waung (2001) concluded that the gap might be narrowing.

Although we would like to concur with Brice and Waung (2001), we are skeptical about generalizing their results beyond the SIOP conference. First, as acknowledged by the authors, the composition of our field may have changed between 1988 and 1999. If practitioners comprise a larger percentage of our field (or of SIOP membership), then this composition change may actually be driving the results. Although a tenable explanation, this composition change hypothesis cannot be tested because SIOP membership composition data are unavailable.[1] Second, the selection of 2 years of conference programs may be insufficient to conclude that a change has occurred. We cannot be certain that a large degree of variability does not exist between conference programs for any given 2 years. Finally, conference composition may not constitute a representative sample of SIOP as a whole. It is possible that the subsample of academics is better represented at the conference than the subsample of practitioners. Brice and Waung (2001) have done an excellent job of characterizing practitioner activity at the annual SIOP conference; however, this activity may not manifest itself in the form of refereed publication. In other words, if you do not attend specific conference presentations, you may never be exposed to that material.

In addition to the above data, we wanted to directly ask a sample of current SIOP members whether they perceived that (a) a gap exists between science and practice in the field of I-O psychology, (b) whether or not the gap is growing, and (c) if they thought adequate reward systems were in place to encourage practitioners to submit scholarly research for publication. The final question was intended to explore Dunnette's (1990) proposition that inadequate reward systems were a primary source of the publication rate differences between academicians and practitioners.

To address these and other issues, we conducted a Web-based survey targeted specifically at SIOP members, excluding SIOP Student Affiliates. We randomly selected 15 pages from the SIOP (2002–2003) membership directory to generate an e-mail list. The link to our survey was distributed electronically to a total of 644 SIOP members, of which 115 completed and submitted a survey for a response rate of 18 %.[2] All survey responses were assessed on a five-point rating scale, from 1 (*strongly disagree*) to 5 (*strongly agree*).

Surveyed SIOP members agree that a gap exists between the science and practice of our field ($M = 3.92$). However, practitioners ($M = 4.12$) perceive

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[1] Personal communication with Lee Hakel, 10-10-2002.

[2] Almost 30 e-mails were returned immediately with out-of-office responses. Approximately the same number of invalid e-mail addresses were returned.

Table 1

SIOP Member Perceptions of the Scientist-Practitioner Gap Presented by Primary Employment Setting

	Employment setting								
Survey item	Applied/practice			Academia			Combined sample		
	N	Mean	*SD*	*N*	Mean	*SD*	*N*	Mean	*SD*
A gap exists between science and practice	78	4.12**	0.97	35	3.49	1.09	113	3.92	1.04
No reward systems for practitioners to publish	78	3.91	1.14	35	4.06	1.28	113	3.96	1.18
The gap is growing	78	3.82	1.14	35	3.46	1.34	113	3.71	1.21

Notes. Higher mean scores indicate stronger agreement.

** $p < .01$—Academic and practitioner responses were significantly different for this variable.

that the gap is significantly more pronounced than do academics ($M = 3.49$, $t(111) = 3.07$, $p < .01$). Academics and practitioners uniformly agree that reward structures are insufficient to motivate practitioners to submit scholarly work for publication ($M = 3.96$). SIOP members seem less certain, although they generally agree, that the scientist-practitioner gap is growing ($M = 3.71$). Based upon these data, we believe the gap is still perceived to exist, and that one contributing factor is reward systems. Perceptual evidence of a growing gap appears less certain.

In summary, a gap between the science and practice of I-O psychology has been said to exist. Both anecdotal and perceptual evidence support this notion. Based on available evidence, it is less clear whether the gap is growing, or possibly narrowing in specific situations (e.g., the SIOP annual conference). Clearly needed are additional data beyond perceptions and conference proceedings.

Publication Rates

Thus far we have discussed perceptual support and conference data. An additional source of data involves the analysis of publication rates. Dunnette (1990) reviewed several previously published studies that focused on publication rates by practitioners and academics through 1985 (Campion et al, 1986; DeMeuse, 1987; Sackett et al., 1986). These three articles found that academics are publishing the vast majority of articles in the top journals of our field.

To continue this work, we summarized publication patterns from 1985 to the present. We examined the last 17 years (1986–2002) of the *Journal of Applied Psychology (JAP)* and *Personnel Psychology (PPSYCH)* to see if we could identify any trends associated with a shrinking scientist-practitioner gap. We chose to examine these two journals for three reasons. First, the three aforementioned articles (Campion et al, 1986; DeMeuse, 1987; Sackett et al., 1986) examined publication rates in these journals. Second, *JAP* and *PPSYCH* are rated as the top two journals in our field (Zickar & Highhouse, 2001). Finally, these two journals represent the most I-O centric publications, in comparison to *Academy of Management Journal (AMJ)* and *Academy of Management Review (AMR),* which are shared with business professionals, and *Organizational Behavior and Human Decision Processes (OBHDP),* which also includes social and cognitive psychological research.

Using methods similar to Brice and Waung (2001), we coded the overall number of articles published, the proportion of authors that were academicians and practitioners, and the number and proportion of articles that were a result of collaborative efforts between academicians and practitioners. Results are summarized in Tables 2 and 3.

For *JAP*, we found that both the number and proportion of applied authors was low and relatively consistent across the 17 years examined. Practitioners ranged between 2% and 16% of contributors, with an average contribution

Table 2

Journal of Applied Psychology Content Examined by Author Type During 1986–2002

Publication year	Total # of articles	# of Academic authors[1]	# of Applied authors[2]	Total # of authors[3]	% Academic authors[1]	% Applied authors[2]	# of Collaborative articles[4]	% of Total articles that are collaborative
2002	74	211	8	219	96	4	7	9
2001	115	278	16	294	95	5	11	10
2000	84	207	17	224	92	8	11	13
1999	81	197	4	201	98	2	4	5
1998	82	201	18	219	92	8	15	18
1997	79	200	8	208	96	4	4	5
1996	71	168	12	180	93	7	5	7
1995	59	155	8	163	95	5	5	8
1994	103	233	35	268	87	13	11	11
1993	98	214	25	239	90	10	13	13
1992	87	199	28	227	88	12	15	17
1991	88	206	20	226	91	9	8	9
1990	68	157	24	181	87	13	9	13
1989	102	248	20	268	93	7	10	10
1988	95	173	33	206	84	16	16	17
1987	92	183	10	193	95	5	7	8
1986	96	205	10	215	95	5	6	6
Sum	**1,400**	**3,224**	**288**	**3,512**	**N/A**	**N/A**	**150**	**N/A**
Mean[5]	**88**	**202**	**18**	**220**	**92**	**8**	**9**	**11**

Notes. 1 = Authors from academic work settings only; 2 = Authors were from applied work settings only; 3 = Authors were from both academic and applied work settings; 4 = Number of articles that include authors from both academic and applied work settings; 5 = Means are calculated for 1988 to 2001 only, due to incomplete data for 2002.

Table 3

Personnel Psychology Content Examined by Author Type During 1986–2002

Publication Year	Total # of articles	# of Academic authors^{1}	# of Applied authors^{2}	Total # of authors^{3}	%Academic authors^{1}	% Applied authors^{2}	# of Practitioner's forum articles	# of Collaborative articles^{4}	% of Total articles that are collaborative
2002	16	45	3	48	94	6	1A^{1}, 1C^{2}	2	13
2001	22	61	17	78	78	22	1A, 2C, 1P^{3}	4	18
2000	26	62	20	82	76	24	2 C, 2P	6	23
1999	24	57	15	72	79	21	2A, 1C, 1P	5	21
1998	34	63	19	82	77	23	N/A	13	38
1997	33	58	12	70	83	17	N/A	7	21
1996	28	55	16	71	77	23	N/A	10	36
1995	32	62	12	74	84	16	N/A	8	25
1994	32	65	8	73	89	11	N/A	6	19
1993	31	65	5	70	93	7	N/A	6	20
1992	27	61	3	64	95	5	N/A	5	19
1991	24	39	10	49	80	20	N/A	2	8
1990	31	49	46	95	52	48	N/A	7	23
1989	19	36	6	42	86	14	N/A	3	16
1988	31	59	11	70	84	16	N/A	1	3
1987	31	61	6	67	91	9	N/A	3	10
1986	31	53	16	69	77	23	N/A	8	26
Sum	**456**	**906**	**222**	**1,128**	**N/A**	**N/A**	**14**	**94**	**N/A**
Mean^{5}	**29**	**57**	**14**	**71**	**81**	**19**	**4**	**6**	**20**

Notes. 1 = Authors from academic work settings only; 2 = Authors were from both academic and applied work settings; 3 = Authors were from applied work settings only; 4 = Number of articles that include authors from both academic and applied work settings; 5 = Means are calculated for 1988 to 2001 only, due to incomplete data for 2002.

rate of 8%. Collaboration between academics and practitioners was also low and relatively consistent. The proportion of collaborative articles to all articles ranged between 5% and 18%, with a mean proportion of 11%. These data describing the publication patterns in *JAP* seem to support the contention that although collaboration may be increasing at the SIOP annual conference (Brice & Waung, 2001), collaborative publication patterns are not necessarily increasing.

In *PPSYCH*, it also appears that the number and proportion of applied authors is relatively low, yet was more variable than *JAP*. The proportion of applied authors ranged between 5% and 48%, with an average of 19%. Likewise, the proportion of collaborative articles ranged from 3% to 38%, with an average of 20%. Interestingly, the proportion of applied authors and collaborative articles were roughly 10% higher in *PPSYCH* than *JAP*. We initially expected that the increase in practitioner participation in *PPSYCH* was due to the inclusion of the "Scientist-Practitioner's Forum" section, but the data in Table 3 do not support this proposition. There was no substantial increase in the proportions of applied authors or collaborative articles since implementation of the "Scientist-Practitioner's Forum." Additionally, there does not appear to be an increasing trend in either publication rates for practitioners or increased collaboration. Again, based upon these publication data, the scientist-practitioner gap does not seem to be shrinking.

In summary, it appears that academicians dominate the pages of our two top-tier journals, and few collaborative efforts are published. Not much has changed over the years. In 1965 practitioners represented 34% of the authors in *JAP* and *PPSYCH* combined, and just 12% of the authors in 1985 (Dunnette, 1990, Table 4, p.9). The data presented in Tables 2 and 3 indicate that the combined average for the last 17 years is only 11%! These data do not indicate that number of applied authors have markedly increased or decreased during the past 17 years. That is, even though our field is composed of roughly 70% practitioners and 30% academicians,[3] author affiliations are roughly 20% and 80% in *PPSYCH*, and 10% and 90% *JAP*. We see no significant increasing trends of collaboration in these two journals.

What Can Be Done?

Dunnette (1990) and Hyatt et al. (1997) suggest a number of possible solutions for closing the scientist-practitioner gap. Many of these proposed solutions are quite comprehensive and will require a great deal of effort and support to accomplish. One solution seldom addressed is the use of a journal or journals to help increase communication and the dissemination of applied research. This seems somewhat peculiar, since the largest gap between academics and practitioners appears to be present in the journals themselves.

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[3] Based on surveys sent to a random sample of more than 1,500, nonstudent, SIOP members in July and August 2002.

Practitioners frequently present findings at the annual SIOP conference (Brice & Waung, 2001), yet little of this information is published (Campion et al, 1986; Sackett et al., 1986). So the question remains, how do we increase practitioner publication rates? Since 1999, *PPSYCH* has included the scientist-practitioner forum section to address practical issues. However, as presented in Table 3, practitioner publication rates do not seem to have significantly increased over the past 4 years. Likewise, **Sheldon Zedeck,** the incoming editor of *JAP*, has recently proposed changes in article format. He announced that the journal would become more representative of the field by including qualitative articles (e.g., case studies), and theoretical/conceptual pieces (Zedeck, 2002).

We believe that this proposed format change for *JAP* could significantly increase publication rates among practitioners. Although traditionally unlikely to prepare and submit manuscripts, practitioners represent approximately 70% of our field or about 2,500 SIOP members—excluding students. This is a large base of possible authors, capable of generating a large number of manuscripts. If each practitioner submitted one article every 5 years, that would approach 500 per year (not factoring growth)! Conversations with fellow SIOP members also revealed that a possible contributing factor to the lack of submissions by practitioners may be due to article format and that format changes may encourage submissions. We propose that variability in journal article format may be correlated with the number of manuscripts a journal receives.

To address this proposition we asked SIOP members about the perceived usefulness of seven traditional and nontraditional article formats, and how likely they were to submit articles of a given type. The seven formats presented include:

1. Traditional Empirical Article (e.g., introduction, methods, results, discussion)
2. Traditional Qualitative Literature Review
3. Traditional Quantitative Literature Review (e.g., meta-analysis)
4. Case Study (e.g., statement of the problem, viable solutions, implementation barriers, how were implementation barriers overcome/addressed, how were results measured, what was learned?)
5. Roundtable Forum (e.g., several content experts share theory/practice regarding an applied topic)
6. Debate/Position Papers (e.g., two or more people with divergent views/experience regarding an applied topic, rejoinders and discussant opinions will be encouraged)
7. Field Review/Best Practices Section—This format emphasizes knowledge gained from field experience on topics that may be new or have little published research to draw from. This type of article should direct researchers to study important applied topics.

Table 4

SIOP Member Perceptions of the Practicality of Seven Possible Article Formats

		Article format						
Employment setting		Traditional empirical article	Theoretical review	Meta-analysis	Case study	Round table	Debate	Field review/ best practices
Applied/practice	Mean	2.61*	3.38	2.88*	4.25*	4.24*	3.93	4.53*
	N	80	79	78	80	80	80	80
	SD	1.01	1.03	1.25	.92	.80	1.02	.71
Academia	Mean	3.49	3.54	3.67	3.83	3.60	3.80	3.94
	N	35	35	33	35	35	35	35
	SD	1.22	1.20	.99	1.18	1.17	1.05	1.11
Total	Mean	2.88	3.43	3.12	4.12	4.04	3.89	4.35
	N	115	114	111	115	115	115	115
	SD	1.15	1.08	1.23	1.02	.97	1.02	.89

Note. * Practicality ratings between academics and practitioners for these article formats were significantly different.

Of the seven article formats presented, the traditional empirical article was rated least practical by both academics and practitioners (*M* = 2.88), while both groups rated the field review/best practices format highest (*M* = 4.35). Case studies ranked second by both (*M* = 4.12), followed by roundtable for practitioners (*M* = 4.24) and debate for academicians (*M* = 3.80). Academics and practitioners differed significantly on 5 of the 7 formats regarding practical value. Academics demonstrate little variability across formats (means range from 3.49 to 3.94) while practitioners show much more variability (means range from 2.61 to 4.53).

Table 5 presents data reviewing the likelihood of article submission across the seven proposed formats. Results are clearly split by employment setting; significant differences exist between academics and practitioners for all seven article formats. Academicians report a positive likelihood of submission for the empirical article format only (*M* = 3.91). The other six formats have means below the midpoint (*Ms* = 2.34–2.86). In direct contrast, practitioners say they are more likely to submit case studies (*M* = 3.61), roundtables (*M* = 3.49), debates (*M* = 3.23), and field reviews/best practices (*M* = 3.77). Practitioners are also highly unlikely to submit traditional empirical articles (*M* = 2.21), theoretical reviews (*M* = 2.21), or meta-analyses (*M* = 1.76). Interestingly, neither reports a high likelihood of submission for theoretical or meta-analytic reviews (combined *Ms* = 2.37 and 2.10, respectively)

In summary, we believe the results help clarify practitioner publication rates in two ways. First, as consumers of published research, they don't personally view the three traditional formats as having much utility. Second, practitioners also indicate they are much less likely to submit manuscripts in traditional formats. Considering that our top journals primarily publish in these traditional formats, it's not surprising to find that they are dominated by academics (see Tables 2 and 3). If we are to take the results of this survey seriously, then we find that practitioners are much more likely to utilize and submit articles based on alternative formats. This supports our notion that alternative article formats may impact the number of manuscripts received and/or published by a journal.

Summary and Conclusions

We provide additional data that a scientist-practitioner gap exists, based upon archival and perceptual evidence. No observable progress has been made to close the gap, at least since 1985, as practitioner publication rates in our top two journals remained near 11%. This is in contrast to the 1964 estimate of 34% (Dunnette, 1990). Collaboration rates are similar to practitioner publication rates (13%); also indicating no observable progress has been made to close the gap. Unlike academicians who perceive little difference in practicality across article formats, practitioners make more distinctions among the formats. Practitioners see less value in the traditional article for-

Table 5

SIOP Member Perceptions of the Likelihood That They Would Submit an Article of Seven Possible Formats

Employment setting		Article format						
		Traditional empirical article	Theoretical review	Meta-analysis	Case study	Round-table	Debate	Field review/ best practices
Applied/practice	Mean	2.21*	2.21*	1.76*	3.61*	3.49*	3.23*	3.77*
	N	78	78	78	77	79	78	79
	SD	1.10	1.02	.82	.91	.96	1.12	.96
Academia	Mean	3.91	2.74	2.86	2.62	2.34	2.66	2.71
	N	35	34	35	34	35	35	34
	SD	1.01	1.19	1.09	1.30	1.06	1.00	1.29
Total	Mean	2.73	2.37	2.10	3.31	3.14	3.05	3.45
	N	113	112	113	111	114	113	113
	SD	1.33	1.10	1.04	1.13	1.12	1.11	1.17

Note. * Likelihood of submission ratings between academics and practitioners for these article formats were significantly different.

mat than alternative article formats. In addition they report a greater likelihood to submit scholarly work in a nontraditional format, whereas academicians prefer to submit in the traditional formats.

Limitations

There are at least four major limitations associated with this article. Our survey data is weak due to small sample sizes and low response rates. Second, the examination of only two journals limits our ability to generalize the publication rate findings beyond *JAP* and *PPSYCH*. However, DeMeuse (1987) reports that *AMR, AMJ,* and *OBHDP* have similar practitioner publication rates. Third, this paper examined published articles only, not what was actually submitted for publication. Finally, survey content included limited perceptual data on the causes and possible solutions to the gap.

Future Directions

Future work on the scientist-practitioner gap should focus on several issues raised in this article. First, we feel that more survey work is needed, specifically that which includes a larger sample size, and targets more specific causes and solutions associated with the gap. Second, several questions associated with our data should be explored, such as, Why do academics prefer traditional article formats? Why do practitioners make distinctions between the practicality of different article formats, while academics do not? To what extent are these and other differences related to underlying reward systems?

A more comprehensive examination of publication patterns should explore all of the relevant I-O journals and code for practitioner publication and collaboration rates. The examination of additional variables might provide interesting data. For example, order of authorship and/or data source might reveal interesting findings. It will also be interesting to track *JAP* over the upcoming years to assess the effects of proposed format changes on publication patterns. A more complete analysis of conference activity should examine all of the SIOP conference programs for practitioner attendance, presentation, and the degree of collaboration with academicians for the last 17 years.

In addition, there is another side of the scientist-practitioner issue that remains unexplored. Our field has focused on the question of whether practitioners participate in the dissemination of their applied research. The overlooked question is whether and/or to what extent do academicians participate in the applied arena? Future endeavors should examine both sides of the issue.

Finally, we propose the organization of a session at the SIOP 2004 conference to identify additional solutions and possible ways to enact them. Session membership should include a representative panel of educators (MA and PhD), journal editors, and consultants/practitioners.

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I-O's Making an Impact: TSA Transportation Security Screener Skill Standards, Selection System, and Hiring Process

Elizabeth Kolmstetter
Transportation Security Administration

"On November 19, 2001, the President signed into law the Aviation and Transportation Security Act (ATSA), which among other things established a new Transportation Security Administration (TSA) within the Department of Transportation. This Act established a series of challenging but critically important milestones toward achieving a secure air travel system."

From "Securing the Homeland, Strengthening a Nation" by President George W. Bush.

Background

In response to the terrorist attacks on 9/11, Congress and the president enacted the Aviation and Transportation Security Act (ATSA, Public Law 107-71). In addition to creating the new Transportation Security Administration (unprecedented since WWII), the Act mandates that this new agency federalizes 429 airports in the United States. This included many specific requirements related to air travel and airport security, including specific skill requirements for a new workforce of screeners. This was the beginning of a history-making selection effort unlike any this country has ever seen—one that required personal dedication, sacrifice, persistence, assistance, creativity, and teamwork. Not only was this a new job with new standards, but a brand new federal agency had to recruit, hire, and train an entire workforce in mere months.

The *mission* of TSA is to protect the nation's transportation systems to ensure freedom of movement for people and commerce. The *vision* of TSA and its employees is to continuously set the standard for excellence in transportation security through its people, processes, and technologies. No small task for a brand-new agency born from the occurrences of unthinkable acts of terrorism against the United States on September 11, 2001.

First, an agency was born. TSA grew from a small group of government detailees, consultants, executives on loan from the private sector, and a group of dedicated TSA employees brought over from other law enforcement agencies. In January 2002, the TSA had fewer than 50 employees total; in April 2002, the TSA had about 300 employees at headquarters and 1,500 screeners; and in November 2002, the TSA had approximately 1,000 employees at headquarters and 50,000 screeners across the country.

At the same time as the agency was being created, the security screener selection program was being developed. At first, the TSA operated with many "Go-Teams" who would envision, brainstorm, research, and finally recommend various methods and programs to meet the requirements of ATSA. "Go-Team 31" of detailees and consultants would ultimately develop the screener qualifications and hiring program. The ATSA requires that the screening of individuals and property in the United States commercial airports be conducted by TSA employees and companies under contract with TSA. ATSA further requires enhanced qualifications, training, and testing of all individuals who perform screening functions. As passed, the law had a tremendous impact on existing and future security personnel by drastically increasing their scope of work, training, and certification.

The National Skill Standards Board (NSSB) Defines the Skill Standards

An exciting aspect of this whole initiative was the use of the NSSB's skill standards development methodology, rather than just traditional job analyses methods. The intent of Congress was clear: The TSA was to define airport security screening in a new way in order to ensure a "skilled" workforce through appropriate selection, training, salary and benefits, performance management, and certification. Using a traditional, confirmatory job analysis method (e.g., surveying incumbents) would NOT have been sufficient or appropriate. Incumbent contract screeners worked for numerous private screening companies, airports, airlines, security firms, and other organizations. These screeners were paid minimum wage, had no defined skill standards, had no standardized or formal testing process, were offered very little formal training, required no ongoing skills proficiency demonstration (e.g., certification), had extremely high turnover, and were generally in "unskilled" positions. The TSA had a different vision, and Congressional mandate, for this new job: The TSA screeners would be a skilled workforce, with specific standards at entry and throughout their career (e.g., annual certification), provided ongoing training and development, and compensated appropriately.

The Go-Team 31 engaged the services of the NSSB in January 2002 to design and develop a comprehensive system to identify, validate, train, measure, and certify the skills and abilities of airport security screeners. The NSSB was chosen for this critical endeavor because of its technical expertise, established skill standards framework, and proven record of developing industry skill standards for use in the development of certifications and curriculum for training and educational purposes. The NSSB was well situated to "translate" the skill requirements of the ATSA into measurable knowledge, skills, abilities, and aptitudes with set standards. The NSSB performed a number of tasks including conducting job analysis research and establishing the screener skill standards, evaluating technical proposals for system implementation, identifying assessments, ensuring validation of the screener selection program, and providing ongoing expert advice. The NSSB skill standards framework and taxonomy were well suited for this effort due to the focus on high-performance organizations and the premise that work is dynamic, not static. Based in best practices from industrial psychology and human resources, the model defines skill standards that are forward looking and allows for continuous development and responsiveness to change (e.g., new technology, economic changes, security threat changes). Developing rigorous skill standards is the key to effective and impact-laden workforce initiatives. The NSSB methodology reflects the premise that we are operating in an evolving world of work that continues to require new and different knowledge, skills, and abilities.

Elizabeth Kolmstetter, who was the senior director at the NSSB at the time, was the project director for the entire effort. Kolmstetter engaged the expert services of **Debby Gebhardt** (Human Performance Systems), **James Sharf** (Sharf and Associates), Allison Black-McIver (BMC and Associates), and **Paul Squires** (Applied Knowledge and Skills), among others. **Ann Quigley,** at the NSSB, was also instrumental in not only the screener selection effort, but also many other selection and workforce development projects with TSA. Both Kolmstetter and Quigley later joined TSA on a full-time basis and continue to lead the effort from within TSA.

Joint planning between TSA and the NSSB team was essential for successful completion of the project in an efficient manner and within the timeline mandated by Congress. Project implementation and administration issues were addressed during this early phase of the project and continued throughout the project. A detailed and dynamic project work plan was crafted with the input of all key decision makers. In addition, planning for the implementation process was addressed in the initial stage of the project to ensure that the evaluation procedures could be implemented upon completion of the assessment identification and standards phase of the project. This initial planning for the project work and its implementation enabled the NSSB team and TSA to identify the final implementation strategy and provided for immediate execution of the plan at the completion of key milestones.

The study of ATSA and a future-oriented job analysis was completed (with barely any incumbents for specific reasons) in less than 3 weeks. This included a literature search of many FAA, GSA, and other related studies, "thought leader" interviews and SME meetings, checkpoint observation and physical requirements measurements, study of the TSA training program, and a panel of 15 I-O psychologist experts to complete the "leveling" exercise for complexity and criticality of competencies against the work requirements. Job information was gathered from materials and documents such as prior job analyses, job descriptions, training materials, performance appraisals, current selection requirements, and benchmarking material from national and international sources. Critical information regarding the changing nature of the security screening work and the vision of the future workforce were collected through "thought leader" interviews, group discussions, and meetings with many subject matter experts and relevant consultants. These data supplemented the requirements specified in the *ATSA*. In addition, several site visits to airports were made early on to ensure that any other issues related to the project requirements and plan were identified and addressed immediately.

The NSSB uses a common framework to organize the development and use of skill standards so that occupational needs can be compared across industries (for more information visit www.nssb.org). Skill standards are made up of two parts: *work*- and *worker*-oriented components.

- The *work*-oriented component describes what needs to be done on the job and how well. Taken as a whole, the work-oriented components tell us what workers need to do on the job to perform competently.
- The *worker*-oriented component describes the knowledge and skills an individual needs to possess in order to perform the identified work competently.

In short, skill standards describe what excellent on-the-job performance requires and what it takes to get there. Skill standards offer the latest vision in workforce excellence and a way to organize work so that incumbents, supervisors, applicants, educators, trainers, industry leaders, employment placement personnel, and the general public all understand what work requires. Further, skill standards create the foundation for a fully integrated human resources system—to be used in recruiting, testing, hiring, training, performance appraisal, and certification.

The skill standards developed for TSA require airport security screeners to assume greater responsibility for their work performance, to use advanced skills and technologies, to perform all screening functions (e.g., mandatory rotation), and play a larger role in meeting customer and security needs. By clearly describing the new role for these workers, skill standards are now helping airports, law enforcement experts, and airport security screeners make the transition to the new world of high-performance work.

This information was used to create the ***work*-oriented framework.** That included identifying the major work components:

1. Critical Work Functions (CWF)—The major components of the work that security screeners would need to perform under the new requirements. The CWFs serve as the building blocks for the development of all other aspects of the skill standards.

2. Key Activities (KA)—The major duties or tasks involved in security screeners carrying out a critical work function. Most critical work functions can be described by three to six key activities.

3. Performance Indicators (PI)—Information on how to determine when a security screener is performing each key activity competently. Performance indicators are a more complete picture of what competent performance looks like, and they provide an important starting place for measuring performance.

What emerged from this study was the definition of a new Transportation Security Screener job with five mandatory rotational stations and the following critical work functions:

- Control entry and exit points
- Perform security screening of persons
- Perform security screening of property and baggage
- Continuously improve security screening processes
- Continuously improve own performance through training and development

Within each of the five critical work functions there are 23 key activities (4 or 5 for each CWF) and 119 performance indicators (4 to 7 for each key activity).

Once the work-oriented information was identified, the team identified the important ***worker*-oriented** (i.e., knowledge and skills) information. The knowledge and skills were broken down into three categories:

1. Academic—Knowledge and skills associated with the academic disciplines of reading, writing, mathematics, and science.

2. Employability—Applied knowledge and skills used to perform effectively across a broad range of occupations, such as listening, speaking, and problem solving. While the NSSB framework includes 13 such knowledge and skills, additional employability elements such as stress tolerance, integrity/honesty, and initiative/motivation were added to meet the unique environmental needs of this occupation.

3. Occupational and Technical—The specific technical and occupational knowledge and skills needed for work, such as skill in using an x-ray machine, knowledge of security protocols, or knowledge of security procedures.

After these components of work were established, the worker-oriented knowledge and skills were rated and "leveled." In summary, the critical knowledge and skills included visual observation, English (speaking, listening, reading, writing), maintaining command posture, stress tolerance, ability to learn, using social skills (customer service skills), making decisions and judgments, gathering and analyzing information, self and career development, using information and communications technology, analyzing and solving problems, and adaptability. In addition, a number of occupational and technical knowledge and skills emerged to include physical requirements (e.g., physical coordination, stamina, strength, manual dexterity) and medical requirements (e.g., near and far vision, color perception, aural acuity, orthopedic/joint function/joint mobility) skills in special search methods, knowledge of safety policies and procedures, professional integrity, knowledge and skills in specific equipment and tools. Once the overall skills and knowledge were defined and linked to the work requirements, an additional step was taken to further define the academic and employability knowledge and skills. It was important to define not only which knowledge and skills are needed, but also the *complexity* level for each element. Therefore, the NSSB further identified how *critical* a skill is to the work and how *much* skill is needed to perform work competently in an effort to further refine the requirements for work.

In concert with the skill standards development, Kolmstetter built in an organized and concerted effort to review all issues related to *access, diversity,* and *civil rights* regarding the requirements of ATSA and the hiring of a new screener workforce. She worked with NSSB's director for Access, Diversity, and Civil Rights, Allison Black-McIver (BMC and Associates), to develop and implement a plan to systematically review, gather input from stakeholders, and build in methods to improve diversity, create fairness throughout the system, and ensure full and equal access to the new jobs. Black-McIver convened an extension of the NSSB's Access, Diversity, and Civil Rights (ADCR) Consortium, so that this project had the benefit of input from nationally recognized experts to ensure consideration was given to all issues related to historically disenfranchised populations as required by federal law and professional standards. The Consortium was a collective of multidisciplinary staff and outside experts who work together to address relevant issues during the development and deployment of the national system of skill standards, assessments and certification, and related education and training programs. This consortium has received numerous accolades as a result of its ability to troubleshoot, pose relevant questions, offer workable solutions, provide ongoing expert advice, and serve as a constant resource to the many partners in the national system. At the time this was being developed, TSA was just beginning to hire in-house legal counsel. Many of the recommendations made by this consortium were implemented during the development of the skill standards, selection system, and hiring program. The results from this consortium continue to be utilized along with the skill standards to inform numerous other workforce systems under development at TSA.

The Screener Selection System is Developed

Once the skill standards were developed, the project moved to the assessment portion of the work. The next phase of this project was to award a contract for the implementation of the selection and hiring system, as well as TSA HR services. The NSSB and its consultants lost no time in reviewing the contractor's off-the-shelf assessments, along with others available from the FAA for security screening work. All available validation evidence was documented (for transportability purposes). A content linkage was performed between the assessments and skill standards and a predictive criterion validation study set up. NSSB worked closely with TSA and its contractor to develop an interim assessment and selection system for immediate implementation. These assessments were piloted at three sites across the country in an effort to begin the screening process for new airport security personnel. Following the pilots, the data on the skill standards, assessments, and hiring process were again reviewed for evidence of validity and fairness, along with enhancements needed to ensure clear instructions, ease of administration, and standardization.

The selection system is a multiple-hurdle process. Applicants first complete an online IVR application/questionnaire and are evaluated against the minimum qualifications (e.g., U.S. citizen, high school diploma, GED, or one year specialized experience). Based on particular preferences and hiring rules (e.g., veterans' preference, contract screeners' preference), eligible applicants are invited to a day-long assessment process which includes:

Phase I (approximately 48% pass rate):

- an assessment orientation and forms completion
- a computerized test battery (3.5 hours) for various competencies (e.g., Integrity, Work Ethic, Customer Service Orientation), English proficiency skills (e.g., Reading, Writing, Listening), screener technical aptitudes (e.g., visual observation of x-ray images—a test utilizing signal detection theory—and mental rotation), and supervisory skills scored only for supervisory screener applicants

Phase II (approximately 86% pass rate):

- a structured interview
- a physical abilities test (e.g., luggage lift and luggage search)
- a medical evaluation (e.g., near/far/color vision, hearing, orthopedic assessment, cardiovascular, hypertension), including a drug urinalysis test

Phase III (final hiring stage)

- a security check (fingerprint, photo, background investigation)
- hiring offer (e.g., salary, training dates, uniform fitting, orientation)

The Results

Vacancies opened for the first screeners on March 8, 2002. The first screener applicants were tested on March 18, 2002 in three assessment centers across the United States (Los Angeles, Chicago, and Memphis). Approximately 1,300 screeners were hired during that first week of testing. The first federal passenger screeners were deployed April 30th to Baltimore/Washington International Airport, which served as the prototype for other rollouts that began June 28th. By September, TSA had held 84 job fairs in various cities from coast to coast, processed more than 1.5 million applications for screener positions, and hired over 26,600 screeners. By November 19, 2002, the TSA had processed over 1.8 million applications, tested about 340,000 applicants, and hired about 50,000 screeners (with another 50,000 applicants in the ready pool for continuous hiring) to meet the congressionally mandated deadline that TSA assume responsibility for passenger screening at the nation's 429 commercial airports. An additional 9,000 screeners were hired in December to help meet the checked baggage screening deadline of December 31, 2002. Women make up 38% of the screener workforce and ethnic minorities made up 44% of this workforce. With a workforce of federal screeners of over 58,000, the TSA's workforce is more than the FBI, Customs Service, and Secret Service combined.

History indeed has been made. The TSA implemented a valid process through which applicants could be processed for a federal screener position in just 2 days (with security contingencies). The public response has been very positive regarding the federal screening workforce and checkpoint screening. In his statement on September 10, 2002 before the Senate Commerce, Science, and Transportation Committee, United States Senate, Admiral James Loy, Under Secretary of Transportation for Security, stated:

> We are building a world-class agency from scratch, assuming new federal functions and implementing our responsibilities under stringent deadlines, and we are doing so in the glare of the public spotlight. This is highlighted by the series of articles that appear in the press throughout the country virtually every day. I am proud of our performance so far and of the dedication of our employees and contractors.

The psychologists, contractors, consultants, and employees associated with this undertaking gave "150% effort" every minute of every day in order to accomplish "the impossible." This can only be described as a success of sheer determination and commitment by everyone involved—and a dedication to the American public and this country. But, this effort is just the beginning…TSA will be the largest agency within the Department of Homeland Security when it joins the new agency in March 2003. There is still much to study and improve in the workforce development arena for security screeners. Many initiatives are now underway, such as to "fine tune" the security rotational design, implement and enhance occupational safety devices and methods, improve shift-work scheduling, define and evaluate fitness for duty, provide performance feedback to employees and supervisors, provide ongoing training, pilot test new methods of security enhancement, deploy new technologies to enhance work operations, evaluate screener/screening customer service, study screener attrition and retention, and begin to transport what has been learned through this effort to other transportation security efforts.

Note: This article represents the opinions of the author and does not necessarily represent those of the TSA or federal government. Please do not quote without authorization by the author. Elizabeth Kolmstetter (ekolmstetter@tsa.dot.gov) and a panel of contributors are scheduled to present this work at the SIOP conference in April 2003.

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University of Michigan's Admissions Challenged by Bush Justice Department

James C. Sharf*

Editor's Note: On April 3, 2003, the Supreme Court will hear oral arguments on the University of Michigan's admissions policies for its Law School and its Undergraduate College of Literature, Science, and Art. On January 15, 2003, President Bush expressed his views on these policies in a press conference. The next day, Theodore Olson, the solicitor general, issued Amicus Curiae briefs supporting the president's views. Excerpts from these briefs are presented below for both the Law School (Petitioner Grutter) and the College of Literature, Science, and Art (Petitioners Gratz and Hamacher). These excerpts provide background and context for **Art Gutman's On the Legal Front** column in this issue of *TIP*.

In the Supreme Court of the United States, *Grutter* (petitioner) *v. Bollinger:* Brief for the United States as *amicus curiae* supporting petitioner.

The Department of Justice has significant responsibilities for the enforcement of the Equal Protection Clause of the Fourteenth Amendment in the context of public education, including admission to public colleges and universities, and also has responsibility for enforcement of Title VII of the Civil Rights Act of 1964.

STATEMENT

The Law School at the University of Michigan offers admission to an estimated 1,000 applicants and enrolls approximately 350 students each year. It seeks to admit the most capable students and relies on an index score, which represents a composite of an applicant's score on the Law School Admissions Test (LSAT) and undergraduate grade-point average (GPA), to assess a candidate's qualifications.

In 1992, the full faculty at the Law School adopted its current admissions policy. The policy affirms the Law School's "commitment to racial and ethnic diversity with special reference to the inclusion of students from groups which have been historically discriminated against, like African Americans, Hispanics, and Native Americans," who, without some preference "might not be represented in (the) student body in meaningful numbers." The policy provides that the Law School makes "special efforts" to increase the number of such students because they "are particularly likely to have experiences and perspectives of special importance" and the enrollment of a "critical mass" of

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*jim@jimsharf.com. See also Sharf, J. and Wolf, P. (1998, April). University of Michigan's affirmative action case: A good bet for the Supreme Court. *The Industrial-Organizational Psychologist, 35*(4), 85–88.

such preferred minority students ensures their ability to make "unique contributions to the character of the Law School."[1]

In 1997, petitioner Barbara Grutter, an unsuccessful White applicant to the Law School, brought this action on behalf of a class of similarly situated individuals, challenging the legality of the Law School's race- and ethnic-based admissions program. She alleged that the Law School, in violation of the Equal Protection Clause of the Fourteenth Amendment and Title VI of the Civil Rights Act of 1964 relies on race and ethnicity as "predominant" factors in admissions decisions and factors certain minority groups, giving their members "a significantly greater chance of admittance than students with similar credentials" not subject to the preference.

After a 15-day bench trial, the district court held that the Law School's race- and ethnic-based admissions program violates the Equal Protection Clause of the Fourteenth Amendment and Title VI and enjoined the Law School from using race and ethnicity in its admissions decisions. The court explicitly rejected the Law School's claim that an applicant's race and ethnic status is "merely one factor which is considered among many others in the admissions process." Rather, the court found that there was "mathematically irrefutable proof that race is indeed an enormously important factor" at least to the extent necessary to enroll a "critical mass" of preferred minority students, which "has meant in practice" that the Law School seeks an entering class comprised of approximately 10% to 17% African American, Native American, and Hispanic students, or "roughly equal to the percentage (these preferred groups) constitute of the total applicant pool." The court also found that administrators at the Law School charged with the responsibility of assembling an entering class that matches its numerical target consult daily reports, which classify applicants by race and reflect the number of candidates who have applied, been accepted, been placed on the waiting list, and paid a deposit, for the entire applicant pool, and separately for various racial and ethnic groups.

The district court further ruled that an interest in promoting experiential diversity could not justify the Law School's race- and ethnic-based admissions program since "[t]he connection between race and [diversity of] viewpoint is tenuous, at best." Likewise, the district court ruled that an interest in remedying societal discrimination did not justify the Law School's use of race. In addition, it held that the Law School's race-based admissions policy failed the narrow-tailoring component of strict scrutiny because the Law School imposed "no time limit" for the use of preferences; the policy was functionally "indistinguishable from a straight quota system," since the Law School reserves a minimum percentage of each entering class for preferred minorities so that those seats are "insulated from competition" and "students of all races are not competing against one another" for them; and the Law School failed to give "serious consideration to race-neutral alternatives."

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[1] The Law School's rationale for seeking diversity has not always been consistent. As recently as 1996–97, the Law School stated that it sought diversity to further "the public interest in increasing the number of lawyers from groups which the faculty identifies as significantly under-represented in the legal profession."

The court of appeals sitting en banc reversed in a split (5–4) decision and vacated the district court's injunction barring the Law School from considering race and ethnicity in its admissions decisions. It held that the Law School's interest in enrolling students with a diverse array of experiences and viewpoints is compelling "because Justice Powell's opinion (in *Bakke*) is binding on the court….

As to the narrow tailoring, the court of appeals ruled that the Law School's admissions program is constitutional because it "closely fits" its goals of achieving diversity of viewpoint and experience, considers race merely as a "potential 'plus' factor" among other elements, and is "virtually identical" to the Harvard plan approved by Justices Powell and Brennan in *Bakke*. It rejected the district court's and dissent's view that the Law School's pursuit of a "critical mass" of preferred minorities was the "functional equivalent of a quota" because the Law School "has no fixed goal or target" and a preference will "always produce some percentage range of minority enrollment," which "will always have a bottom, which, of course, can be labeled the minimum." Similarly, the majority rejected petitioners' statistical evidence demonstrating that preferred minorities are admitted with much lower index scores than nonfavored applicants, reasoning that such data is "the logical result" of any race-based admissions program. The court of appeals also refused to second-guess the Law School's judgment about race-neutral alternatives, concluding that courts "are ill-equipped to ascertain which race-neutral alternatives merit…consideration." In addition, it reasoned that even though the Law School's "consideration of race and ethnicity lacks a definite stopping point," its program is nonetheless permissible because diversity, unlike a remedial interest, need not be limited, and the Law School in any event, "intends to consider race and ethnicity…only until it becomes possible to enroll a "critical mass" of underrepresented minority students through race-neutral means."

Judge Boggs filed a dissent in which two judges joined. He concluded that Justice Powell's concurring opinion in *Bakke* lacked precedential effect. Judge Boggs further concluded that the Law School's interest in diversity is not compelling because its "preference [for] race [is] not…a proxy for a unique set of experiences, but… a proxy for race itself." Such diversity is not a compelling interest, he concluded, because it is "poorly defined," has no "logical stopping point," will ultimately result in admissions being "parceled out roughly in proportion to representation in the general population," and "justif[ies] an infinite amount of engineering with respect to every racial, ethnic, and religious class."

Judge Boggs also concluded that the Law School's admissions policy failed the narrow-tailoring component of strict scrutiny. Noting that "it is clear from the Law School's statistics that underrepresented minority students are nearly automatically admitted in zones where…[nonpreferred] students with the same credentials are nearly automatically rejected," he concluded that the magnitude of the preference provided for race and ethnic status was "too large" to be narrowly tailored. He also ruled that the Law School's attempt "to produce a 'critical mass'" is a quota or an actual effort to enroll a "critical number of minority students," because it has admitted between 44 and 47 preferred minority students each year, and has been "more successful at enrolling a precise number of underrepresented minorities than a precise number of total students." In addition, he pointed out that the Law School's claim that a "critical mass" is essential to achieve diversity of viewpoints "seems to depend wholly on the psychological makeup of the people involved," is valid only if all preferred minorities, and no others, are "particularly likely to have experiences and perspectives of special importance," and varies with the specific racial and ethnic group according to its own admissions figures. Finally, Judge Boggs concluded that the admissions program is not narrowly tailored since the Law School's alleged goals of diversity can be more effectively achieved with race-neutral measures that directly focus on unique experiences and viewpoints, rather than race and ethnicity, which are "imperfect prox[ies]" for them.

Judge Gilman also dissented concluding that the Law School's admissions policy was not narrowly tailored because it gives "grossly disproportionate weight" to an applicant's race and ethnicity and "is functionally indistinguishable from a quota."

SUMMARY OF ARGUMENT

Ensuring that public institutions, especially educational institutions, are open and accessible to a broad and diverse array of individuals, including individuals of all races and ethnicities, is an important and entirely legitimate government objective. Measures that ensure diversity, accessibility, and opportunity are important components of government's responsibility to its citizens.

Nothing in the Constitution prevents public universities from achieving these laudable goals because there are a variety of race-neutral alternatives available to achieve the important goals of openness, educational diversity, and ensuring that all students of all races have meaningful access to institutions of higher learning. For example, universities may adopt admissions policies that seek to promote experiential, geographical, political, or economic diversity; modify or discard facially neutral admissions criteria that tend to skew admissions results in a way that denies minorities meaningful access to public institutions; and open educational institutions to the best students from throughout the State or Nation. These are race-neutral policies that have led to racially diverse student bodies. Texas, which has operated without race-based admissions policies since they were invalidated by the Fifth Circuit in 1996, provides a useful example; by attacking the problems of openness and educational diversity directly and focusing on attracting the top graduating students from throughout the State, the Texas program has enhanced opportunity and promoted educational diversity by any measure. Florida and California have adopted similar race-neutral policies with similar results.

In light of these race-neutral alternatives, respondents cannot justify the express consideration of race in their admissions policy. The core commitment of the Equal Protection Clause and this Court's precedents make clear that the government may not resort to race-based policies unless necessary. It may not employ race-based means without considering race-neutral alternatives and employing them if they would prove efficacious.

Not only does the Equal Protection Clause require the government to consider and employ efficacious race-neutral alternatives, but it also demands that any use of race be otherwise carefully calibrated and narrowly tailored. Efforts to use quotas to achieve predetermined levels of racial participation are the very antithesis of such narrow tailoring. However, respondents' admissions policy uses disguised quotas to ensure that each entering class includes a predetermined "critical mass" of certain racial minorities. This Court has repeatedly condemned quotas as unconstitutional, and respondents cannot escape the reach of those cases by pursuing a purportedly flexible, slightly amorphous "critical mass" in lieu of the kind of rigid numerical quotas struck down by the Court in *Bakke*. In practice, respondents' pursuit of a "critical mass" operates no differently than more rigid quotas. Any variations in results from year to year owes more to respondents' inability to predict acceptance rates and total admissions with unfailing accuracy than to any inherent flexibility in the quotas.

Respondents' race-based admission policy also runs afoul of other factors that this Court has identified as revealing a critical lack of narrow tailoring. For example, the Law School's policy contains no limit on the scope or duration of its racial preferences and the Law School's approach to admissions would sanction race-based admissions standards indefinitely. Unlike remedial programs, which by their nature seek to remedy past wrongs and move beyond race-based preference, respondents' pursuit of a critical mass of selected minority students would justify such a policy in perpetuity. Likewise, in part because it operates much like a rigid, numerical quota, respondents' policy imposes unfair and unnecessary burden on innocent third parties. Accordingly, however its objectives are defined, the Law School's race-based admissions policy fails the narrow tailoring requirement of this Court's strict scrutiny analysis.

In the end, this case requires this Court to break no new ground to conclude that respondents' race-based admissions policy is unconstitutional.

This Court has long recognized that the Equal Protection Clause outlaws quotas under any circumstances and forbids the government from employing race-based policies when race-neutral alternatives are available. Those two cardinal principles of equal protection each suffices to invalidate respondents' race-based policy."

Theodore B. Olson
Solicitor General
January 2003

In the Supreme Court of the United States, *Jennifer Gratz and Patrick Hamacher, petitioners, v. Lee Bollinger, et al.*: Brief for the United States and *amicus curiae* supporting petitioner.

STATEMENT

At the time this litigation commenced, the University of Michigan received approximately 13,500 applications for admission to the College of Literature, Science, and Arts and admitted approximately 3,950 students each year. It seeks to admit a racially, ethnically, culturally, and economically mixed student body because it believes that diversity "increase[s] the intellectual vitality of [its] education, scholarship, service, and communal life."

1. During the years relevant to this lawsuit, the University has used two different methods for admissions decisions, both of which rely on race as a significant factor and provide a preference to applicants who are members of "underrepresented minority" groups, including African Americans, Hispanics, and Native Americans. Under both systems, the degree to which race affects "the outcome of admissions decisions varies;" "race is dispositive in the outcome" in some, but not all, cases. The University's consideration of race under both systems has the effect of "admitting virtually every qualified underrepresented minority applicant," or every preferred minority who is deemed "qualified," or believed capable of achieving passing grades at the University, as well as selecting the most qualified nonminority applicants. Both systems also ensure that preferred minority applicants are not automatically rejected regardless of their academic credentials.

a) In 1995, 1996, and 1997, the University utilized guideline tables or grids that reflected a combination of an applicant's adjusted high school grade point average and score on the ACT or SAT college entrance examination in determining whether to admit an applicant. For all 3 years, the University used different grids and admissions criteria for applicants who were members of preferred minority groups as compared to other candidates and set aside a prescribed number of seats in the entering class for the former in order to achieve its numerical target. As a result, the University used more selective and rigorous academic admissions criteria for applicants who were not members of underrepresented minority groups than for those who were. In 1997, the University also automatically added an additional 0.5 to the grade point average of every applicant who was a member of a preferred minority group.

b) In 1998, the University began changing its admissions program. It dispensed with using tables and cells in favor of a point system that determines an applicant's "selection index." An applicant's "selection index" or rank on a 150-point scale generally determines whether he or she is admitted. The new system was not intended to alter the "the substance" of how race and ethnicity [were] considered in admissions." Indeed, the parties agreed, "[t]he difference between the selection index and the grids…has no legal significance."

Under the "selection index" system, which the University still employs, the University awards applicants varying points for a variety of factors in one of three categories: "Test Score, Academic, and Other Factors." Up to 12 points can be awarded under the Test Score category based on the applicant's score on the standardized ACT or SAT examination. Up to 98 points can be awarded under the Academic category based on the applicant's GPA, the category of school attended, and the strength or weakness of the curriculum. And an applicant may receive up to 40 points in the Other Factors category. Up to 20 of those "Other Factors" points can be based on a combination of factors such as geography, alumni relations, and outstanding essay, personal achievement, or leadership and service activity. The remaining 20 "Other Factor" points can be awarded under a "Miscellaneous" heading for socio-economic disadvantage, underrepresented racial/ethnic minority identification or education, athletic scholarship, or discretionary selection by the Provost. The University automatically awards applicants who are members of an "underrepresented racial or ethnic minority group," defined as African American, Hispanic, or Native American, 20 points under this "Miscellaneous" heading.

The Selection Index scale was divided linearly into ranges generally calling for admissions disposition as follows: 100–150 (admit); 95–99 (admit or postpone; 90–94 (postpone or admit); 75–89 (delay or postpone); 74 and below (delay or reject). Counselors reviewing the applications "were generally expected to and generally did conform admissions decisions to the selection index scale and retained some discretion to make departures from the scale after consulting with a supervisor."

c) Beginning in 1999, the University abandoned its policy of reserving a certain number of seats for preferred minority applicants. It also initiated a policy of "flagg[ing]" applicants who "achieved a minimum selection index score" and "possess a quality or characteristic important to the University's composition of its freshman class," which includes membership in a preferred minority group, high class rank, unique life experiences, challenging circumstances, interests or talents, or socioeconomic disadvantage. Applicants who are "flagged" remain in the pool of eligible candidates and receive individualized consideration by the Admissions Review Committee (ARC), regardless of their selection index score. The ARC reviews only "a portion of all of the applications" the University receives, with the "bulk" of admissions decisions being made based solely on selection index scores.

d) Petitioners Jennifer Gratz and Patrick Hamacher are unsuccessful white applicants who resided in Michigan and sought admission to the University of Michigan's College of Literature, Science, and the Arts, in 1995 and 1997, respectively. Ms. Gratz applied with an actual and adjusted high school grade point average of 3.8 and an ACT standardized test score of 25. The University initially "delayed" her admission and then placed her on an extended waiting list and recommended that she "make alternative plans to attend another institution" because it "expect[ed] to take very few students" from that list. As a result, Ms. Gratz enrolled at the University of Michigan at Dearborn and graduated in 1999. The University's admissions guidelines in effect in 1995, called for the acceptance of all underrepresented minority applicants with Ms. Gratz' academic credentials regardless of whether they were in-state or out-of-state candidates.

Mr. Hamacher applied to the University's College of Literature, Science, and the Arts with an actual and adjusted high school grade point average of 3.32 and 3.0, respectively, and an ACT standardized test score of 28. The University initially "postponed" its admissions decision and subsequently rejected his application. Mr. Hamacher attended Michigan State University and graduated in 2001. The University's guidelines in effect in 1997, called for the admission of underrepresented minority applicants with Mr. Hamacher's academic qualifications.

2. In 1997, petitioners filed this class-action suit challenging the legality of the University's race- and ethnic-based admissions policies and sought declarative, injunctive, and monetary relief. They alleged that the University illegally discriminated on the basis of race in violation of the Equal Protection Clause of the Fourteenth Amendment, Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d, 42 U.S.C 1981, and 42 U.S.C. 1983. The parties submitted a "Joint Summary" of Undisputed Facts Regarding Admissions Process" and filed cross-motions for summary judgment.

On December 13, 2000, the district court held that the University's race-based admissions system in existence between 1995 and 1998 violated both the Equal Protection Clause of the Fourteenth Amendment and Title VI and that its current admissions program, initiated in 1999, is lawful. As a result, it denied petitioners' request for injunctive relief permanently barring the University from using an applicant's race or ethnic status in its admissions declarations.

The district court held that the University has a compelling interest in enrolling a student body with diverse experiences and viewpoints. Analyzing the Court's decision in *University of California v. Bakke*, the district court concluded that "there were no clear grounds upon which a majority of the

Court agreed in reaching their respective decisions." Nonetheless, the court ruled that "no Supreme Court decision has explicitly" held that an interest in diversity "can never constitute a compelling state interest, especially in the context of higher education" and thus, "if presented with sufficient evidence regarding the educational benefits that flow from a diverse student body, there is nothing barring…[a] determine[ation] that such benefits are compelling under strict scrutiny analysis." Accordingly, "based upon the record before it, and "solid evidence" that "a racially and ethnically diverse student body produces significant educational benefits," the district court concluded that diversity, in the context of higher education, constitutes a compelling governmental interest.

As to narrow tailoring, the district court separately analyzed the race-based admissions program in existence from 1995 through 1998 and the University's current admissions system and reached different conclusions as to their validity. The court held that the University's current admissions program is properly structured because it only uses race as a "plus" factor by awarding 20 points to the "selection index" of applicants who are members of preferred minority groups and allowing the applications of preferred minorities to be "flagged" based solely on their race for further individualized consideration not available to most applicants. The court relied heavily on its findings that the current admissions policy "does not utilize rigid quotas or seek to admit a predetermined number of minority students," or result in the kind of "dual" or "two-track" system prohibited by Justice Powell in *Bakke*…The court also upheld the University's policy of "flagging" minority applicants to guarantee that they remain eligible for admission and receive an additional round of individualized consideration by the ARC, noting that admissions counselors "are not required to flag every underrepresented minority applicant" and that "flagged" applicants are not protected from competition with the remaining applicant pool. The Court also held that the University could not achieve its interest in diversity through race-neutral means, concluding that "[i]f race were not taken into account, the probability of acceptance for minority applicants would be cut dramatically."

Finally, the district court held that the race-based admissions program in existence between 1995 and 1998 was constitutionally defective. It explained that the University's practice of "protecting" or "reserving" seats for underrepresented minority applicants makes it "clear that the…system operated as the functional equivalent of a quota and therefore, ran afoul of Justice Powell's opinion in *Bakke*." It also pointed out that because the University "used facially different grids and action codes based solely upon an applicant's race" from 1995 through 1997, nonpreferred minorities failed to receive any "individualized counselor review" and were "systematically exclude[d]…from participating in the admissions process based solely on account of their race." In addition, the court explained that the admissions program is defective because an applicant's race was "the only defining factor" for the University's use of different grids and admissions criteria.

3. Both parties appealed. The case was briefed and argued to the Sixth Circuit, sitting en banc. The court of appeals has not issued a decision…

Theodore B. Olson
Solicitor General
January 2003

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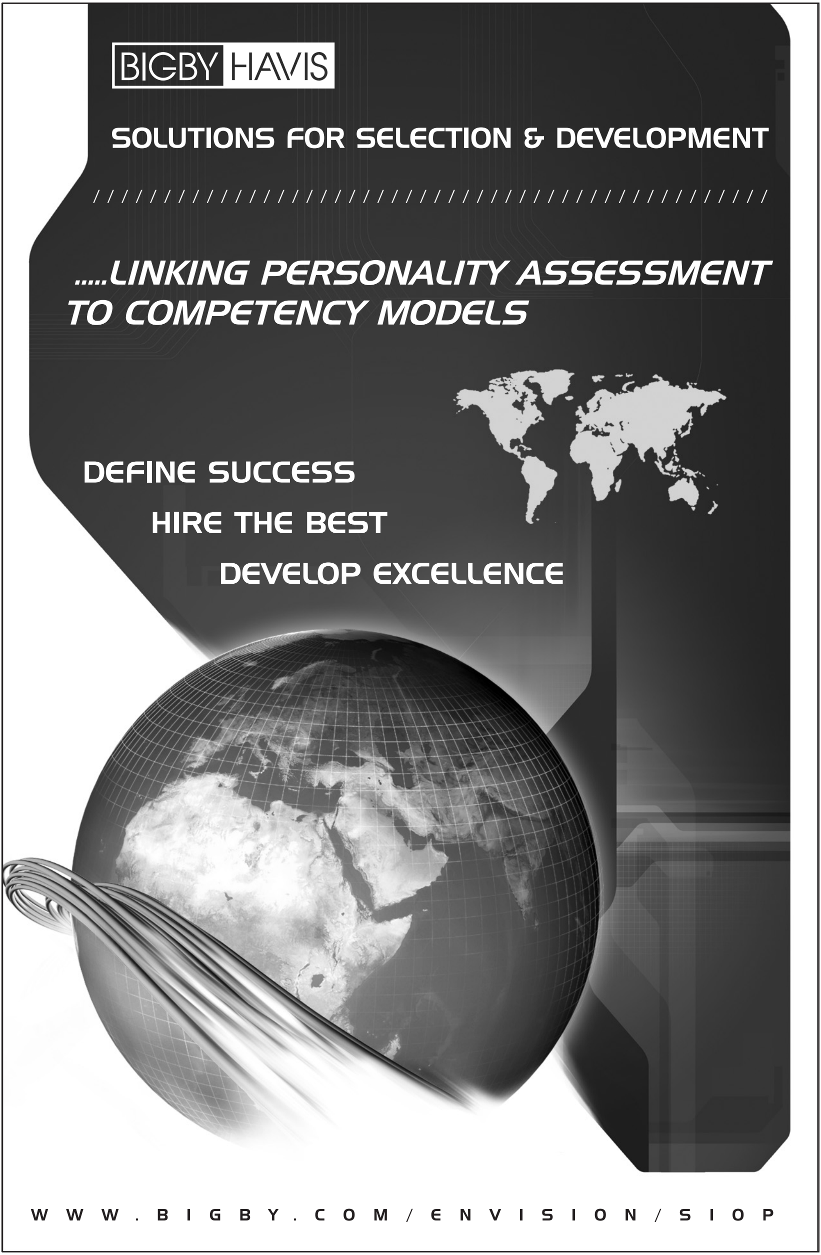
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ON THE LEGAL FRONT

The Administration's Position on *Gratz* and *Grutter*: Too Many Inconsistencies

Art Gutman
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The Supreme Court is set to rule on the University of Michigan's admissions policies for its undergraduate College of Literature, Science and Art (*Gratz v. Bollinger*) and its law school (*Grutter v. Bollinger*).[1] On January 15, 2003 President Bush conducted a press conference on these policies, stating, among other things: "I strongly support diversity of all kinds, including racial diversity in higher education. But the method used by the University of Michigan to achieve this important goal is fundamentally flawed." Shortly thereafter, Theodore Olson, the Solicitor General, issued Amicus Curiae briefs for both *Gratz* and *Grutter* articulating the administration's position. Excerpts from these briefs are presented by Sharf elsewhere in this issue of *TIP*.[2]

The key issue in both cases is whether the admissions policies, which grant special considerations for race and other factors, can pass the *strict scrutiny* analysis. To do so, the university will have to prove two things: (a) that racial diversity serves a *compelling governmental interest,* and (b) that the admission policies at issue are *narrowly tailored* to that interest.

The key Supreme Court ruling on racial diversity remains *Regents v. Bakke (1978).* In recent years, several lower court judges have ruled that *Bakke* is not good law (see for example *Hopwood v. Texas, 1996*). In the October, 2002 issue of *TIP,* I suggested that the *Grutter* case compels a Supreme Court ruling on the status of *Bakke.* However, the administration's argument is (a) leave *Bakke* alone, (b) do not rule on racial diversity as a compelling interest, (c) reject both admissions policies because they are flawed, and (d) keep racial diversity as an important goal to be accomplished via *race neutral* methods. This is a cop-out. For reasons to be discussed below, regardless of whether the Michigan policies are supported or struck down, the

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[1] Oral arguments were scheduled for April 1, 2003 (as this issue of *TIP* was in press) and a ruling is likely in mid-June. Also, additional briefs are likely to be filed on or before February 18, 2003.

[2] To locate all briefs and the respective lower court rulings in *Gratz* and *Grutter,* go to http://supreme.lp.findlaw.com/supreme_court/resources.html. Then, on the Docket page, click April 2003.

Supreme Court needs to clarify the status of *Bakke,* and it needs to provide guidance once and for all on whether racial diversity is a compelling interest within the meaning of the 5th and 14th Amendments.

Is *Regents v. Bakke (1978)* Good Law?

Bakke is the poster child for what is commonly referred to as a "fractured" or "fragmented" ruling. Prior to the *Bakke* ruling, the Supreme Court issued the following guidance for fragmented rulings in *Marks v. U.S. (1977):*

> When a fragmented Court decides a case and no single rationale explaining the result enjoys the assent of five Justices, the holding of the Court may be viewed as that position taken by those Members who concurred in the judgments on the narrowest grounds.

Interestingly, Justice Powell wrote both the *Marks* and *Bakke* rulings.

Allen Bakke sued the University of California at Davis under Title VI and the 14th Amendment. He challenged the medical school's admission policy (the so-called "Davis Plan") because it reserved 16 of 100 seats for minorities. In other words, minorities were eligible for any of 100 seats, whereas Alan Bakke was eligible for any of only 84 seats. Four justices viewed the Davis Plan as an illegal quota under Title VI and saw no reason to decide the 14th Amendment issue (Stevens speaking for Burger, Rehnquist, & Stewart). Four others viewed the Davis Plan as legal under 14th Amendment *moderate scrutiny* rules (Brennan speaking for Blackmun, Marshall, & White). Justice Powell borrowed from each plurality and issued a 14th Amendment *strict scrutiny* ruling.

Borrowing from the Stevens plurality opinion, Powell ruled that the Davis Plan was an illegal racial quota. However, borrowing from the Brennan plurality opinion, Powell also ruled that race may be considered as one of several factors in the selection process, using the so-called "Harvard Plan" to illustrate his point (i.e., a "flexible" plan which treats race as one of many factors, or "plusses").

It is absolutely clear that Powell *himself* endorsed racial diversity as a compelling interest and viewed the Harvard Plan as narrowly tailored to that interest. What is not clear is how Powell's opinion fares in a *Marks* challenge. Or as framed by the 11th Circuit in *Johnson v. Board of Regents (2001)*:

> Justice Powell clearly identified diversity as a compelling interest that may be asserted by a university in defense of an admissions program that flexibly considers race as one of several factors in making admissions decisions. No other Justice, however, expressly endorsed that view.

Interestingly, the 11th Circuit combined the Powell ruling with the Brennan plurality opinion to arrive at a compromise position that racial diversity is "important," but not "compelling." Other courts, including the district court in *Gratz* and the 6th Circuit in *Grutter* concluded that racial diversity is a compelling interest.

The administration's position is presented in Footnote 4 on pages 16–17 of the *Grutter* brief. According to Solicitor General Olson:

> The courts of appeals disagree as to whether any of the opinions in *Bakke* represents binding precedent under *Marks v. United States*…The Court need not undertake the *Marks* analysis in this case and should instead directly resolve the constitutionality of race-based admissions standards by focusing on the availability of race-neutral alternatives.

Olson also states that "in the final analysis, this case does not require this Court to break any new ground to hold that respondents' race-based admissions policy is unconstitutional."

In short, even though the lower courts are hopelessly conflicted on *Bakke,* the administration would have the Supreme Court back off from a *Marks* ruling, even though such a ruling would clarify once in for all what *Bakke* means.

How Important IS Racial Diversity?

This is an intriguing part of both the president's statement and the solicitor general's briefs. The president states he "strongly supports" all types of diversity, including "racial diversity" and that "we should not be satisfied with the current number of minorities on American college campuses." In the *Grutter* brief, Olson states that "including people of all races and ethnicities represents a paramount government objective." So is racial diversity important enough to constitute a *compelling interest* within the meaning of the 5th and 14th Amendments?

If faced with the question in a press conference, the administration would be hard pressed for political reasons to answer in the negative. To do so would be to state that racial diversity is of "paramount importance" but not important enough to trigger a strict scrutiny analysis. Try explaining that to the American people. So, avoiding a *Marks* ruling in *Gratz* and *Grutter* means the administration can duck the legal issue of compelling interest and, at the same time, "strongly support" racial diversity.

There is also a legal reason for avoiding the issue of diversity as a compelling interest. It is true that the Supreme Court has mandated race-neutral solutions for *remedial* racial needs (see for example *City of Richmond v. Croson, 1989* & *Adarand v. Pena, 1995*). However, the basis for the Michigan policies is operational needs, not remedial needs. Furthermore, even in the Supreme Court rulings based on remedial needs, it is implied that race-based solutions are narrowly tailored if race-neutral solutions are tried and they fail (see for example *Cone v. Hillsborough County, 1991)*. Race neutrality will be discussed in greater detail below.

Are the Michigan Programs Fundamentally Flawed?

The administration contends the at-issue admissions policies are, in effect, quotas. Or in the words of President Bush:

> At their core, the Michigan Policies amount to a quota system that unfairly rewards or penalizes perspective students, based solely on their race. So, tomorrow my administration will file a brief with the court arguing that the University of Michigan's admissions policies, which award students a *significant number of extra points* [italics added] based solely on their race, and establishes *numerical targets* [italics added] for incoming minority students, are unconstitutional.

There are two charges here. The first (significant number of extra points) applies more so to the undergraduate policy, and the second (numerical targets) applies more so to the law school policy. On its face, the undergraduate policy is on shakier grounds than the law school policy.

In 1998, the undergraduate program began using a "selection index," ranking applicants on a 150 point scale.[3] In this scale, up to 12 points are awarded for ACT or SAT scores, up to 98 points for GPA, category of school attended, and strength or weakness of the curriculum, and up to 40 points for "other factors." Among these "other factors," up to 20 points are awarded for geographical location, alumni relations, outstanding essay, personal achievement, or leadership and service activity. The remaining 20 points are in the "miscellaneous" category, including socioeconomic disadvantage, underrepresented racial/ethnic minority, athletic scholarship, or discretionary selection by the Provost.

The university maintains that this policy is within the meaning of Powell's *Bakke* ruling, since it treats race as one of many plus factors in the selection process. However, Solicitor General Olson counters that more points are generally awarded for race (20 points) in comparison to other factors, including being from an underrepresented Michigan county (6 points), being from an underrepresented state (2 points), personal achievement (5 points), leadership and service (5 points), and outstanding essay (1 point). In Justice Powell's ruling, the plusses were equal. Therefore, if the solicitor general's arguments are credited, it is unlikely that the undergraduate admissions policy can be construed as being narrowly tailored, even under *Bakke* rules.

The law school policy combines objective variables (GPA & LSAT) with "soft" variables, including recommendation letters, quality of undergraduate school, leadership and work experience, unique talents, and overcoming social and/or economic disadvantage. The law school also seeks a "*critical*

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[3] The undergraduate procedures used prior to 1998 applied different selection criteria to minorities and nonminorities that were deemed illegal.

mass of underrepresented minority students." The university maintains its policy ensures a given class "is stronger than the sum of its parts," that minority students should not feel "isolated or like spokespersons for their race," and that minority students should not feel "uncomfortable discussing issues freely based on their personal experiences." The university contends there is no hard and fast objective rule for admissions into the law school and no fixed percentage goal for the "critical mass" of minority students.

Five of nine 6th Circuit judges (sitting en banc) ruled that the law school plan was narrowly tailored because it is "virtually identical" to the Harvard Plan. Unlike the Davis Plan, which treated race as a quota, these judges ruled that race was a "plus factor." In contrast, the four dissenting judges argued that the law school used a "disguised quota," producing a tight range of minorities (i.e., 44 to 47) from year to year that, in effect, is a rigid quota. Solicitor General Olson echoed the dissenting argument, stating:

> This Court has repeatedly condemned quotas as unconstitutional, and respondents cannot escape the reach of those cases by pursuing a purportedly flexible, slightly amorphous "critical mass" in lieu of the kind of rigid numerical quotas struck down by this Court in *Bakke.* In practice, respondents' pursuit of a "critical mass" operates no differently than more rigid quotas.

Thus, the solicitor general would have the Supreme Court ignore the question of whether *Bakke* is good law yet, at the same time, use one half of Powell's opinion in *Bakke* to attack the notion of "critical mass."

The university contends that there are no points added and there is no indication of disproportionate treatment of race, and makes the following argument:

> Seventy-one white applicants were admitted in 2000 with grades and test scores the same or worse than minority applicants who were rejected. These observations do not suggest that race does not matter in the admissions process. The grids do demonstrate, however, that the Law School is considering race (as its admissions policy states) only in the context of a highly individualized review that gives serious consideration to many different factors, including nonnumerical "diversity" factors that obviously make a significant difference for many white applicants as well.

Putting this all together, the administration uses one-half of Powell's *Bakke* ruling as a basis for why the law school policy is illegal, and the university uses the other half of that ruling as a basis for why the policy is legal. Something has to give.

What About Race-Neutral Solutions?

The strongest part of the administration's argument is that race-based solutions cannot be narrowly tailored when race-neutral solutions can achieve the same goals. According to Solicitor General Olson, race-neutral methods *are* equally as likely to result in a "more diverse student body," and include:

> [A] history of overcoming disadvantage, geographic origin, socioeconomic status, challenging living or family situations, reputation and location of high school, volunteer and work experiences, exceptional personal talents, leadership potential, communication skills, commitment and dedication to particular causes, extracurricular activities, extraordinary expertise in a particular area, and individual outlook as reflected by essays.

The other side of this argument, of course, is that if race-neutral solutions are tried and they fail, race-based solutions that fit other (additional) parameters may be deemed narrowly tailored, as long as the interest in question is compelling.

These other parameters follow from Supreme Court precedents in *Croson* and *Adarand,* and include (a) duration of the policy; (b) relationship between numerical goals and percentage of minorities in the relevant population; (c) flexibility (i.e., waivers when goals are not met); and (d) burden on innocent third parties. Among these, the solicitor general focuses primarily on duration (that the Michigan policies have "no logical stopping point"), flexibility (that race is the "decisive factor"), and burden ("unreasonable obstacles to advancement on the basis of merit").

The other side of this argument is twofold. First, the University of Michigan contends that its programs *are* flexible. Second, although factors such as race neutrality, duration, and burden clearly do apply to government set-asides (as in *Croson* & *Adarand*), they were not features of the *Bakke* ruling, which focused on diversity as an operational need, *not* as a remedial need.

The most intriguing part of the solicitor general's argument is that eliminating affirmative action policies and replacing them with race-neutral policies *has* resulted in racial diversity in Texas, California, and Florida. In general, the focus of these programs for undergraduate admissions is on accepting the top performers from *all* state high schools. Some of the data presented by Olson are reconstructed in Table 1. These data show that the post-elimination percentages and the pre-elimination percentages for minorities are similar and amount to proof that race-neutral methods are as successful in achieving racial diversity as are race-based methods.

Table 1

Undergraduate Minority Admissions Before and After Elimination of Affirmative Action in Texas and California

		African American	Hispanic	Native American
Texas	Before	4%	14%	<1%
	After	3%	14%	<1%
California	Before	3.7%	14.3%	0.8%
	After	3.3%	15.1%	0.6%

This sounds good, but there are four obvious counter-arguments. The first and most logical of these is that if both race-based and race-neutral methods of selection achieve the same goals and, in the process, mirror the percentages of minorities in the applicant pool, why the furor over how these percentages are obtained?

Second, does selection of the top percentage performers from each high school in a state yield the most qualified students for any target group, nonminorities included? For example, California chooses the top 4% from each high school. Isn't it possible, if not probable, that students who are below the top 4% in one school have better credentials than students in the top 4% of other schools, irrespective of race?

Third, is the primary method used for undergraduate enrollment in California, Florida, and Texas truly devoid of "undue burdens" on third parties? It is quite possible that such programs, in effect, exchange adverse impact for race-based selection. For example, many universities give preference to children of alumni and/or children of major contributors. Doesn't such a preference disproportionately benefit nonminorities and adversely impact minorities? Analogously, by selecting the top percentage per school, doesn't such a preference disproportionately benefit minorities in some schools, thereby adversely impacting white students in other schools?

Fourth, the methods used in California, Florida, and Texas, though perhaps suitable for undergraduate enrollment, are probably not suitable for graduate enrollment for the simple reason that most graduate programs fish in out-of-state and out-of-country waters. This raises a more general question. If, for whatever reason, race-neutral methods fail to achieve racial diversity for a given program, is it then legitimate to use race-based solutions?

Other Inconsistencies

The arguments above are primarily legal, not personal. Indeed, recall that in the October, 2002 issue of *TIP,* I endorsed Malos's (1996) viewpoint favor-ing economic and social disadvantage over race-based selection procedures when raced-based procedures result in overinclusion (i.e., inclusion of minorities who are not disadvantaged) and underinclusion (i.e., exclusion of nonminorities who are disadvantaged). Furthermore, some of the factors advocated by Malos are also advocated by the solicitor general (e.g., history of overcoming disadvantage, socioeconomic status, and challenging living or family situations). However, given the slew of preferences that currently exist in higher education, it seems inconsistent that some nonacademic preferences are OK and perhaps even decisive, but others are not even allowed for consideration.

There are other inconsistencies. On January 20, 2003, the Associated Press (or AP) reported that Secretary of State Colin Powell told a national audience on *Face the Nation* that he disagrees with the president's position on affirmative action.[4] The AP also included a quote from Powell's address to the 2000 GOP National Convention in which he stated:

> We must understand the cynicism that exists in the black community. The kind of cynicism that is created when, for example, some in our party miss no opportunity to roundly and loudly condemn affirmative action that helped a few thousand black kids get an education, but you hardly heard a whimper from them over affirmative action for lobbyists who load our federal tax codes with preferences for special interests.

The AP also reported that, National Security Advisor Condoleezza Rice told a *Meet the Press* audience that she has "problems" with the University of Michigan's methods but that "it is important to take race into consideration … if race-neutral means do not work." She also noted that she was a beneficiary of affirmative action at Stanford University. The AP reported further that President Bush, later that night (on January 19) proposed a 5% increase in federal funding for grants to historically Black and Hispanic higher education institutions. The AP noted that a White House spokesman declined to comment on "why the Black and Hispanic grant programs are acceptable, when the University of Michigan admission system is not."

Finally, in the 2 weeks that followed these interviews of Powell and Rice, several news broadcasts reported that between 30 to 50 of the *Fortune* 500 companies oppose the administration's position.[5] Led by General Motors and Microsoft, these companies are preparing a brief to argue that affirmative action is necessary because it affords a steady pool of minority talent needed to help large companies understand and market to diverse cultural and ethnic populations. They will also argue that racial and cultural diversity are needed to compete in a global economy.

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[4] The AP article may be located at
http://news.findlaw.com/politics/s/20030120/bushcourtracedc.html

[5] The present column was in press on January 31, 2003. To track this brief, the interested reader should stay tuned to the docket information provided in Footnote 2 above.

Conclusions

From a purely legal perspective, the key issue in *Gratz* and *Grutter* is not whether the University of Michigan wins or loses, but rather, *how* the case is decided. For example, the Supreme Court could strike down both policies while, at the same time, endorsing Justice Powell's interpretation in *Bakke.* This would define diversity as a compelling interest but also confirm that either or both of the Michigan policies are *not* faithful to Powell's prescription for narrow tailoring (i.e., the Harvard Plan). Of course, the Supreme Court could also strike down *Bakke,* thus dealing a deathblow to race-based admissions based on diversity as an operational need. Obviously, the Court can also uphold *Bakke* and endorse either or both of the admissions programs, although the law school seems to be on firmer footing than the undergraduate school.

In the final analysis, the Supreme Court will decide, not the president, the solicitor general, the AP, or any of us. Furthermore, it doesn't take a rocket scientist to figure out that the lineup here will likely mirror the lineup in *Adarand.* That is, the foursome of Kennedy, Rehnquist, Scalia, and Thomas will probably oppose racial diversity and the foursome of Breyer, Ginsburg, Stevens, and Sutter will probably favor it, leaving Justice O'Connor as the decision maker (as she was in *Adarand*). However, unlike *Adarand,* where O'Connor sided with the Kennedy-Rehnquist-Scalia-Thomas foursome, this one is hardly a "no-brainer."

Indeed, Justice O'Connor supported the *Bakke* ruling in *Wygant v. Jackson (1986),* where she joined the 5–4 ruling striking down a union agreement on racial preference in termination (with Powell, Burger, Rehnquist, and White). The Jackson school board, fearing community disturbances, amended a prior union agreement to keep the percentage of minority teachers unchanged in the event of a layoff. Subsequently, two tenured White teachers were terminated and two untenured Black teachers were retained. The Supreme Court majority ruled that the amended agreement did not pass strict scrutiny. However, writing separately, O'Connor made two important statements. First, citing *Bakke,* she stated: "Although its precise contours are uncertain, a state interest in the promotion of racial diversity has been found sufficiently "compelling" at least in the context of higher education, to support use of racial considerations to further that interest." Second, O'Connor agreed with the four dissenting justices that "a plan need not be limited to remedying specific instances of identified discrimination" to pass the strict scrutiny test (agreeing with Marshall, Blackmun, Brennan, and Stevens).

In short, the stakes are heavy, there are intriguing arguments pro and con, and the Supreme Court has several options available. It should be an interesting ruling regardless of how it is framed, and suspenseful as well, since the ruling will likely come out on the very last day of the Supreme Court calendar in June 2003.

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The Mid to Late Career Stage

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I am excited to introduce the first installment of the **Career Column**—a column focusing on career issues important (hopefully) to SIOP members at every stage of their careers and for nearly every job path. Each installment will examine a different career issue in-depth; for instance, everything from how to create research opportunities in the field, to developing strategies for finding time to publish research in applied jobs, to how to start your own consulting business. My plan is to gather information from experts in these areas to ensure the information is useful.

This column is a continuation of a column started by **Dawn Riddle** and **Lori Foster** that focused on issues predominantly important to those in their early careers. In contrast, this column will be more broad. The goal is to make each article relevant for a wide range of SIOP members: those in academia, in applied settings, and at various career stages.

Mid to Late Career Stage: Challenges and Strategies

Since previous career columns have examined issues of primary concern to those early in their careers, I thought it would be useful to take a step in the future and focus this first career column on those in their middle and late careers. However, those in the early career stages can learn about what it takes to "make it" and what to expect their careers might be like later on. In addition, those who are later in their careers may benefit from hearing about how other individuals deal with work–family balance, changing expectations, and so forth.

I identified a few people in the field (academics and consultants) who are considered prominent and successful I-O psychologists and asked them to answer a few questions about their current professional lives and also to think back on some vital experiences in the past that may have determined where they are now. Through these interviews I was able to identify some common themes.

Who was willing to help me? I was fortunate that six outstanding I-O psychologists were willing to take the time to speak with me about these issues. **Deirdre Knapp,** who works at Human Resources Research Organization (HumRRO), graduated from Bowling Green State University in 1984. Deirdre is the head of the assessment, research, and analysis program at HumRRO. **Frank Landy** is a former SIOP president (1990–1991) and graduate of BGSU (1969). Frank started his career in academics but then transitioned into a career on the applied side. He now works as an expert witness for SHL Landy Jacobs, Inc. **Elaine Pulakos,** a former SIOP president (1998–1999) is the head of Personnel Decisions Research Institutes' (PDRI) Arlington, Virginia office. Elaine graduated from Michigan State University in 1984. **Neal Schmitt,** yet another former SIOP president (1989–1990), earned his degree from Purdue in 1972. Although he has been a professor at Michigan State University for a large part of his career, Neal has only recently taken on the role as the chair of the MSU Psychology Department. **Lois Tetrick,** a graduate of Georgia Tech (1983), is a professor at the University of Houston. Lois's research focuses on issues related to occupational health. Finally, **Steve Zaccaro** graduated from the University of Connecticut (1981) and is now a professor at George Mason University. Steve conducts research on teams and leadership.

Other than the fact that these individuals have had (and continue to have) successful careers as I-O psychologists, they have also had varied experiences in I-O, taking on many different roles. These individuals have done everything from chairing a department, managing multiple grants, being actively involved in SIOP, and researching multiple different areas (e.g., selection, performance, groups and teams, and occupational health). As you will see, despite these diverse backgrounds, their answers were remarkably similar. Let's take a closer look.

How have you stayed interested in the field throughout your career? Are the issues that motivate you as an I-O psychologist today the same as those that motivated you to go into the field in the first place? All of the I-O psychologists interviewed indicated that staying motivated has been easy because their roles have changed over the years. Therefore, they're always doing something different, and new challenges present themselves at every turn. For instance, Neal indicated that when he began his career his focus was on developing students. However, now his role as a senior faculty member and the chair of the department allows him to develop young faculty as well. This presents new challenges and keeps him interested in his work.

Not only does work change as a function of new roles, but some of our experts indicated that their work varies on a daily basis. For instance, organizations vary tremendously and those doing consulting are always presented with new challenges because each organization has its own set of problems to deal with. In addition, most of those interviewed indicated that they have varied research interests that keep them motivated and those interests are constantly evolving. Overall, the consensus was that what motivates one later in one's career changes as roles change and new experiences are encountered. Such change makes it easy to stay motivated and excited by work.

How have your responsibilities changed over your career? Have the changes been welcome? Once again, despite wide differences in career paths and areas of expertise, all experts indicated that their responsibilities have changed over the years, and all have enjoyed (and even welcomed) these changes. Some of these changes are slow, while others happen rather abruptly. For instance, those working in applied settings indicated their responsibilities have changed from being primarily technical (e.g., conducting a job analysis) to being more managerial and supervisory (e.g., project management). This change happens gradually and naturally unfolds. Similar changes occur in academia, but these changes tend to occur more quickly with professors being expected to do more committee work once promoted. As Lois, who does considerable work with SIOP and APA, indicated she now contributes not only to science but also to the profession. It seems regardless of where you work, administrative responsibilities (internal and external) come with being more experienced.

However, there was a difference between those working in applied and academic settings. Those in academia indicated that they were still obligated to fulfill their original responsibilities even though they had new demands on their time. Professors are still expected to teach (and generally have the same teaching load), mentor just as many graduate students, and publish as much as they did before. However, they are also expected to take on greater administrative roles both within the university and within the professional community. Practitioners indicated that their responsibilities changed to a greater extent. So, while they are expected to take on a more managerial role, they perform less technical aspects of the job. This does not mean practitioners need not be proficient in the areas they were primarily responsible for early in their careers. As Elaine indicated, it's still important to have the technical know-how as this is always an important part of the job, but more of one's time is spent on administrative tasks later in one's career.

With that said, it's important to keep in mind that those who were interviewed are highly successful I-O psychologists. The practitioners interviewed indicated that while their jobs have changed over the years, their experiences may not be the path of the "typical" I-O psychologist. Only so many of us will be promoted to managerial or executive positions. The job will change much less for a practitioner who chooses not to take such roles or does not have the opportunity to do so. However, in academics, one is inevitably going to be expected to take on more administrative tasks as time goes on.

What KSAs are most crucial to your daily work? How do these KSAs differ from those that were important at other stages of your career? There was considerable consensus regarding the KSAs most relevant to success in middle and late career stages: technical skills (e.g., statistics), communication skills (both oral and written), interpersonal skills, multitasking and organization, problem solving, decision making, and leadership/supervision. No surprises there. While generally those interviewed indicated that the KSAs required for their jobs have not changed drastically, most indicated that there is now a greater emphasis on leadership skills. It seems all these KSAs are necessary throughout one's career, but the importance and time spent using these KSAs fluctuates.

How have your personal and professional lives interacted over the course of your career? What strategies do you use to balance the two? This is where opinions diverged considerably. Some of those interviewed indicated that worklife and family were always in conflict, others suggest that work–family balance has never been problematic, while still others suggested that one's personal life has helped to shape one's professional life. For instance, Frank indicated that he always makes time for travel, and these experiences have led to his interest in cross-cultural issues.

So, what do these experts do when personal and professional lives clash? Well, they had some insightful suggestions. First, some indicated they actively make time for rest and relaxation. They schedule it in if they have to, just to make sure they do it! Second, some involve their family in their work life whenever possible. For instance, they discuss work with the family or even have significant others and kids get involved in current projects (assuming they find it at least a little interesting). Third, ensure you get involved with your family members' interests. For instance, coach your child's team, or take a dance class with your significant other. The important thing is to make sure that you also value and devote time to the interests of family members. Finally, some experts indicated that hobbies are important. Even if you don't have a hobby now, develop one. Perhaps develop a hobby that the entire family enjoys (e.g., skiing). Again, the key is to ensure you make time for these hobbies. But be forewarned, those interviewed indicated this is much easier said than done. Making time for one's personal life can require a lot of planning and commitment.

What's the biggest challenge you face in middle/late career? How are you meeting that challenge? This question elicited quite a few different responses. The biggest challenges included staying current with the enormous wealth of literature, to learning and adjusting to another new role, to deciding what to do next with one's career. How do they deal with these challenges? If you're like Frank and are concerned about staying current with the literature, why not write a textbook? That's what he did to deal with this challenge. To learn a new role, simply work harder and organize better. The strategies for dealing with challenges were as varied as the challenges themselves.

What event or experience had the most crucial impact on your career? What is it about this experience that made it so crucial? Those interviewed listed many events that were important in shaping their careers. They involve getting a new job, writing a textbook, joining a SIOP committee, teaching abroad, being asked to be an editor or associate editor, and so forth. One constant is that the most important events were opportunities that required them to learn new things. Taking advantage of these opportunities expanded their skills and changed their interests, further directing their careers.

A good example of this was given by Deirdre. Not long after graduating, she was fortunate enough to get involved with Project A (first at ARI and then at HumRRO). This opportunity allowed her to work with some of the most prominent I-O psychologists in the country, and she was expected to do the same work they were doing. At first, this opportunity was a little intimidating. After all, some of the folks she was working with had decades of experience, while she only had a few years under her belt. However, Deirdre rose to the occasion and this turned out to be one of the most important experiences in her career. It not only advanced her technical skills, but she was able to learn from some amazing people in the field. This experience also helped her become known in the I-O community. An experience like this can shape and direct a person's career, so never shy away from such opportunities.

What sorts of developmental opportunities are important for I-O psychologists at the middle and late career stages? How can one increase access to those opportunities? A number of important developmental opportunities were offered by the panel of experts. First, try to work with and learn from people who have been successful. If you're learning a new area or taking on a new role, seek out someone who has been successful in that area. You can usually find someone you work with or someone you've met through networking to serve this purpose. Second, middle and late career folks should seek out opportunities to apply I-O psychology in a broader range of areas. One way to do this would be to pursue connections with interdisciplinary centers at universities. Third, take advantage of potential new roles that will allow you to expand your skills and learn new things, whether it be serving as a journal editor, working with funding agencies, taking a position overseas, or taking on more administrative roles. Do not pass up opportunities that may lead to self-development, even if you initially feel like you don't have the necessary skills. The consensus seems to be "you'll learn what you need to on the job." The benefits that can be gained from taking advantage of such opportunities far outweigh any potential negative consequences. Fourth, you can develop skills by learning through more formal settings. Attend a workshop or seminar to learn something you've always wanted to learn.

Overall, these experts felt that one should constantly strive to learn new things, and a great way to do this is to seek experiences that you've never had before. This also helps one remain interested in the field and motivated.

What stage of your career has been most difficult and challenging and why? This question elicited one of two answers from the panel. First, about half indicated the early career stage was the toughest part. There's so much to be learned and everything is new that this stage can be a little hairy at times. Second, others indicated that every stage of their careers has presented new challenges because each requires one to take on new roles and learn and use a different set of skills. So, for these individuals, all stages present new and equally difficult challenges.

Knowing what you know now, is there anything you would have done differently earlier in your career? Most of those interviewed indicated there's nothing they would do differently. All of their experiences contributed to where they are today (the good and the bad). This isn't surprising when you consider that all of those interviewed are quite successful. Had I interviewed a bunch of underemployed I-O psychologists, I'm sure I would have gotten very different answers to this question. However, a few individuals indicated that they would take more personal time and not work as hard as they have throughout their career. This is probably good advice for all of us.

Conclusions

What have we learned from all this? First, with few exceptions the answers were remarkably consistent across those in academics and those in consulting. Regardless of career path, a very similar set of KSAs seem to be required for all of their jobs, and most are similarly trying to balance professional and personal lives. It seems the biggest difference between these two career paths is that in consulting one's job may change more fundamentally as time goes on, and this change is generally gradual. In academics, a similar change occurs, but while being less drastic, it happens more suddenly (generally shortly after tenure).

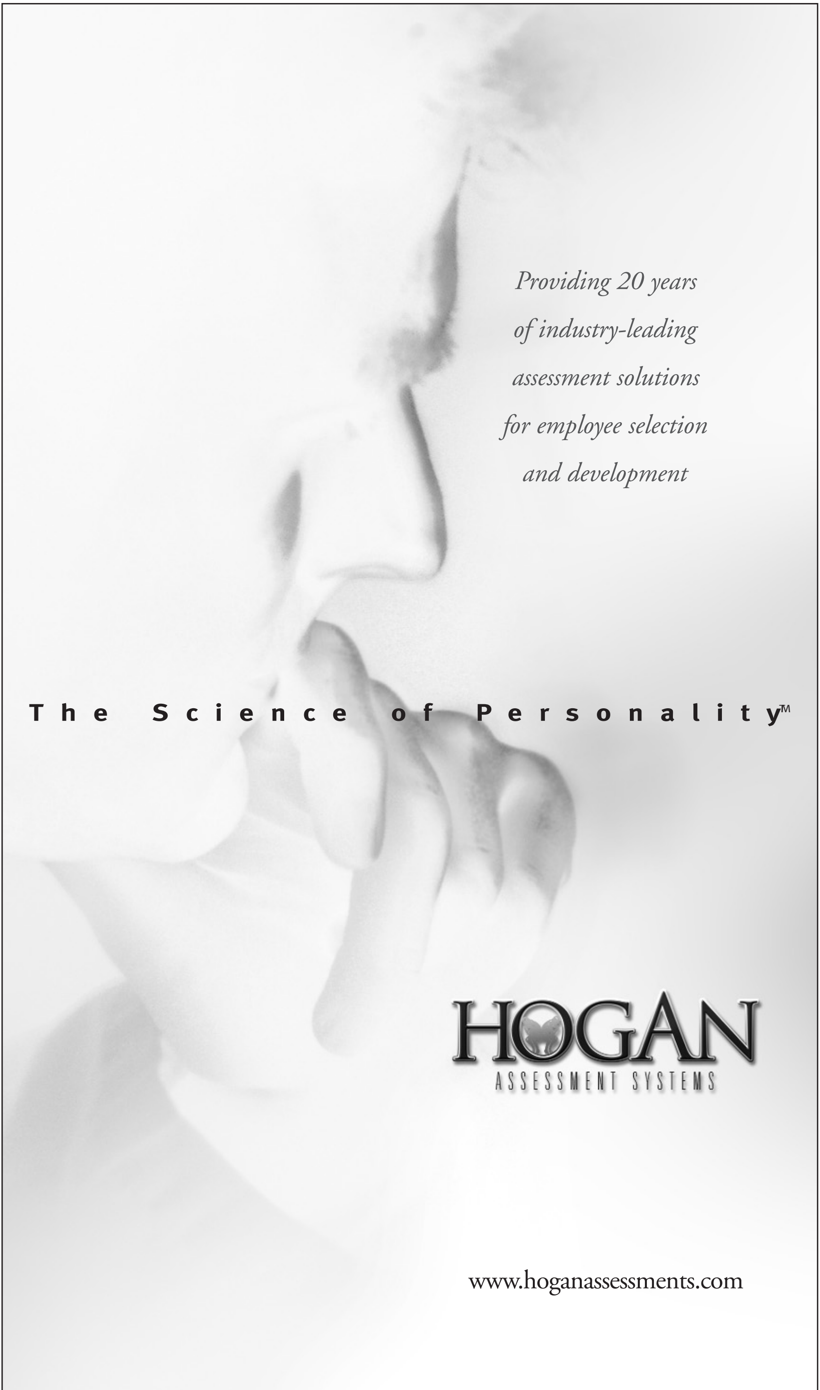
Some of those I spoke with indicated the nature of role change is not a trivial matter to consider when choosing a career path. In any job one's role will change across time. However, in some instances these changes may be greater. One may go into consulting because of the love of the technical aspects of the work, but possibly, assuming the person is good at those technical aspects, different responsibilities will be placed on him or her. In particular, one may spend increasingly more time managing projects and people. If this is something you would absolutely hate to do, you need to consider what this means for you. Basically, when choosing a career, it's not enough to consider the type of work that you would be asked to do now, but you should also consider how that job may change and if you'd enjoy doing the things that you'll eventually be asked to perform.

A second important theme is to take advantage of opportunities that require you to learn new things. Assuming you're minimally qualified for a new role, do it if you think you can learn something from the experience. Do not question whether you have the ability, if you have the time, and so forth. These experiences are by far the ones that are most likely to be crucial to your career.

Finally, make time for a personal life. This is good advice for several reasons. Ensuring you don't get too obsessed with work is simply healthy. It may also help you enjoy your work more. If you have a chance to be away from work and de-stress, you're much more likely to continue to be motivated by what you do. Although it may be difficult to balance work and family life, it's necessary. Schedule in personal time if you have to, but make sure you do it.

More to Come

Be sure to read the next issue's article on conducting field research. I'll be picking the brains of some experts to determine the best ways to incorporate research data collection into field projects and how practitioners make time to present and publish these findings.



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A MATTER OF DIFFERENCE

Accounts of Inclusion (and Exclusion)

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In our previous columns (e.g., Ferdman & Davidson, 2002a; Ferdman & Davidson, 2002b), **Martin Davidson** and I have written about the importance of engaging in dialogue to understand the nature and experience of inclusion. We point out that inclusion must be understood in the context of specific people and specific situations. To get a better sense of what inclusion looks and feels like for different people, we strongly advocate asking them. In the last few months, I've had the opportunity to ask that question—what does inclusion "look" and "feel" like?—of a number of groups, not only in the United States, but also in Brazil, Guatemala, Peru, and Puerto Rico. Later in this column, I report on some of the principal themes coming from those workshops and from *Dialogue on Diversity and Inclusion in Organizations: SIOP and Beyond,* the special session that Martin Davidson and I convened at the 2002 SIOP conference, where we asked participants to talk about what full inclusion might look and feel like at SIOP.

I would like to preface these summaries of conversations about inclusion with some reflections on exclusion and discrimination. Indeed, at many of the workshops, asking people to talk about their experiences of inclusion often triggered memories and descriptions of exclusion. It is quite difficult, if not impossible, to talk about one and not the other!

Last December, Senator Trent Lott—slated to become Senate Majority Leader in the next Congress—praised his fellow Senator, Strom Thurmond, in a way that seemed to support racial segregation, but without saying so directly. On the very same day that the furor was building (see e.g., Hulse, 2002; Luker, 2002) over Senator Lott's statements, *The New York Times* (Krueger, 2002) published an account of a research study (Bertrand & Mullainathan, 2002) documenting the persistence of anti-Black bias in job hiring. Specifically, the study (conducted in Boston and Chicago) showed that employers were 50% more likely to call job applicants with White-sounding names (e.g., Kristen or Brad) for interviews than applicants with Black-sounding names (e.g., Tamika or Tyrone). While Senator Lott was being publicly pilloried for what appeared to many to be relatively overt support of discrimination, little was being said about the much more pervasive and widespread covert, more passive support for discrimination, not just among U.S. senators, but among all types of people in the country, such as that documented in part by Bertrand and Mullainathan's research. It is far too easy—and distracting as well—to focus on those who do or say something that overtly supports discrimination, while paying no mind to the many more of us who systematically support and maintain discrimination and/or exclusion every day. We do this not necessarily by doing anything obviously negative but simply by going about our "normal" business. If we are truly to create and maximize inclusion across lines of difference that previously served as bases for invidious discrimination, I believe that we must be more attentive to these subtle, covert, and/or passive forms of exclusion and discrimination.

A few examples come to mind. One of these is the implicit and explicit propagation of theories and concepts of racial superiority as part of the standard I-O psychology curriculum and discourse. It is probably rare to find colleagues who explicitly teach their students that members of one race are naturally and genetically superior to those of another (though I have been told, recently, of some who do!). At the same time, it is relatively common in I-O psychology courses, conferences, and other venues to hear blanket statements about race differences in intelligence, with little or no consideration of the impact or implications of such statements or the sources or validity of the supporting data. Even more covert yet no less insidious is how we use (and abuse) the relatively unexamined concept of "merit." In an incisive, award-winning article that deserves much wider dissemination among I-O psychologists and students, Haney and Hurtado (1994) thoroughly describe and analyze how the concept of "merit" has been used to prevent addressing systematic racial disparities in the U.S. and their structural causes and how "the concept of merit is employed to mediate between the belief in fair treatment and the reality of unfair outcomes by individualizing the effect of structural barriers to racial justice" (p. 225). They go further to show how "the use of standardized testing in the allocation of employment opportunities and rewards represents a psychological technology by which meritocratic assumptions are translated uncritically into employment decisions" and discuss "the role that this technology plays in preserving racial injustice" (p. 225). Haney and Hurtado argue as follows:

> When selection and promotion systems that are based on standardized tests result in a disproportionately White labor force, and employers resist the requirement that such tests be validated or shown to be job-related, it is difficult to avoid the conclusion that the disparate outcomes simply confirm many employers' implicit notions about the distribution of merit and relative deservingness of various groups. Otherwise, such disproportions would raise prima facie questions about the job-relatedness (and, therefore, the utility and wisdom) of the instruments themselves. To fully grasp this implicit assumption, imagine the reverse—that standardized instruments for the measurement of merit consistently resulted in opportunities and rewards being disproportionately allocated to minority group members at the expense of their White counterparts. Such an outcome surely would be regarded as anomalous—an occasion

> for the most careful scrutiny of the instruments themselves, not to mention a reexamination of the wisdom of continuing to employ them in the absence of positively convincing demonstrations of their job relatedness (precisely what employers have resisted in typical employment testing cases). Indeed, absent implicit assumptions about relative group merit, rational employers who could not be certain that their employment screening and promotion instruments were job-related would not otherwise persist in using them. (p. 229, italics in original)

I do not have the space here to reproduce fully Haney and Hurtado's penetrating arguments, nor do I wish to enter into the debate over standardized testing; my goal is to urge I-O psychologists and others to explore critically the concepts, systems, and practices that we typically take for granted yet which can have profound effects on our ability to achieve true inclusion.

Another example of subtle or covert exclusion is when students and junior faculty are told, in the guise of support and useful advice, not to write about or do research on diversity or diversity-related topics because that would hurt their prospects for academic employment or for tenure. A related example is that of luminaries in our field who are not in the least embarrassed when they say that they do not know much (and in some cases do not care to know) about diversity or international issues; this, when at least one-third of the U.S. population is comprised of people of color, and when future progress in I-O psychology demands much closer attention to the cross-cultural and international applicability of our traditional constructs and theories. Worse yet is when the same individuals remain quite comfortable not doing anything about their lack of knowledge. Although I do not believe that individual reactions such as this are necessarily, in and of themselves, exclusionary, they contribute to the perpetuation of ethnocentrism and depend on its privilege; when repeated over many people, they also function as a significant barrier that prevents our discipline from moving toward greater inclusion. [Interestingly, a recent international survey (RoperASW, 2002) to assess geographic literacy in the United States and around the world among young adults 18 to 24 years old found that almost one-third of U.S. respondents believed that the U.S. had a population of 1 to 2 billion people, and only one-fourth of respondents identified the correct range—150 to 350 million people—for the U.S. population. Although one cannot be certain, I imagine that such exaggerated beliefs about the position of the U.S. in the world can contribute to a perspective consistent with ignoring the rest of the world.]

I believe that multicultural and international issues are not only important to address but that it is time to make them core elements of I-O psychology (see also Chrobot-Mason & Ferdman, 2001). This will ensure not only that our theory, research, and practice are better aligned with inclusion rather than with the perpetuation of discrimination but also that we will not become irrelevant to a changing society and a changing world.

A cogent supporting argument for this, as well as some suggestions for initial steps, are provided in the American Psychological Association's (2002) *Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists,* adopted in 2002 as APA policy by the APA Council of Representatives. It is quite possible that I-O psychologists may react to these new guidelines as we often have to other such APA documents, acting as if they are an imposition to our field. I believe, however, that if we—individually and collectively—do not heed the message that they contain, we run the risk of lining up with policies and practices better suited to Strom Thurmond's old view of a "better America" than with a vision appropriate to our 21st-century demographic and social realities.

The general themes that emerged at SIOP's 2002 *Dialogue on Diversity and Inclusion* can provide some clues about where we are and where we still need to go as an organization to address some of the challenges posed above. These themes were:

- Several barriers to inclusion exist. There are many who don't necessarily feel included. This is even true, sometimes, of long-time prominent members of SIOP.
- Some people who look like they are part of the "in" group to others may not experience it that way. Other people have a great feeling, knowing and/or being introduced to others, feeling that they are coming to conferences to see their friends.
- The organization is experienced differently by different people. To those who are "in" it may feel very inclusive—but those same behaviors and cues that indicate inclusion to those who are "in" are the signs and expressions of exclusion to others. Friendliness and informality are experienced by many, and yet can be seen as barriers by new members or those who are different in some way. Some report feeling invisible.
- There are important dimensions of difference in SIOP in addition to race and gender—including nationality, methodology, membership/affiliation type, sexual orientation, and so forth—that result in differential experiences and degrees of inclusion.
- There are both formal and informal aspects of inclusion and exclusion at SIOP. Formal aspects include membership procedures and criteria, processes for getting on the conference program, and so forth. Informal aspects include people's behavior at conferences, for example, using only 1st names at large sessions and assuming that everyone knows each other.
- One participant talked about feeling excluded as a practitioner and the difficulty in finding meaningful takeaways at the conference. Some of the more subtle aspects—for example, sitting in rows, PowerPoint presentations, few opportunities for interaction—can create barriers. Inclusion requires more proactive behavior. As this participant put it: *When I think of inclusion, I think of embracing people.*

- What would people like in this regard?
  - A sense of being embraced when people approach me and say, “Welcome, we’re glad that you are here.” Being recognized in having a conversation with people (people you see year after year). Sessions that are not so stiff, and also informally including people in conversations.
  - Sessions structured to include questions/conversation.
  - “Less intimidating sessions” in which newer or less experienced investigators could present.
  - To be accepted and valued as a person, beyond what my vita indicates.
  - More diversity in methodology.
  - Have teaching be treated as valuable.
  - As one person put it: “Being exclusive and inclusive are not mutually exclusive.” Another had experiences at another conference that were also desirable at SIOP: “The ability to approach people. People learn and then remember my name from one year to the next. Don’t stare through you when you say hello. Remember me even if I didn’t publish in *JAP*.”
- Everyone has a responsibility with regard to creating and fostering inclusion, beyond what the organization does. Everyone has some power to make a difference. For example, the way we say hello to others, the way that we carry ourselves, what we choose to wear, and how we deal with these symbols in others, affects our overall experience in the organization and that of others.

At other workshops that I conducted in various countries in recent months, participants reported a number of elements in their experiences of inclusion. These included:

- Participating in and feeling part of a group or context with a variety/diversity of members/other participants.
- Some dimensions or goals were held in common with others in the situation, while different points of view and styles of thinking and expression are easily manifested.
- A learning stance is adopted (by the person as well as others in the situation).
- Feeling accepted, recognized, and respected as a person.
- Being respected *because* of differences with other people in the situation, who expressed genuine curiosity and interest and avoided stereotypes; being looked at, talked to; others focused on making the person feel good.
- Doing what the person wanted while continuing to be accepted; a sense of unconditional acceptance.
- Ability to be spontaneous and to express genuine thoughts and feelings.
- Space and invitations to speak; being listened to, heard, and allowed to participate, even across lines of authority and/or experience.
- A sense of joy; a sense of psychological and physical energy; the feeling of not having to argue or fight.

I also asked participants to talk about the consequences or outcomes of inclusion that they had experienced. Among those outcomes were the following:

- Improved productivity; fewer errors; a better-quality product.
- Greater self-confidence; more commitment to the organization; more satisfaction in one's work.
- More knowledge transfer.
- More group cohesion and more positive group climate; a better work environment.
- More customer satisfaction.
- Being able to better include others.
- Better able to accomplish organizational goals and purposes.

These lists begin to map the characteristics and products of inclusion. There is certainly more work to be done to fully describe and document inclusion and its antecedents and consequences. But it is clear that such experiences and their associated outcomes are certainly desirable and preferred over the perpetuation of exclusion and discrimination.

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ON THE HORIZON

Peter Bachiochi
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In this issue, **Wendi Everton, Paul Mastrangelo,** and **Jeff Jolton** will be sharing some insights from their research on the less-productive uses of computers at work. It's a surprisingly underresearched area that has great potential for employers given the omnipresence of personal computers.

Surfin' USA: Using Your Work Computer for Personal Reasons

Wendi Everton
Eastern Connecticut State University

Paul Mastrangelo and Jeff Jolton
Genesee Survey Services, Inc.

Chances are pretty good that you are reading this column after another rejuvenating and stimulating SIOP conference, this time in sunny Orlando. Chances are also pretty good that you are "Disney-ed out" (although that threshold is pretty high for some of us). So now you are energized to put some of those great ideas from the conference in motion. You get back to your office, take off your coat, make a few phone calls, turn to your computer, and…play a little solitaire to clear your mental palette? What would your employer think of that? So what if you have played a few computer games or done some online banking at work? Does that make you a bad employee, or even an unproductive one? Should employers stop you from using your work computer for non-work-related purposes?

These are some questions we've been asking in our research, and this research is the reason we have been asked to guest-write **On the Horizon.** We believe that the impact of information technology, particularly the personal computer and Internet, has changed the way that work gets done, perhaps to a greater extent than the effects of the industrial revolution. At the same time, very little research has examined the process of how people use their work computers.

A personal computer, especially if it is hooked up to the Internet, provides an unparalleled opportunity to be productive. To test your own dependence on your computer, imagine for a moment trying to work using only a typewriter and paper. How about doing your dissertation without a computer? With a computer and Internet access, you could conceivably conduct an entire research project without leaving your chair—search PsychInfo or a comparable database for articles, retrieve those articles electronically, download an archival dataset from a government Web site, run the results, and write the paper. But the desktop computer also provides a constant temptation to stray from work. Literally at your fingertips, you can make personal vacation plans, shop, sell items, bank, trade stocks, and e-mail friends. Given these distractions, it's amazing that we do any work at all.

Examining Internet use in the workplace is a burgeoning research topic in organizational psychology, but there is not the explosion of studies on the topic that one might expect. Given that personal computers have existed for about 30 years, and public use of the Internet for about 20, there is comparatively little research about the effects of these technologies on how work gets done. In fact, most of the I-O research having anything to do with these technologies has been much more "I-side" than "O-side" (i.e., comparing the validity of Web-based selection tests versus their paper-and-pencil counterparts), with the exception of the use of technology to train employees and facilitate groups.

Meanwhile, organizations have created policies about how employees should use the computers they have paid for and house, and rightly so. After all, there are risks for organizations in providing computers and Internet access to their employees. Employees can knowingly or unknowingly introduce viruses, which can damage the systems. Employees can also use these systems in ways that place the organization at legal risk. For example, Chevron recently settled a sexual harassment lawsuit for $2.2 million because a group of female employees was offended by a series of e-mails such as "25 reasons why beer is better than women" (Alder, Stone, King, & Rhodes, 1998).

Our research indicates that there are two forms of personal (nonwork-related) computer use. We continue to struggle with labeling the two forms, but we have called one form Counter-Productive Computer Use because these behaviors include viewing pornography, gambling online, harassing coworkers—general activities that involve knowingly placing the organization at risk. The far more prevalent form we have called Nonproductive Computer Use, which includes e-mailing, sending instant messages, downloading images and music, and shopping online. These activities are not directly productive, but neither do they knowingly place the organization at risk.

It may be the case that allowing some nonproductive use is something that organizations should foster. Using a work computer for doing banking or shopping might actually relieve some of the work–family pressures that we all feel. For example, more and more daycare centers have cameras whose live footage is accessible via the Internet so that nervous parents can keep an eye on their children while they work. Transferring personal funds online means that an employee need not run out during the day to visit the bank.

Other forms of nonproductive computer use might serve to give the user a rest. Most organizations certainly understand the value of work breaks—even Frederick Taylor knew the impact of a well-needed break on productivity. A round of online backgammon or solitaire might serve the same purpose.

Nonproductive use of a work computer might be desirable for other reasons as well. What may start out as a quick e-mail to a friend can blossom into a prolonged back-and-forth discussion that leads to creative solutions to a work problem. The three of us have probably done the majority of our thinking and information exchange about this research through e-mail containing both personal content and professional thoughts. We have also "introduced" each other to colleagues using e-mail. The difference between our personal and professional e-mail has blurred. In this sense, e-mail that starts as personal may energize the creative professional thoughts of an employee, and at the same time broaden his or her professional networks.

For those organizations that choose to prohibit all personal use of work computers, there is very little knowledge about the effectiveness and consequences of such a policy. **Jeff Stanton's** recent line of research suggests that an employer's use of monitoring devices poses a threat to employee privacy, making the organization less attractive to employees (Stanton & Lin, 2001). Likewise, the expense of buying and staffing monitoring equipment directly affects profitability, and the number of inappropriate Internet sites to be blocked must constantly be updated.

Even with monitoring policies in place, the research that we have conducted shows that when employees are aware of computer monitoring at their job, they are no less likely to engage in personal computer use than are employees who are unaware of monitoring. This is the case even when employees know of coworkers who have been warned or disciplined; they are not deterred from using the work computer for personal reasons. For organizations that enforce such policies using suspensions or terminations, the effect on organizational performance is uncertain, in part because little is known about the type of employees who engage in these activities.

In our approach to this research, we believe that the extent to which an employee uses a work computer for personal reasons will be a function of the person-environment interaction. For example, aspects of personality such as sensation seeking or conscientiousness may play a part in an employee's personal use of his or her work computer. Demographic characteristics may play a part as well. Some examples of the environmental factors that may affect personal use of a work computer are the amount of access the employee has to the technology, the level of stress present on the job, and the climate and culture in the organization including policies regarding acceptable computer use.

Although organizations absolutely should delineate acceptable and unacceptable use of the technologies (at the very least to protect them from litigation), little empirical evidence exists to guide managers on prescriptions for Internet accessibility, policy enforcement, or potentially productive forms of personal use. Even if that guidance existed, addressing employees' personal use of work computers should entail more than writing policies and looking for violations. There are techniques organizations can use to encourage productive use of the Internet at work that are less draconian than the "Big Brother" monitoring approach. One "best practice" that we have identified involves setting up a kiosk with Internet access in common areas while limiting Internet access on office computers. Employees who want to read "The Onion," shop for Valentine's Day, or surf the Web can indeed accomplish such personal tasks without feeling threatened or threatening network security (i.e., viruses). This approach provides a separation of work space and personal space without keeping employees from the advantages of the 21st-century workplace.

We are currently in the process of refining and testing aspects of a theoretical model to explain employees' personal use of work computers. We welcome your thoughts and research contributions to this burgeoning area within industrial-organizational psychology—an area that we feel is long overdue.

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SPOTLIGHT ON LOCAL I-O ORGANIZATIONS

Michelle A. Donovan
Intel Corporation

Welcome to the third official spotlight article! In this article we focus on Gateway Industrial-Organizational Psychologists (or GIOP for short)—a group of psychologists and HR professionals in the metropolitan St. Louis area. As Vicki and Richard describe below, GIOP has implemented innovative solutions to address the challenges that face many local I-O groups. Read on for more details.

GIOP: St. Louis' Gateway to I-O Psychology

Vicki M. Staebler Tardino
Saint Louis University

Richard C. Nemanick, Jr.
Nemanick Consulting Group

We frame our story of GIOP—the metropolitan St. Louis I-O psychologists group—from the perspective of active members who have worn a variety of hats with the leadership of the organization. Between the two of us we have covered a good deal of GIOP turf: We've been the president, vice-president and program chair, membership chair, newsletter editor, graduate student representative, GIOPtalk (our electronic discussion list) manager, and even served in various ways on subcommittees. During these times we have experienced many of the ups and downs that come with organizational stewardship, and have worked with a number of great people.[1] Performing these roles has naturally shaped the way we view GIOP. Here we hope to give you a window into our thinking on some of GIOP's accomplishments and challenges, as well as a feel for the "essence of GIOP" (the "g" is pronounced as a hard "g", as in "gift").

First, a bit about our roots:[2] In 1990 three St. Louis area I-O psychologists—**David Smith, Carl Greenberg** (the current president of Society of Psychologists in Management), and **Darrell Hartke**—began to meet informally to network and explore issues of mutual professional interest. The idea first "bubbled up" in a local Irish pub called McGurk's and led to the "Salad Days" or meetings at a local eatery called The Salad Bowl. By 1991 a group of about 20 "members" became the organization we now identify as GIOP, complete with a formally established structure and set of bylaws to guide its operation. Within that first year GIOP grew to almost 80 members and today boasts a membership of over 150, one-third of whom are graduate student members.

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[1] This article reflects the thinking of many individuals. In particular, we would like to acknowledge those who made significant contributions through their GIOP leadership in recent years—Caryn Staebler and **Thomas Kramer**—and for consistent dedication and program support in 2002—**Stephen Axelrad** and **Ami Curtis.**

[2] Hartke, D. (1999). The brief history of GIOP. *GIOP Newsletter, 8*(5), 1.

Like many local professional groups, GIOP seems to be defined mostly by its events. The 2002 Program Subcommittee (led by VP & program chair Vicki Tardino) offered five programs plus two conferences. We kicked off the year with a free program, descriptively yet playfully called *Network, Nosh & Learn,* featuring a brief presentation on stress management followed by a hands-on demonstration of ideawriting. The ideawriting component demonstrated a group process for idea development that our members could use in applied research and practice and provided data to guide program planning. Also in 2002, we sought ways to understand our work context by engaging perspectives from other professionals. We enlisted the views of two local executives on emerging trends in business and sought out individuals "on the edge" of our profession to broaden our scopes. For example, a program on assessing "organizational IQ" combined traditional I-O psychology and evaluation-specific methods, and one of our conference sessions juxtaposed a legal perspective with a psychological take on managing workplace diversity while another included a philosopher/organizational consultant/former Jesuit priest amidst our ethics panelists.

Judging from record-breaking attendance and high member satisfaction, one of the unexpected hallmarks of the year proved to be our October program—the (second annual) *GIOP Poster Conference: A Forum for Theory, Research, and Practice.* This concept was originally developed to extend a graduate student research session to include professional presentations, meeting our goals of providing means to share ideas and to network. Twenty-five GIOP members presented posters of their work along with an invited guest poster by Edgar Schein. The session was also used for Executive Committee recruitment: A poster was designed to provide realistic job previews and as a tool for new committees to examine roles and responsibilities. A big hit, we produced and distributed our first ever conference proceedings CD (sponsored by a local consulting firm) to eliminate handouts and to stimulate sharing of members' work.

The denouement to 2002 was our December conference *The Changing Nature of Work,* drawing nearly 130 participants. Featured speakers were **Wayne Cascio** (University of Colorado), Christopher Ernst (Center for Creative Leadership), and Ann Rhoades (People Ink and JetBlue Airlines) joined by 11 others representing academia, business, and consulting. Participants sampled from topics such as responsible restructuring, global leadership, mainstreaming ethics, managing workplace diversity and work-life balance, and had opportunities to purchase speakers' books, win prizes, and network with colleagues. We also plan to begin 2003 with a bang: SIOP President **Ann Marie Ryan** is on the slate as the first speaker of the year.

While examining our history and recent programs may give you a flavor of who we are, we'd like to share what we believe to be two critical strengths that flow from our philosophy of inclusion. One refers to the pivotal role that graduate students occupy in the GIOP community. With three graduate I-O psychology programs in the metropolitan area (two doctoral and one masters) and a nearby doctoral-level applied psychology program with some students specializing in I-O, we are constantly adding new members who bring fresh ideas, energy, and enthusiasm. We have several policies and practices in place to help encourage student participation. First, GIOP provides discounted membership dues and rates for meetings (We all understand viscerally the poverty that accompanies graduate education!). Second, students are encouraged to serve on our various subcommittees and the Executive Committee. A representative from each of four graduate programs is invited to serve on the committee and play an active role. Graduate students have also formed the largest contingent of support for program planning in recent years and have donated time and talent in a variety of ways (e.g., designing membership and conference brochures, designing and administering surveys). Third, we have kept students in mind for special programming—networking happy hours, career fairs, and student research presentations. In 2001, a fund was created to promote student scholarship by making competitive awards available to students who present at national conferences (two awards for SIOP and one for the Academy of Management conference). With this explicit valuing of students we are also challenged in maintaining balance in catering to the needs of our professional members.

The other critical strength based on inclusion is the diversity of our membership. GIOP's founders purposefully set out to attract members who occupy HR roles in business, government, academia, or consulting and who in some way apply principles and practices of I-O psychology but who may not be I-O psychologists (GIOP Bylaws). This diversity keeps us from operating in isolation, especially since many people with whom we work are in human resources or training functions. Second, it exposes people in related fields to our discipline, helping to educate those to whom I-O psychology is foreign. To further this goal, we have sought opportunities to "cross-pollinate" with other professional organizations by holding jointly sponsored meetings. In 2001, GIOP and the St. Louis chapter of the American Society for Training and Development (ASTD) convened for a presentation on *Measuring the Return on Investment of Performance Improvement Interventions.* The success of this event was repeated in 2002 with a meeting co-hosted by GIOP, the St. Louis OD Network, and the St. Louis chapter of the International Coach Federation on *Mastering the Language of Influence,* and a partnership with the Center for Organizational Learning & Renewal to provide the summer conference *The Balanced Scorecard: A Spectrum of Practice.* All three events were well attended and created opportunities for members to network beyond their normal circles. Going forward, representatives of some of these and other local organizations are exploring ways to continue learning together.

While this diversity has been a powerful mechanism for expanding our thinking and community outreach it also poses unique challenges. One challenge comes from balancing programs to include a blend of the more “industrial” topics with those that are more “organizational,” and striking a balance between theory and practice. Another derives from tension between members who prefer inclusion and those with traditional I-O psychology backgrounds who also believe that membership should be more exclusive. These challenges are most apparent when attempting to plan programs that will appeal to the whole of the organization and in making decisions about member recruitment. We attempt to counter this by keeping the Program Subcommittee keenly aware of the need for balance and plan programs with broad appeal.

Another challenge that faces any volunteer-based professional organization is making the best use of volunteers’ time while not overtaxing their willingness to devote time and energy to GIOP. As GIOP has grown, there are additional demands placed on existing members and many old practices remain among the new. We have attempted to deal head-on with these challenges in different ways. One mechanism has been a change in structure. We have grown the Executive Committee from four members (president, VP/program chair, membership chair/treasurer, newsletter editor/secretary) to seven, essentially splitting some of the traditional roles and adding these as voting members, as well as having an immediate past president sit on the board for the first 6 months and the president-elect for the last 6 months. Second, we have leveraged our student members by having them serve both on the Executive Committee and the various subcommittees. Finally, we have begun a process to outsource some of the administrative functions of the Program Subcommittee and executive committee to free the volunteers to focus on activities where they can best add value.

As other local groups have done, we’ve both simplified our work and created more of it by transitioning to technology. In 1999 we created an e-mail discussion list, meeting our goal of communicating program information in a more timely way. At the end of 2001 our Web site was launched, giving us added capabilities such as online event registration and increased exposure within the community. With both tools came added flexibility plus the issues of managing them, evaluating our various modes of communication and their relative utility, and redefining our roles in light of these shifts. This trend continues with our recent shift from a paper to electronic directory and an examination of ways to move from paper to electronic newsletters.

Some of our tactics for overcoming these challenges also serve to foster continuity. In 1999, the committee developed an explicit goal of building GIOP’s infrastructure. Like other committees, we were faced with a feeling that we must “reinvent the wheel” and a learning curve that took a significant part of our elected terms to mount. As a first step we developed a database to help us track member preferences and involvement and preserved major decisions and lessons learned to pass along to future committees. More recently, the president’s term was extended by 12 months (6 as president-elect and 6 as immediate past president) to safeguard some of each committee's memory for the next. In addition, the following steps were taken specifically to enhance the continuity of programs: (a) developed a repository of program planning information through the creation of a CD, (b) maintained the previous year's VP and program chair as an active member of the Program Subcommittee, (c) established a conference chair on the Program Subcommittee to allow the subcommittee to focus on understanding member preferences and developing bimonthly programs, and (d) incumbent committee members assist with planning a program for the next year.

While we feel we have made tremendous strides in overcoming some of our most daunting challenges, we have much ground to cover as the organization continues to grow. We look forward to learning from other local organizations that may be facing similar issues and hope that you have gleaned an idea or two from our experiences. In closing, we'd like to provide a perspective of our organization from an outsider: "GIOP is a top-notch, world class (local) organization! What I find particularly commendable is the professional diversity of its membership—many different areas of expertise and interest are represented. GIOP truly is a 'gateway' for I-O psychology in the St. Louis area." (Christopher Ernst, Center for Creative Leadership and Past-President, North Carolina Industrial and Organizational Psychologists).

For more information about GIOP visit www.giop.org and contact our 2003 Executive Committee: David Weller—president, Jennifer Runkle—VP & program chair, **Lynn Bartels**—treasurer, David Sanders—membership, Bob Grace—newsletter editor, Drew Fraunhoffer—past president, and graduate student representatives **Vickie Brewer, Jayanthi Polaki,** Ryan Pride, and **Stephanie Swindler.** If you plan to be in St. Louis we hope that you will join us as a guest at an upcoming event. We invite you to contact us personally at Vicki_Tardino@alumni.umass.edu and nemanick@mac.com.

Future Spotlights on Local Organizations:

Stay tuned for the July *TIP* issue when we profile the Michigan Association of I-O Psychology—and yes…like all great local groups they do have an acronym…MAIOP, of course! Founded in "The Motor City," MAIOP has a unique and rich blend of scientists and practitioners. In July, we'll hear about the opportunities that come from mixing academics from universities like Michigan State with practicing psychologists at major companies like Ford, DaimlerChrysler, Dow Chemical, and others.

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 contact Michelle Donovan at michelle.a.donovan@intel.com.

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Laura L. Koppes
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Virginia Polytechnic Institute and State University

Announcing a NEW Award to Recognize Excellent Teachers: SIOP Distinguished Teaching Award

It is a pleasure to present our column for this issue because we have GREAT news for teachers. First, SIOP has established a new award to recognize excellent teachers in the society, the SIOP Distinguished Teaching Award. The award is designed to recognize teachers who have substantial teaching loads; nominations of individuals who primarily teach undergraduate or master's level students are especially encouraged to apply. The full award description is available elsewhere in this issue of TIP. SIOP members may submit nominations; self-nominations are welcome also. We know there is a plethora of excellent teachers in our society, so don't be shy! Nominate yourself! I thank the Education and Training (E&T) subcommittee members who assisted in the development of the award proposal under the leadership of my colleague, **Jerry Palmer,** of Eastern Kentucky University. The subcommittee members are **Joe LeBouf,** United States Military Academy; **Michael Biderman,** University of Tennessee at Chattanooga; **Victor Catano,** St. Mary's University; **Timothy Huelsman,** Appalachian State University; **Jennifer Lucas,** Agnes Scott College; **Tahira Probst,** Washington State University at Vancouver; **Nancy Stone,** Creighton University; **Judith Van Hein,** Middle Tennessee State University; **Michelle Visio,** Southwest Missouri State University.

The second part of our good news is located in the article written by our guest columnist, **Todd Harris.** If you did not know, you will be pleased to learn that the E&T Committee has developed instructor guides for teaching I-O psychology topics. Todd provides a terrific overview of these modules. If you want more information, we will present these modules at the SIOP conference during a special E&T Committee session. As always, feel free to send any comments to me (Laura.Koppes@eku.edu) or to Neil (nhauen@vt.edu).

The Instructor's Guide for Introducing I-O Psychology: An Introduction and a Request

Todd Harris
Praendex, Inc.

The Instructor's Guide for Introducing I-O Psychology was created by SIOP's E&T Committee with the hope that more introductory psychology instructors would cover I-O topics in their courses. As an I-O psychologist, it may have come to your attention that many introductory psychology courses often cover topic areas such as physiological, learning, memory, clinical, personality, developmental, social and others, but I-O is often neglected. This is especially problematic given that interest in I-O among undergraduate students may be growing. The Instructor's Guide was designed to enable introductory psychology instructors to easily integrate I-O into their course offerings.

So what is exactly is the Instructor's Guide? It is a series of 14 PowerPoint modules on the SIOP Web site covering I-O content areas such as:

- Introduction to Industrial and Organizational Psychology
- Leadership and Gender Stereotypes
- Leader-Member Exchange Theory
- Workplace Diversity
- Sexual Harassment
- Evaluating Work Performance
- Motivation and Performance
- Work Teams
- Judgment and Decision Making
- Job Attitudes
- Work–Family Balance
- Training in Organizations
- Personnel Selection
- Organizational Justice

Each module is designed for use during a 50-minute class, and contains a sample lecture, a 10-minute interactive class exercise (for example, the Work Teams module illustrates different group decision-making techniques through a "Where should we go for Spring Break?" team exercise), speaker's notes that help the instructor prepare for the class, and supplementary reference materials.

In addition, each module attempts to (a) outline clear lesson objectives, (b) review relevant theory in the area, (c) discuss examples of research in the area, and (d) demonstrate exactly how I-O psychologists may help organizations to address the topic area. For example, the Personnel Selection module outlines the steps that a typical organization takes when developing a selection system for a particular job.

In an effort to ensure the quality of each module, module authors were selected based on their expertise in the given topic area, and each module underwent a "modified peer-review process," in which multiple reviewers (typically "senior-level" I-O psychologists with particular expertise in the topic area) provided feedback that was incorporated into the final version of each module. An online evaluation survey was recently added to www.siop.org which will enable the E&T Committee to collect frequency-of-use and user satisfaction data. This feedback will help us select content areas for future modules and to improve the existing module set.

The E&T Committee has recently shifted its focus from module development to module publicity. Over the past year, we have partnered with the Society for Teaching in Psychology (APA Division 2) to create awareness of the modules among instructors of psychology. For example, a brief "press release" concerning the modules recently appeared in Division 2's online newsletter TOPNEWS. We are also continuing to work with APA to publish an article on the modules in the *Monitor*.

In addition to these "formal" advertising efforts, we are hoping for continued word-of-mouth advertising as well. The E&T Committee would certainly be appreciative if you could "stop by" the modules, see what you think, and recommend their use to your colleagues. In this way, we can continue to build the "I-O psychology brand" among instructors and students of introductory psychology.

The modules can be accessed at: www.siop.org/Instruct/inGuide.htm.

I'd like to take this opportunity to publicly thank all of the module authors for all of their hard work. They are:

Elise Amel, St. Thomas University
Peter Bachiochi, Eastern Connecticut State University
Carrie Bulger, Quinnipiac University
David Day, Pennsylvania State University
Martha Hennen, Pittman McLenagan Group LC
Mike Horvath, Clemson University
Kurt Kraiger, University of Colorado at Denver
Geula Lowenberg, University of Wisconsin-Parkside
Debra Major, Old Dominion University
Morrie Mullins, Xavier University
Joan Rentsch, University of Tennessee
Jeffrey Stanton, Syracuse University

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TIP-TOPics for Students

Nancy Yanchus & Marcus Butts
University of Georgia

Eyal Grauer
Bowling Green State University

As the SIOP conference approaches, our tenure as **“TIP-TOPics for Students”** columnists nears an end with this being our farewell column. The last 2 years have been enjoyable, with each of us learning a tremendous amount about the field. But it is time for us to step aside and watch another set of students transform this column. We would like to thank all those who helped contribute to our column, both formally and informally. Our friends, colleagues, and professors all aided immensely. We would also like to thank those who e-mailed us suggestions for topics and feedback. In addition, we look forward to seeing you at SIOP. If you see us, by all means walk up and talk to us. We’d like to hear your thoughts, just as you have heard ours.

In our final version of **TIP-TOPics,** we span the I-O universe with a gamut of topics. We start out on a more serious **Path to Glory,** discussing the all-important master’s thesis process from start to finish. Next, we proceed with hints about writing a good resumé and conducting a successful interview in **Career Corner.** Finally, we conclude with a pedagogical view of the silver screen in **Psychology et al.**

On a side-note, we would like to encourage everyone to consider joining the SIOP Student Discussion List. It serves as a good tool for discussion on hot topics in our field. Go to http://www.siop.org/comm/student-sdl to find out more. Thanks and enjoy the column!

Path to Glory

One of the primary obstacles blocking you from your master’s degree (terminal or not) is your thesis, a body of work written primarily and exclusively by you. You will, among other things, find a thesis advisor and committee for your thesis. You will research, ruminate, and research some more. You will write multiple drafts, meet with your advisor, and propose to your thesis committee. You will run the proposed study (unless archival data are available and apropos), analyze the data, write it all up, defend it, and then celebrate your master’s euphorically. But before attaining celebrity (or celebratory) status, you will spend hundreds of hours of time, energy, devotion, blood, sweat, and tears on your thesis.

You should think of your thesis as a license to do research and a way to "get your feet wet" in the nitty-gritty of research. Ideally, by the time you earn your degree(s), you will be able to build, design, and implement your own research. This seems daunting as a first- or second-year because you do not have the necessary equipment to go out on your own. The thesis process is a way to gain this needed experience. It is also preparation for your dissertation (if you continue towards earning a doctoral degree). The scope and magnitude of the dissertation is wider and larger, and the topic is likely more difficult and involved. The collaboration with your advisor is decreased; it is the next step towards independence.

In order to help with the attainment of the elusive master's thesis, we devised a set of questions one should address to help lead them towards that goal. Some of the more commonly-heard questions will be addressed along with some notable questions we should have asked while going through the master's process.

What background information should I have before starting? Each I-O psychology program has a distinct set of rules and regulations for graduate-level students. Most departments offer a graduate handbook or a thesis handbook. Before going any further, make sure to read this document. With this background information you can ask others the right questions. After reading the handbook, talk over some of the technicalities (e.g., thesis length, how to ensure not having your proposal "shot down") with graduate students who have experienced the process. Upper-level graduate students have accumulated a wealth of knowledge and are usually happy to share their experiences. Some programs have informal mentoring programs where an upper-level student is matched with a first-year student. Whether designated or not, find a student mentor and learn from them. Oh yes, and don't forget about faculty members who deal with theses routinely. Getting a feel for the norms of your program is a good move.

Who takes care of the administrative duties? While many of the administrative procedures occur later on in the process (e.g., scheduling a room for your proposal), you should make friends with your administrative staff. "The Staff" not only has the ability to make your thesis experience pleasurable but also has the power to make it your worst nightmare (e.g., "Oh—I totally forgot about your meeting in the conference room—there's someone scheduled in there now. Sorry.") At the least, a solid working relationship is highly advised.

Who will my thesis advisor be? How should I pick? As you know, you will be working in collaboration with a faculty advisor. Unless your department is very small, you will have some flexibility in choosing who will be your "Thesis Chair." This decision is very important—it is best if your working style and your advisor's style are fairly congruent. If you want someone to be there to help you for every question you have, work with Dr. HoldMy-

Hand; if you wish to be left alone and to figure it out by yourself, your better off working with Dr. SolitaryConfinement.

It is important to know that there is no such thing as perfect student-advisor fit. Every advisor-student relationship has at least one component that is not ideal. Some professors may have long turnaround times (e.g., drafts, e-mails), or may not be around at all. Some are great minds but may have no expertise in your topic of interest. Some just smell funny! OK, so there's a low baseline on that one. The idea is that you should look for the best fit. Find a professor who best meets your needs.

I have heard a few professors advocate that for the thesis it is better to sacrifice a topic that's not super-duper interesting in order to work with a congruent faculty member (as opposed to having a super-duper interesting topic and an advisor that you can't work with). This practice is not always the case, but it should be a consideration. If things don't work out with you and your thesis advisor, that's okay. In most schools you can change professors after the master's thesis to another faculty member. Common sense dictates that you do not alienate your thesis advisor, however. You can go your separate ways as long as you do it with grace and professionalism.

Who will be on my committee? You want people who are interested in your topic, yet make sure you don't select members whose sole mission may be to sabotage you (e.g., if there's that one professor that you just can't get along with, don't put them on the committee). Especially handy in this situation is your thesis advisor. He or she can tell you faculty members' interests and how your research relates to theirs. Graduate students can tell you about professors' tendencies during thesis presentations (e.g., "Oh yea, Bob—Dr. Flutie tends to fall asleep during thesis defense meetings—don't take it personally"). It is also important to pit professors' strengths together. Make sure that there is someone familiar with your content area and someone who is strong with methodology and statistics. Try to get someone who has a macro, big-picture view and someone who can correct your grammar and minutiae as well. Finally, at all costs, avoid feuding faculty. We've heard horror stories about putting two professors in the same room who are engaged in a political squabble.

What will my thesis topic be? Take cues from your faculty members. Get to know faculty members' interests either by directly discussing it with them or by reading articles written by them. This will give you a foundation of knowledge from which to continue. Also, look through the last few years of *Journal of Applied Psychology, Personnel Psychology,* and other top journals. This will give you a feel for a wide assortment of topics in the field, and it is a great learning experience. Another excellent resource is *What to Study: Generating and Developing Research Questions* (Campbell, Daft, & Hulin, 1982). The authors investigated top I-O journals over 10 years to determine what questions have been asked and which nonquestions should have been asked. Even though the piece was published 20 years ago, many of the questions that should have been asked have yet to be addressed. Another highly recommended book is Cone and Foster's (1993) *Dissertations and Theses From Start to Finish.* This 349-page book elaborates upon all aspects addressed in this article, chapter by chapter (e.g., Chapter 3: the thesis topic).

Discussions with grad students and professors alike yielded four general guides for finding thesis topics. The first is of the "have it handed to you" variety. In other words, a preexisting question or project currently being worked on is turned over to you. The downside of this situation is that you do not get to pick your topic and thus a lot of the learning and maturity that occurs due to the topic selection process is lost. The upside? Your advisor will have much of the literature on a topic present, which will save endless hours of digging through the library and filling out interlibrary loan forms.

A second way to find a topic is to "divide and conquer." After narrowing the thesis topic to one broad area (i.e., feedback), you will realize that there is way too much information to cover everything. Thus, you will have to select a subtopic of a subtopic within the larger topic (e.g., feedback-seeking behavior of sleep-deprived and malnourished graduate students in a classroom setting). Once you narrow it down to a manageable yet challenging question, you will be on your way to conquering your small area. The caveat here is to make sure not to take on a task that is too big for a thesis. The goal of the thesis is to get some experience and to get it done. It takes a long time anyway—there's no need to prolong it by making it unnecessarily complicated. For example, millions of covariates could be tested, but save it for the dissertation or a side project once your thesis is complete.

A third thesis-finding idea is to combine two separate domains that were previously unrelated. This is a very interesting method, although a difficult one to produce due to the lack of research for such a "new" area. Most faculty will say that if a research area was never researched before, there may be a reason why—like it's very difficult to do research in that area. This isn't to condemn research in that area, but buyers beware! Your advisor should be able to help you decide if it is a worthwhile area to explore.

Finally, you can find an interesting published piece of research and attempt to replicate (and expand) the findings. While there is nothing inherently wrong with replicating a study (since the goal of the thesis is the research experience), another purpose of the thesis is to make a contribution to the field. Changing a couple of aspects of a current study may very well be valuable. And replications are not done nearly frequently enough in our field.

What's next? After reading tons of articles, you will write the introduction and method section for your proposed study. After many drafts of your thesis proposal, you will be given your day in I-O court. You will stand before a panel of arbiters (your committee), scared out of your mind, and plead your case with them. All of your hard work should lead to the proverbial “knowing what you are talking about,” which is bound to impress your committee. The committee may have a few suggestions for alterations to your proposal, perhaps some questions about your logic, and might bring up additional research which should be examined. This is routine. Their purpose isn’t to make you squirm (although some enjoy this); rather, they are trying to improve the quality of your research.

The thesis is about perseverance as well. Think of your thesis as an airport—expect delays. Whether it is the Institutional Review Board (a.k.a. Human Subjects Review Board) deciding they want a full-board meeting for your project or getting all members of your committee in the same state for your defense, things will go off-schedule. And you will have to roll with it. It happens to everyone; the only difference is how people deal with it.

After proposing the study and making the necessary corrections, you’ll run your study. Have protocols and stick to them. After you enter the data (by yourself or with the help of some outside source), make sure the data was entered correctly, clean the data (e.g., don’t include those participants who showed up drunk to your experiment), analyze it using the most appropriate statistical program, and determine if your prior predictions are actually supported. Then you get to write it up and consult with your advisor again. And when you are ready, you defend your master’s thesis—and celebrate like you just won “American Idol.”

How can I possibly do it all? Your master’s thesis is the most important document of your life to this point, but it is by no means the best document you will ever write (remember—it’s training for the pros). It is important to devote a significant amount of time to it, but there’s no need to obsess over minutiae for 2 years. A common outlook of graduate school veterans is that it is important to do something every day towards completion of the thesis. This could be reading a journal article, writing drafts of the proposal or defense, or simply thinking about your topic for 15 minutes. The theory behind the “a little every day” method is that it is impossible to stray off track or to forget about it for days on end if at least something, no matter how small it is, is done every day. It is very easy to ignore the thesis. It is amorphous and ambiguous, and the faculty expects it to be worked upon on top of your usual course load. While this probably does not shock most of our readers at the cognitive level, it is a much more daunting of a task behaviorally than initially expected.

Finally, remember—you can do it! The reason you were accepted into graduate school is because the professors had enough faith in YOU. They believed that you could do it. And those professors are all pretty smart—just prove them right!!

Career Corner

As the SIOP conference approaches, it dawns on us that some people will actually be graduating soon and entering the “real world” (oh, how we look forward to that day for ourselves). Since many people will be going through the job search at SIOP in a few days, we thought it would be informative to give some advice about resumés as well as some interviewing tips. For those seeking more information in addition to this section, there was a very informative column in last month's *TIP* ("Placement Center Employers' Concerns") detailing information pertinent for job seekers. We want to elaborate on that information and give more general advice about the job search process. The following information is slanted more towards applied jobs, but hopefully some knowledge can also be gained by those intending on pursuing an academic job. We hope you enjoy the column and happy hunting!

The Resumé

Deciding on a purpose. When designing your resumé, determining its purpose should be your first consideration. In other words, know your audience and appropriately tailor your resumé. Only include information that is relevant to the job you are pursuing. Your resumé won't necessarily get you a job, but hopefully it will get you an interview (the rest is up to you).

Choosing a format. There are many ways to lay out a resumé. You may choose to highlight your accomplishments, experience, or previous research depending on the type of job you are seeking as well as your specific strengths. If you think that your accomplishments are more impressive than the amount of work experience you have, then highlight your accomplishments first and just list your work experience. One thing to keep in mind when listing your previous work experience is to maintain the confidentiality of your client, unless they have given you previous permission. In other words, if you worked for various clients while at a consulting firm, you may not be able to legally list your clients by name but rather just by location (e.g., consulting with a large home improvement firm stationed in the Southeast). Furthermore, don't be shy about listing your accomplishments (but don't embellish).

Preparation tips. When preparing your resumé, use strong action verbs. This means briefly listing key responsibilities and accomplishments for each job listed. Describe your responsibilities in the past tense throughout the resumé to maintain consistency, but avoid using pronouns (e.g., I, me, our, my, we, etc.). Also, spell out terms instead of using abbreviations whenever possible. The goal is to keep the resumé looking simple while getting your point across.

Things to avoid. Some faux pas seem to go without saying, but you'd be amazed at what people put on their resumé! First off, your resumé should never exceed two pages, and you should include a cover letter unless instructed otherwise. Also, avoid fancy colors in your attempts to be creative. Stick to the basics (e.g., gray, white, off-white). It is critical to proofread your resumé several times. In addition, ask someone else to critique your resumé to make sure you didn't forget anything. Have them proofread the document as well. Finally, don't embellish on your resumé, and make sure the dates and job titles are accurate. A number of high-profile people have been fired for lying on their resumé, so there is a good chance an employer will verify the information included on the document.

The Interview

Researching the company. Never interview with a company about which you know nothing or that fails to interest you. You may think you can "wing it" through the interview, but interviewers can see right through your shenanigans. Therefore, make a concerted effort to learn about the company's business before the interview. Talk to people who work there and/or go to the company's Web site. If you are interviewing with a large organization, you may be able to find company-level information about them at such sites as www.business.com or www.marketguide.com.

Preparing for the interview. Many people believe they can walk into an interview and adequately answer any question thrown at them because, by golly, they have an advanced degree and know they are qualified! That may be the case, but remember that everyone is pretty well qualified at this level. What's going to distinguish you from other applicants is your ability to answer interviewers' questions and if the company feels you "fit" with their culture. Thus, it is in your best interest to arrive prepared. Know your resumé. Devise both possible behavioral questions (e.g., "Tell me about a time when you had to overcome conflict in your team") and situational questions (e.g., "You have been given the responsibility of designing a selection measure while maintaining diversity in the organization, what would be some of your considerations while compiling your measure"), and practice answering them based on information included on your resumé. Furthermore, it's best to simply keep in mind the possibilities you have for answering interviewers' questions rather than memorizing particular replies. Thinking on your feet and improvising is a quality on which you will be judged. So, with increased practice you will have additional options for detailed, thorough responses to interviewer's questions. Another good learning tool is to go through a mock interview at your university's career center or just use a camcorder to record yourself going through a mock interview. Either avenue will give you an opportunity to get feedback on your mannerisms and weaknesses you may want to work on.

Besides preparing for questions, it is also helpful to develop questions for the interviewer. This indicates that you've done your research and are interested in the company. We strongly discourage you to say "No" when the interviewer asks if you have any questions. Furthermore, questions help you to evaluate the company and the position in comparison to other job offers. Some topics to consider inquiring about are job scope, organizational priorities, evaluation of performance, and opportunities for personal growth. Also, feel free to take notes on the answers the interviewers give in response to your questions. This certainly will not hinder the "image" you convey and can be very helpful as long as it doesn't interfere with your ability to answer questions. And finally, you may want to send a thank-you note to the company shortly after your interview in an effort to show your gratitude and your level of interest.

Things to avoid. Besides the obvious eliminations such as poor dress and unpreparedness, there are some subtle things you should also avoid in the interview. First off, refrain from making derogatory comments about previous jobs or classes. You may speak of difficulties you had to overcome, but try to put a positive spin on the situation. Also, you shouldn't talk about salary or benefits unless the conversation has been initiated by the company. Finally, incorporate a variety of situations when you address questions so that the interviewer can get a glimpse of your expertise and various skills. We're sure there are a number of other things an applicant can say to eliminate them from contention, but don't let that hinder you from thoroughly answering questions. Just be aware of what you say in the interview and be prepared for anything.

Psychology et al.

Let's all go to the movies! Let's all go to the movies! Let's all go to the movies…and have ourselves some fun! Yes, movies about the workplace are plentiful and many relate to concepts taught in I-O courses. These films can be excellent pedagogical tools for encouraging class discussion, promoting active learning, and enhancing lecture material. However, with all the existing movies about the workplace, you may wonder which ones are useful for your I-O psychology teaching goals. Well, that's were we come into the picture, so to speak. In this article we provide the titles and brief plot synopses of movies that might be appropriate for the classroom. In addition, we offer suggestions on how these films might be applied toward the teaching of I-O concepts, such as ethics, incentives, sexual harassment, job analysis, and corporate culture. So, grab some popcorn, sit back, relax, and enjoy the show!

Ethical issues permeate our nation's organizations. While the recent executive-level breaches at Enron, Tyco, and WorldCom have garnered worldwide attention, moral and ethical questions arise at lower hierarchical levels of the organization. For example, burger flippers have to decide whether to serve that hamburger that fell on the floor, and stockbrokers must determine whether to sell a bad stock. Even we, as I-O psychologists, are faced with situations in which the choice between right and wrong is colored by shades of gray. How might professors teach students the importance of ethics in the workplace as well as actively engage them in this learning process? Several films might serve this purpose. In these movies, characters must decide between selfish as well as moral and legally questionable behaviors and that which is considered correct and acceptable action according to the law and, quite often, their con-science. A primary example is the film, *Wall Street,* in which a Wall Street investment banker greedily engages in insider trading while using his power and influence to manipulate his protégé to do the same. *Boiler Room* also presents Wall Street as corrupted by greed, and another character is faced with an ethical dilemma regarding finances. Both films could be shown in the classroom as an impetus for group discussion regarding the definition of ethics, when and why it is important, and how individuals come to decisions regarding situations in which costly professional and personal ethical decisions must be made. Class discussion can be difficult to start and maintain, and using movies about hotshot Wall Street executives or slimy Wall Street stockbrokers provides a fun, exciting context for a serious topic.

How do organizations increase productivity yet maintain workers' job satisfaction? Simple. Bring in an I-O psychologist and have them figure it out! But how might we as students gain insight into the incentive process before facing this issue out in the field? Read a textbook? Sure. However, professors might once again use films to encourage active learning that would help students more fully understand the complexities of developing and incorporating incentive systems. Two movies come to mind in attempting to enhance teaching this topic. *Outland,* a science fiction movie in which a federal marshal stationed on a planet occupied for the purpose of mining titanium must discover the link between excessively high productivity and high psychosis-related deaths. In the comedy *Gung Ho,* a U.S. car company is bought by the Japanese and the American workers must increase their productivity by 40% or witness the closing of the plant. One classroom technique might be to show the film and to make groups of students analyze the incentive system used in the movie: base it on theoretical material, discuss the pros and cons, and provide recommendations for improvement. Next, students could develop their own incentive framework, again based in theory, for the situations presented in the films and present these plans to the class as if at a conference. Students could be asked what they would do under the same circumstances and taught about whistle-blowing as well. The movies described present a rich context for students to work with: company structure, leadership, corporate culture, and so forth. Although internships clearly offer preferable hands-on learning experiences, using movies in the classroom may be a more powerful tool for engaging students than textbooks or lectures.

Decreasing the existence of sexual harassment in the workplace requires the development of sensitivity training programs, often by I-O psychologists. However, defining what constitutes sexual harassment ranges from clear-cut, overt actions to less delineated, more subtle behaviors. When is touching someone's arm OK and when is it inappropriate? Do the same standards exist for women and men? The issue of sexual harassment can be brought to life in the classroom through the use of (yes, you guessed it)—movies! Two exemplary films that might be used for their content (rather than their critical acclaim) are *9 to 5* and *Disclosure.* The first film is about three secretaries who have a male chauvinistic, misogynist boss who berates, harasses, and belittles them at every available opportunity, and how the harassed women get mad and get even in a big way. The second movie is about a female corporate executive who seduces her married, male subordinate and threatens his job if he refuses her advances. Now, the blatancy of the sexual harassment in both films is evident and may seem problematic for their use in the classroom. However, what can be brought to students' attention, more vividly than by a case study, is how the harassment is occurring: touching, eye contact, job manipulation, language, and so forth. These are the same areas on which sensitivity training should focus. Incorporating these movies into lecture material can provide examples of images and words that might be hard for students to otherwise visualize and imagine. The films might also be used as a springboard for a spirited discussion of the topic.

From teaching about sexual harassment to describing multiple jobs, the big screen can be a useful resource. What type of work do workers do? What are the components of various jobs? How do workers learn their occupations? While most consultants perform job analyses in the field, it is impossible to take an "Introduction to Industrial Psychology" course without learning about the topic. However, the presentation of this material is primarily through textbooks and lecture material. Perhaps a more active way to teach the material might behoove our field…drum roll please…is by using movies! Woo hoo! That's right! What could be more fun for students than watching a film depicting a particular occupation and then writing a job analysis for it? You got me! There are a multitude of films that provide excellent job portrayals. Some of them are: *Glengarry Glenn Ross* (sales), *The Negotiator* (negotiator), *Insomnia* (detective), *All the President's Men* (newspaper reporter), and *Broadcast News* (television reporter), to name a few. Granted, the Hollywoodized depictions of these careers surely limit the validity of the job analyses students would perform. But, engaging in a hands-on experience would enhance their learning of important classroom concepts.

Knowledge of the work world before becoming an I-O psychologist is critical, and there are definitely avenues to gain this experience along the path toward the start of a career. But there are many students who take I-O courses who have never worked, yet are trying to understand concepts such as motivation, job satisfaction, and leadership. Lacking a context in which to frame these topics can hinder their ability to learn this material. It is no doubt possible to be an effective teacher by using real-world examples and case studies in your lectures to emphasize key points. But, what may be more exciting might be to show one of several movies about the workplace, where the workplace is the story, and use this film as a pedagogical tool throughout the semester to provide a context explaining the concepts in the course. There are several films that focus on the workplace: *Office Space, Haiku Tunnel,* and *Working Girl;* and in which morale, managers, office politics, job satisfaction, leadership, organizational structure, and even I-O consultants are amusingly portrayed. You can use this material in conjunction with theory or even in helping your students develop paper ideas. Bringing the workplace into the classroom can help students better learn concepts related to understanding organizations.

In conclusion, there is some practical advice for using movies in the classroom. First, before you show a film, watch it first…the whole thing. There may be profanity, sexual content, or other things you may consider inappropriate for your viewing audience. Second, if you are pressed for time, select clips from various movies and use them strategically throughout the semester. Third, if possible, share your ideas with a professor who has taught your course to ensure that you are correctly presenting the material and covering all the major concepts. Well, what more can be said? Good luck and good viewing!

Once again, we'd like to say how much we've enjoyed writing this column for you over the past 2 years as well as give hearty thanks to **Debbie Major** as editor of *TIP*. We also want to wish the new authors of **TIP-TOPics** the best of luck with their new responsibilities and hope they find their experience writing about I-O graduate student issues as much fun as we did! So long!

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

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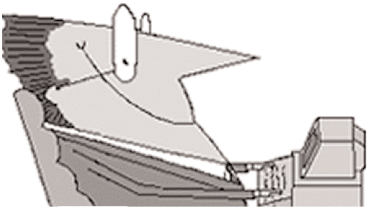

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THE HIGH SOCIETY

From Modifiers to Prefixes

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

It occurred over 30 years ago, but I still remember the event vividly. I was attending the orientation program for new doctoral students in psychology. The room was packed with students, while a few professors ran the meeting. We were to introduce ourselves and then state what program area of psychology we were studying. The department was very large, so there were many areas of psychology represented. Student by student, we went around the room, said our name, and then said social, experimental, I-O, clinical, school, counseling, developmental, or consumer. Following the meeting we adjourned for refreshments, where we met more faculty members. Two old crusty professors (I'm guessing they were about my current age) groused that too much emphasis was being placed on the modifier (e.g., social, experimental, etc.) and not emphasis on the noun, psychology, that united all of us together in the room. They said (correctly) our PhD degrees would state only "psychology" and not include the modifier that the students seemed to think was so important.

I now skip ahead about 10 years. I'm reading the *APA Monitor* about job openings. I see one where a university wants someone with training in "neuropsychology." I discreetly asked a trusted colleague what "neuropsychology" was all about. He replied it was the study of the brain and behavior. His answer was what I had expected, but I was intrigued why it was "neuropsychology" and not "neural psychology." How did a modifier become a prefix to the word "psychology," creating a new and bigger word? I didn't know.

Another 20 years goes by. This time I'm reading a promo for a book. The book is described as representing the latest research in "pharmoneuropsychology." I just about wig out. I ask a colleague the meaning of this 21-letter word. I was told it is the study of how drugs affect the brain and behavior. Three things strike me about this word. First, it sure is big and important sounding. Second, we have evolved from a modifier (social) to a prefix (neuro) to double prefixes (pharmoneuro). Both prefixes end in the letter "o." That is the key letter in the prefix. And third, the word doesn't really exist. Someone just made it up to convey meaning, in this case the study of how drugs affect the brain and behavior.

Well folks, I will no longer sit back and be a laggard in the name game. So what follows are 25 new names for areas of study in psychology. Don't complain to me if you don't like the new words. I didn't inflate this ball, I'm just running with it.

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

The study of why people like to eat Mexican food—tacoburritopsychology

The study of why people in some nations reject capitalism in favor of a Marxist orientation—harpogrouchopsychology

The study of the behavior of New York Yankee baseball players who are elected to the Hall of Fame—dimaggiorizzutopsychology

The study of people who live in the capitol city of their respective nations—tokyocairopsychology

The study of how the sounds made by some musical instruments are soothing to the nerves—pianocellopsychology

The study of how people psychologically identify with the currencies of their respective countries—europesopsychology

The study of why people like to eat soft foods—oleojellopsychology

The study of why people like to watch animated cartoon characters—gepettopinocchiopsychology

The study of maladaptive adult behavior caused by early childhood belief in fictional beings—hohohopsychology

The study of altruism—probonopsychology

The study of why people are fascinated with the lives of the ancient Greeks and Romans—platociceropsychology

The study of men who join the Sons of Italy fraternal organization—roccovitopsychology

The study of abnormal behavior caused by living in large states whose geographic boundaries are demarcated by sharp corners—coloradonewmexicopsychology

The study of how various types of fertilization affect subsequent human behavior—invitroinvivopsychology

The study of why people continue to support athletic teams that are chronic underachievers—expoastropsychology

The study of how vapors affect behavior—h2obopsychology

The study of how art inspires human behavior—michelangelopicassopsychology

The study of tenor behavior— placidodomingopsychology

The study of egocentrism—numerounopsychology

The study of people who believe in astrology—leovirgopsychology

The study of vegetarian behavior—tomatopotatopsychology

The study of people who love to travel— marcopolopsychology

The study of celebrity behavior—jloringopsychology

The study of Shakespearean behavior—othelloromeopsychology

The study of people who like watching reruns of very old television programs—hawaii5ocolumbopsychology

Let’s face it, these names for fields of psychological study are a lot more impressive-looking and self-important than the old modifier approach. I understand there is some movement afoot to change the name of industrial-organizational psychology. Let’s get with the program. I say it should be industrialoorganizationalopsychology.

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The Ad Hoc Committee on Professional Development (formerly the Ad Hoc Committee on Professional Development Workshops) works to offer SIOP members learning experiences. This objective usually translates to opportunities for earning continuing education (CE) credits. The committee's recent efforts have focused on opportunities for continuing education credits at the upcoming SIOP conference. The committee understands and appreciates the practical importance of maintaining CE credits required for licensure.

Many of our members must fulfill requirements established by licensure boards. In fact, 64 state and provincial licensure boards exist in the United States and Canada to help ensure that professionals within their jurisdiction are minimally competent to practice. To better gauge the requirements for I-O psychologists within each of these states or providences, we attempted to contact each of the licensure boards listed on the SIOP Web site. We were able to speak to a representative from 62 boards. Each representative was asked whether his or her board required the licensure of I-O psychologists. Those boards requiring certification of I-O psychologists were asked a follow-up question concerning the requirement of continuing education (CE) as part of the licensure. Of the 62 state and provincial certification boards contacted, 18 explicitly require I-O psychologists to be licensed. Others may require licensure if the work performed by the psychologist falls within the definition of the practice of psychology used by the jurisdiction. Of the 18, 11 require CE credits to maintain licensure, 1 indicated CE credits would be implemented in the future, and 6 have no CE requirements to maintain licensure. Among the 52 jurisdictions, 37 require some level of CE to maintain one's license. Based on these numbers, clearly a need exists for CE opportunities within the SIOP community.

One of the missions for the Ad Hoc Committee on Professional Development is to sponsor additional CE opportunities at the SIOP conferences beyond the workshops and expanded tutorials. We are pleased to announce that CE credit will be available at the Orlando conference in May, at no extra charge, for the following selected master tutorials:

- Interrupted Time Series Analysis and Organizational Intervention Effects
  (Saturday, 3:30–5:15) in Salon 8 (Hilton)
  I-O psychology has largely ignored interrupted autoregressive integrated moving average analyses (ARIMA) for assessing the effects of organizational interventions. This tutorial reviews the topic with examples of different forms of intervention effects. Researchers and practitioners are invited to send exemplar data to rmcintyr@odu.edu for analysis and discussion during the presentation.
  Presented by Bob McIntyre; 1.5 credits
- Work Motivation: What We Know and What We Don't
  (Friday, 12:30–1:45) in Salon 7 (Hilton)
  After about 4 decades of theory development and research, sufficient evidence exists to make possible the beginnings of an overall model of work motivation. The purpose of this session is to conceptually discuss and empirically demonstrate what we know and what we don't about work motivation.
  Presented by Ed Locke and Alex Stojkovic; 1 credit
- Using Implicit Attitude Measurement in I-O Psychology: Research and Practice
  (Saturday, 8:00–9:15) in Azalea (Hilton)
  Implicit attitude measurement (IAM) is used to assess attitudes based on latencies in response to stimuli. IAM has largely focused on social categories (e.g., race) and self-categories (e.g., self-esteem), but applications and research to I-O psychology topics may prove interesting at theoretical and practical levels. An actual IAM procedure will be developed and demonstrated in this session.
  Presented by Kenneth Sumner and Elizabeth Haines; 1 credit

To receive credit for attending either or both of the master tutorials, follow these simple steps:

1. Arrive to the session on time and at the appointed location;
2. Sign-up on the appropriate roster;
3. Complete and turn in the required pre-session evaluation;
4. Attend the entire session and pay attention;
5. Complete and turn in the required post-session evaluation;
6. Sign-out when the session is over.

It's that easy! You can request confirmation of your CE credits, which you will receive after the conference. After the conference, we would appreciate comments on the master tutorial sessions and the process followed to receive CE credits. In the next *TIP* issue we will discuss more about the mission of the Professional Development Committee and the importance of continuing education beyond Continuing Education Credits.

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SIOP Small Grant Program

David A. Hofmann
University of North Carolina at Chapel Hill

The purpose of the SIOP Small Grant Program is to:

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

For 2003, the SIOP Foundation has agreed to award $10,000 to this program in order to fund research grants. A subcommittee has been created to review and administer the Small Grant Program. Furthermore, given the specific objective of fostering cooperation between academicians and practitioners, this subcommittee consists of both academicians and practitioners.

General Procedures and Policies

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

In order to encourage wide participation and a large variety of individuals and institutions involved in the program, an individual can only be involved in one proposal per review cycle. In addition, individuals who received a grant within the last 2 years are ineligible.

Guidelines for Proposal Budgets

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

Subcommittee will provide additional documentation and evidence explicitly recognizing this policy.

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

Size of the Awards

Currently $10,000 is available. Although there is no minimum amount per grant proposal, the maximum award for any one grant is $5,000.

Criteria for Selecting Award Winners

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

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

Deliverables

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

Topic Areas of Interest

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

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

Format of the Proposal

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

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

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

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

Submission Deadlines and Procedure

Potential recipients should submit 8 copies of the research proposal by **June 1, 2003** to the SIOP Administrative Office at the following address:

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

Questions

Please direct all questions regarding the Small Grants Program to:

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

Small Grant Program
Submission Checklist

Project Title:

____

____

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

____

____

____

____

____

Submission Checklist:

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

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

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

_____ Have you included 8 copies of the proposal?

Please submit **8** copies of the proposal to the SIOP Administrative Office by **June 1, 2003.**

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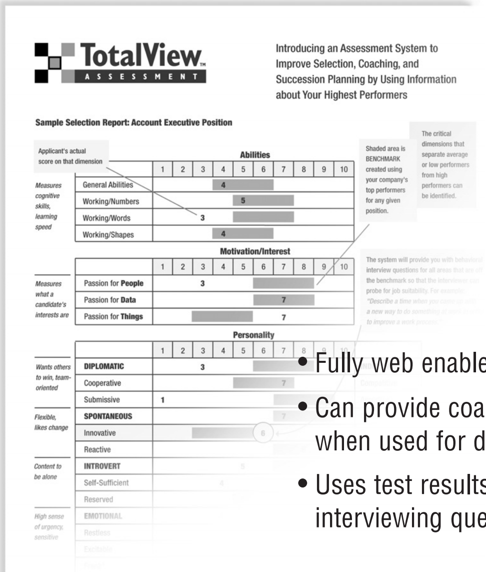

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Abilities

		1	2	3	4	5	6	7	8	9	10
Measures cognitive skills, learning speed	General Abilities				4						
	Working/Numbers					5					
	Working/Words			3							
	Working/Shapes				4						

Motivation/Interest

		1	2	3	4	5	6	7	8	9	10
Measures what a candidate's interests are	Passion for **People**			3							
	Passion for **Data**							7			
	Passion for **Things**							7			

The system will provide you with behavioral interview questions for all areas that are off the benchmark so that the interviewer can probe for job suitability. For example: *"Describe a time when you came up with a new way to do something at work in order to improve a work process."*

Personality

		1	2	3	4	5	6	7	8	9	10
Wants others to win, team-oriented	**DIPLOMATIC**			3							
	Cooperative							7			
	Submissive	1									
Flexible, likes change	**SPONTANEOUS**							7			
	Innovative						6				
	Reactive										
Content to be alone	**INTROVERT**					5					
	Self-Sufficient				4						
	Reserved										
High sense of urgency, sensitive	**EMOTIONAL**										
	Restless										
	Excitable										

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Call for Nominations and Entries

2004 Awards for the Society for Industrial and Organizational Psychology

Fritz Drasgow, Chair
SIOP Awards Committee

NOTE THE DEADLINE
FOR RECEIPT OF NOMINATIONS

JUNE 1, 2003!

Distinguished Professional Contributions Award

Distinguished Scientific Contributions Award

Distinguished Service Contributions Award

Distinguished Teaching Award—*Note: this is a new award!*

Distinguished Early Career Contributions Award

S. Rains Wallace Dissertation Award

William A. Owens Scholarly Achievement Award

M. Scott Myers Award for Applied Research in the Workplace

DEADLINE FOR RECEIPT OF NOMINATIONS: JUNE 1, 2003!

Send nominations and entries for all awards to:

Daniel Turban
Management Department, 517 Cornell Hall
University of Missouri
Columbia, MO 65211-2600

Nomination Guidelines and Criteria

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

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

2. Only members of SIOP may be nominated for the award.

3. A current vita of the nominee should accompany the letter of nomination. In addition, the nominator should include materials that illustrate the contributions of the nominee. Supporting letters may be included as part of the nomination packet. The number of supporting letters for any given nomination should be between a minimum of three and a maximum of five.

4. Nominees who are nonrecipients of the Distinguished Scientific Contributions Award, Distinguished Professional Contributions Award, and Distinguished Service Contributions Award will be reconsidered annually for 2 years after their initial nomination.

5. Eight copies of all submission materials are required. Letters of nomination, vita, and all supporting letters (including at least three and no more than five) or materials must be received by **June 1, 2003.**

Administrative Procedures

1. The SIOP Awards Committee will review the letters of nomination and all supporting materials of all nominees and make a recommendation concerning one or more nominees to the SIOP Executive Committee. Two or more nominees may be selected if their contributions are similarly distinguished.

2. The Executive Committee may either endorse or reject the recommendations of the Awards Committee but may not substitute a nominee of its own.

3. In the absence of a nominee who is deemed deserving of the award by both the Awards Committee and the Executive Committee, the award may be withheld.

Distinguished Professional Contributions Award

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

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

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

Criteria for the Award

The letter of nomination should address the following points:

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

Distinguished Scientific Contributions Award

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

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

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

Criteria for the Award

The letter of nomination should address the following issues:

1. The general nature of the nominee’s scientific contributions.
2. The most important theoretical and/or empirical contributions.

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

Distinguished Service Contributions Award

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

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

Criteria for the Award

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

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

Distinguished Early Career Contributions Award

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

This award is given to an individual who has made distinguished contributions to the science and/or practice of I-O psychology within seven (7) years of receiving the PhD degree. In order to be considered for the 2004 Award, nominees must have defended their dissertation no earlier than 1997. The setting in which the nominee has made the contributions (i.e., academia, government, industry) is not relevant.

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

Criteria for the Award

The letter of nomination should address the following issues:

1. The general nature of the nominee’s contributions to science and/or practice.
2. The most important contributions to science and/or practice.
3. The impact of the nominee’s contribution on the science and/or practice of I-O psychology, including the impact that the work has had on the work of students and colleagues.
4. The status of the nominee as a scientist and/or practitioner vis-à-vis other prominent scientists and/or practitioners in the field of I-O psychology.
5. While the number of publications is an important consideration, it is not the only one. An equally important criteria is the quality of the publications and their impact on the field of I-O psychology.
6. Documentation should be provided that indicates that the nominee received his or her PhD degree no earlier than 1997.

Distinguished Teaching Award

In recognition of SIOP members who demonstrate a sustained record of excellence in teaching, as revealed by excellence in the classroom or via Web-based teaching, student development, and community service via teaching.

Eligibility

The annual award will be given to full SIOP members who have sustained experience in a full-time university/college tenure-track or tenured position(s) requiring substantial teaching responsibilities. There is no restriction on the specific courses taught, only that the courses concern perspectives or applications of industrial and organizational (I-O) psychology. Nominations of individuals whose primary responsibilities lie in teaching undergraduates and terminal master’s students are encouraged.

Criteria for Evaluation of Teaching

Although evidence of teaching excellence is likely to come from the total of all courses that one teaches, evidence of excellence in teaching I-O psychology courses or related areas is expected. The criteria are flexible and may involve the following:

1. Demonstration of excellence in teaching. Evidence for this might include course syllabi, lesson outlines, a statement of teaching philosophy, some form of student evaluation criteria (e.g., ratings) or receiving an award for teaching, examples of innovative methods in the design and delivery of course content, a summary of courses taught within the last 3 years (include title and short description of course, along with number of students enrolled), a video

example of actual teaching, textbooks written, course handouts, letters from supervisor(s) or colleagues, and up to three letters of support from students.

2. Demonstration of student accomplishments. Evidence for this would include papers or projects completed by students, students presenting papers at professional meetings or students subsequently publishing their work done with the teacher, stimulation of student research, awards or grants received by students, students pursuing further graduate work, successful placement of students in jobs or graduate programs, careers or internships achieved by students, and other student-oriented activities (e.g., undergraduate student accomplishments will be highly valued).

3. Demonstration of excellence in teaching-related professional activities. Evidence for this might include publications of articles on teaching, memberships in teaching organizations, teaching awards and other forms of prior recognition, community presentations about topics related to Industrial and Organizational Psychology, and attendance at professional meetings or workshops relevant to teaching.

Guidelines for Nomination

Any SIOP member may submit a nomination. Self-nominations are welcome. The nomination letter should describe in detail why the nominee is deserving of the award. The nomination should include (a) a current curriculum vitae, (b) a short biography, and (c) a teaching portfolio. The contents of the portfolio should include materials that address the criteria above.

Ten copies of all submission materials are required and must be received by **June 1, 2003.**

Administration Procedures

1. A subcommittee (eight members) of the SIOP Awards Committee will review the nominations. At least four members shall work at colleges or universities focused primarily on undergraduate or master's level education.

2. The subcommittee will make a recommendation about the winning nomination to the SIOP Awards Committee, which will transmit the recommendation to the SIOP Executive Committee. If appropriate, nominators of meritorious nonwinning candidates will be contacted to see whether their candidates can be reconsidered for the award in the following year.

3. The SIOP Executive Committee may either endorse or reject the recommendation of the Awards Committee but may not substitute a nominee of its own.

4. In the absence of a nomination that is judged deserving of the award, the award may be withheld.

5. The winner of the award shall receive a plaque and $1,000.00.

S. Rains Wallace Dissertation Research Award

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

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

Criteria for Evaluation and Submissions

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

1. The degree to which the research addresses a phenomenon that is of significance to the field of I-O psychology.
2. The extent to which the research shows appropriate consideration of relevant theoretical and empirical literature. This should be reflected in both the formulation of hypotheses tested and the selection of methods used in their testing.
3. The degree to which the research has produced findings that have high levels of validity (i.e., internal, external, construct, and statistical conclusion). The setting of the proposed research is of lesser importance than its ability to yield highly valid conclusions about a real-world phenomenon of relevance to the field of I-O psychology. Thus, the methods of the research (including subjects, procedures, measures, manipulations, and data analytic strategies) should be specified in sufficient detail to allow for an assessment of the capacity of the proposed research to yield valid inferences.
4. The extent to which the author (a) offers reasonable interpretations of the results of his or her research, (b) draws appropriate inferences about the theoretical and applied implications of the same results, and (c) suggests promising directions for future research.
5. The degree to which the research yields information that is both practically and theoretically relevant and important.
6. The extent to which ideas in the proposal are logically, succinctly, and clearly presented.

Guidelines for Submission of Proposal

1. Entries may be submitted only by individuals who are endorsed (sponsored) by a member of SIOP, the American Psychological Society, or the American Psychological Association.
2. Each entrant should submit 10 copies of their paper (not to exceed 30 pages of double-spaced text) based on his or her dissertation. The name of the

entrant, institutional affiliation, current mailing address, and phone number should appear only on the title page of the paper.

3. Papers are limited to a maximum of 30 double-spaced pages. This limit includes the title page, abstract, text, tables, figures, and appendices. However, it excludes references.

4. Papers should be prepared in accord with the guidelines provided in the fifth edition of the Publication Manual of the American Psychological Association. Note, however, that the abstract may contain up to 300 words.

5. The paper must be based on a dissertation that was accepted by the graduate college 2 years or less before **June 1, 2003,** with the stipulation that an entrant may only submit once.

6. The entrant must provide a letter from his or her dissertation chair that specifies the date of acceptance of the dissertation by the graduate school of the institution and that the submission adequately represents all aspects of the completed dissertation. In addition, the entrant must provide a letter of endorsement from a member of SIOP, the American Psychological Society, or the American Psychological Association who is familiar with the entrant's dissertation. Both of these letters may be from the same individual.

7. Entries (accompanied by supporting letters) must be received by **June 1, 2003.**

Administrative Procedures

1. All entries will be reviewed by the Awards Committee of SIOP.

2. The Awards Committee will make a recommendation to the Executive Committee of SIOP about the award-winning dissertation and, if appropriate, up to two dissertations deserving honorable mention status.

3. The Executive Committee may either endorse or reject the recommendations of the Awards Committee but may not substitute recommendations of its own.

4. In the absence of a dissertation that is deemed deserving of the award by both the Awards Committee and the Executive Committee, the award may be withheld.

William A. Owens Scholarly Achievement Award

In recognition of the best publication (appearing in a refereed journal) in the field of industrial and organizational psychology during the past full year (2002).

This annual award, honoring William A. Owens, is given to the author(s) of the publication in a refereed journal judged to have the highest potential to significantly impact the field of I-O psychology. There is no restriction on the specific journals in which the publication appears, only that the journal be refereed and that the publication concerns a topic of relevance to the field of I-O psychology. Only publications with a 2002 publication date will be considered.

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

Criteria for Evaluation of Publications

Publications will be evaluated in terms of the following criteria:

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

Guidelines for Submission of Publications

1. Publications may be submitted by any member of SIOP, the American Psychological Society, the American Psychological Association, or by any person who is sponsored by a member of one of these organizations. Self- and other-nominations are welcome. The Owens Award Subcommittee may also generate nominations. Those evaluating the publications will be blind to the source of the nomination.
2. Publications having multiple authors are acceptable.
3. Ten copies of each publication should be submitted.
4. Publications must be received by **June 1, 2003.**

Administrative Procedures

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

M. Scott Myers Award for Applied Research in the Workplace

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

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

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

Criteria for Evaluation of Projects or Products

Nominations will be evaluated on the extent to which they:

1. Have a sound technical/scientific basis.
2. Advance objectives of clients/users.
3. Promote full use of human potential.
4. Comply with applicable psychological, legal, and ethical standards.
5. Improve the acceptance of I-O psychology in the workplace.
6. Show innovation and excellence.

Guidelines for Submission of Projects or Products

1. Nominations may be submitted by any member of SIOP. Self-nominations are welcome.
2. Individuals or teams may be nominated. Each individual nominee must be a current member of the Society. If a team is nominated, at least one of the team members must be a current member of the Society, and each team member must have made a significant contribution to the project or product.
3. Each nomination package must contain the following information:
    a. A letter of nomination which explains how the project or product meets the six evaluation criteria above.

b. A technical report which describes the project or product in detail. This may be an existing report.

c. A description of any formal complaints of a legal or ethical nature which have been made regarding the project or product.

d. A list of three client references who may be contacted by the Myers Award subcommittee regarding the project or product.

e. (Optional) Any other documentation which may be helpful for evaluating the nomination (e.g., a sample of the product, technical manuals, independent evaluations).

4. Six copies of all nomination materials should be submitted. The Awards Committee will maintain the confidentiality of secure materials.

Administrative Procedures

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

Past SIOP Award Recipients

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

Distinguished Professional Contributions Award

1977	Douglas W. Bray
1978	Melvin Sorcher
1979	Award withheld
1980	Award withheld
1981	Carl F. Frost
1982	John Flanagan
1983	Edwin Fleishman
1984	Mary L. Tenopyr
1985	Delmar L. Landen
1986	Paul W.Thayer
1987	Paul Sparks
1988	Herbert H. Meyer
1989	William C. Byham
1990	P. Richard Jeanneret
1991	Charles H. Lawshe
1992	Gerald V. Barrett
1993	Award withheld
1994	Patricia J. Dyer
1995	Allen I. Kraut
1996	Erich Prien
1997	John Hinrichs
1998	Gary P. Latham
1999	Lowell Hellervik
2000	Joseph L. Moses
2001	David P. Campbell
2002	George C. Thornton III

Distinguished Scientific Contributions Award

1983	William A. Owens
1984	Patricia C. Smith
1985	Marvin D. Dunnette
1986	Ernest J. McCormick
1987	Robert M. Guion
1988	Raymond A. Katzell
1989	Lyman W. Porter
1990	Edward J. Lawler III
1991	John P. Campbell
1992	J. Richard Hackman
1993	Edwin A. Locke
1994	Bernard M. Bass
1995	Frank Schmidt & John Hunter
1996	Fred Fiedler
1997	Charles L. Hulin
1998	Terence Mitchell & Victor H. Vroom
1999	Neal Schmitt
2000	Benjamin Schneider
2001	Daniel R. Ilgen
2002	Gary P. Latham & Robert D. Pritchard

Distinguished Service Contributions Award

1989	Richard J. Campbell & Mildred E. Katzell
1990	Paul W. Thayer
1991	Mary L. Tenopyr
1992	Irwin L. Goldstein
1993	Robert M. Guion
1994	Ann Howard
1995	Milton D. Hakel
1996	Sheldon Zedeck
1997	Ronald Johnson
1998	Neal Schmitt
1999	Richard Klimoski & William Macey
2000	Paul Sackett
2001	James Farr
2002	Award withheld

*Distinguished Early Career Contributions Award**

1992	John R. Hollenbeck
1993	Raymond A. Noe
1994	Cheri Ostroff
1995	Timothy A. Judge
1996	Joseph Martocchio
1997	Stephen Gilliland
1998	Deniz S. Ones & Chockalingam Viswesvaran
1999	Richard DeShon
2000	Award withheld
2001	Daniel M. Cable & José Cortina
2002	Michele J. Gelfand

William A. Owens Scholarly Achievement Award

1998	Avraham N. Kluger & Angelo S. DeNisi
1999	David Chan & Neal Schmitt
1999	Peter Dorfman, Jon Howell, Shozo Hibino, Jin Lee, Uday Tate, & Arnoldo Bautista

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

2000	Paul Tesluk & Rick Jacobs
2001	Timothy A. Judge, Chad A. Higgins, Carl J. Thoresen, & Murray R. Barrick
2002	E. Allan Lind, Gerald Greenberg, Kimberly S. Scott, & Thomas D. Welchans
	Elaine D. Pulakos, Sharon Arad, Michelle A. Donovan, & Kevin E. Plamondon

M. Scott Myers Award for Applied Research in the Workplace

1998	Frank L. Landy, James L. Farr, Edwin Fleishman, & Robert J. Vance
1999	Chris Hornick, Kathryn Fox, Ted Axton, Beverly Wyatt, & Therese Revitte
2000	HumRRO, PDRI, RGI, Caliber, & FAA
2001	Eduardo Salas, Janice A. Cannon-Bowers, Joan H. Johnston, Kimberly A. Smith-Jentsch, Carol Paris
2002	Norman G. Peterson, Michael D. Mumford, Walter C. Borman, P. Richard Jeanneret, & Edwin A. Fleishman

Edwin E. Ghiselli Award for Research Design

1984	Max Bazerman & Henry Farber
1985	Gary Johns
1986	Craig Russell & Mary Van Sell
1987	Sandra L. Kirmeyer
1988	Award withheld
1989	Kathy Hanisch & Charles Hulin
1990	Award withheld
1991	Award withheld
1992	Julie Olson & Peter Carnevale
1993	Elizabeth Weldon & Karen Jehn
1994	Linda Simon & Thomas Lokar
1995	Award withheld
1996	Award withheld
1997	Kathy Hanisch, Charles Hulin, & Steven Seitz
1998	David Chan
1999	Award withheld
2000	Award withheld
2001*	
2002*	

S. Rains Wallace Dissertation Research Award

1970	Robert Pritchard
1971	Michael Wood
1972	William H. Mobley
1973	Phillip W. Yetton
1974	Thomas Cochran
1987	Collette Frayne
1988	Sandra J. Wayne
1989	Leigh L. Thompson
1990	Award withheld
1991	Rodney A. McCloy

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*Award suspended due to lack of nominations.

1975	John Langdale
1976	Denis Umstot
1977	William A. Schiemann
1978	Joanne Martin & Marilyn Morgan
1979	Stephen A. Stumpf
1980	Marino S. Basadur
1981	Award withheld
1982	Kenneth Pearlman
1983	Michael Campion
1984	Jill Graham
1985	Loriann Roberson
1986	Award withheld
1992	Elizabeth W. Morrison
1993	Deborah F. Crown
1994	Deniz S. Ones
1995	Chockalingam Viswesvaran
1996	Daniel Cable & Steffanie Wilk
1997	Tammy Allen
1998	David W. Dorsey & Paul E. Tesluk
1999	Taly Dvir
2000	Steven E. Scullen
2001	Robert E. Ployhart
2002	Award withheld

John C. Flanagan Award for Best Student Contribution at SIOP

1993	Susan I. Bachman, Amy B. Gross, Steffanie L. Wilk
1994	Lisa Finkelstein
1995	Joann Speer-Sorra
1996	Frederick L. Oswald & Jeff W. Johnson
1997	Syed Saad & Paul Sackett
1998	Frederick P. Morgeson & Michael A. Campion
1999	Chris Kubisiak, Mary Ann Hanson, & Daren Buck
2000	Kristen Horgen, Mary Ann Hanson, Walter Borman, & Chris Kubisiak
2001	Lisa M. Donahue, Donald Truxillo, & Lisa M. Finkelstein
2002	Remus Ilies

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

1980–82	Missing
1983	Maureen Ambrose
1984–87	Missing
1988	Christopher Reilly
1989	Andrea Eddy
1990	Amy Shwartz, Wayne Hall, & J. Martineau
1991	Paul Van Katwyk
1992	Sarah Moore-Hirschl
1993	Daniel Skarlicki
1994	Talya Bauer & Lynda Aiman-Smith
1995	Mary Ann Hannigan & Robert Sinclair
1996	Adam Stetzer & David Hofmann
1997	Scott Behson & Edward P. Zuber, III
1998	Dana Milanovich & Elizabeth Muniz
1999	Michael Grojean & Paul Hanges
2000	Jennifer Palmer
2001	Steven M. Rumery

SIOP Gold Medal Award

2002	Lee Hakel

SIOP Members Who Have Received APA Awards

Award for Distinguished Professional Contributions

1976	John C. Flanagan
1980	Douglas W. Bray
1989	Florence Kaslow
1991	Joseph D. Matarazzo
1992	Harry Levinson

Award for Distinguished Scientific Contributions to Psychology

1957	Carl I. Hovland
1972	Edwin E. Ghiselli

Distinguished Scientific Award for the Applications of Psychology

1980	Edwin A. Fleishman
1983	Donald E. Super
1987	Robert Glaser
1994	John E. Hunter & Frank Schmidt

Distinguished Scientific Award for an Early Career Contribution to Psychology

1989	Ruth Kanfer
1994	Cheri Ostroff

Award for Distinguished Contributions to the International Advancement of Psychology

1994	Harry C. Triandis
1999	Edwin A. Fleishman

SIOP Members Who Have Received APF Awards

Gold Medal Award for Life Achievement in the Application of Psychology

1986	Kenneth E. Clark
1988	Morris S. Viteles
1991	Douglas W. Bray
1993	John C. Flanagan
1994	Charles H. Lawshe

SIOP Members Who Have Received APS Awards

James McKeen Cattell Fellow Award

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

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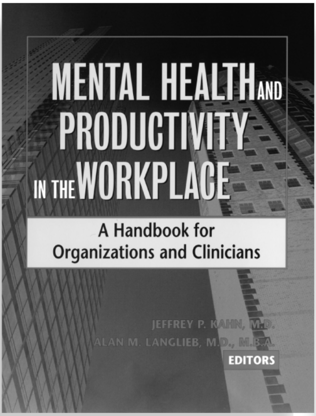
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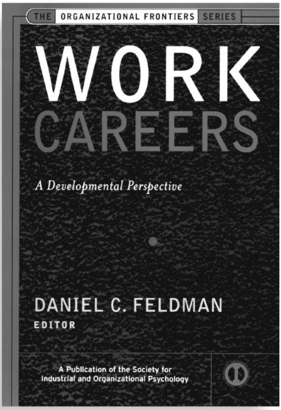
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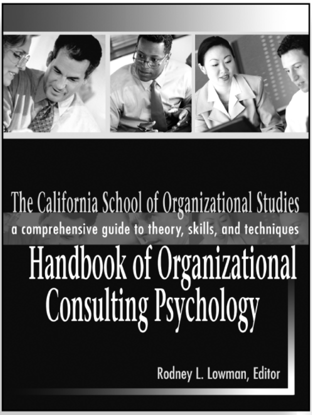
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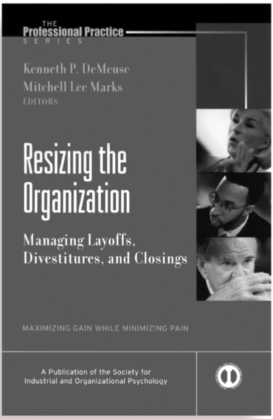
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Secretary's Report

Georgia T. Chao

The winter meeting of the Executive Committee was held on January 24–25, 2003 in Lake Buena Vista, Florida. Highlights of decisions and topics of discussion at that meeting are presented below.

President **Ann Marie Ryan** described action decisions since the fall meeting that included approval of a $3,040 request from the Placement Committee for programming work to enhance the placement center Web site. A discussion on SIOP's visibility led to a reexamination of a new name for SIOP. The president will send a message to the membership to solicit nominations for a new name and comments about renaming our profession. Voting on a new name will most likely take place later this year.

Financial Officer **John Cornwell** reported that current assets were down 9.3% due to stock market conditions and last year's unexpected conference expenses (i.e., hotel penalty).

President-elect **Michael Burke** reported on actions taken to facilitate the transition of the Administrative Office when Lee Hakel retires in 2005. It is anticipated that the transition will significantly increase operating expenses of the Administrative Office.

Bill Macey led a discussion on publishers for SIOP books. Jossey-Bass intends to phase out the Frontiers Series in 2005 and also announced it will not publish the Solution Series. Conversations with other publishers have begun. It was concluded that one publisher may not market the different series well and more than one publisher may better meet SIOP needs. An RFP for the Solution Series will be developed. New ways to support and advertise the books were also discussed

Michael Burke led a discussion on whether SIOP should sponsor a journal. This discussion topic was initiated by member request. The discussion included observations that many new journals fail, some current journals are focusing more on I-O topics, and the financial commitment required to sponsor a journal may be prohibitive. The Executive Committee concluded that SIOP should not sponsor a new journal.

In other committee actions, short-term improvements were approved for the Consultant Locator System and further improvements will be investigated. SIOP members who attend the conference this year will be encouraged to bring children's books for donation to the Orlando Head Start program. Tentative approval was given (pending successful contract negotiations) to sites for future SIOP conferences: the New York City Marriott Marquis as the site for the 2007 SIOP conference and the San Francisco Hilton & Towers as the site for the 2008 SIOP conference. Approval was also given to a new SIOP Distinguished Teaching Award. Finally, the Executive Committee voted on awards and fellows for 2003—these will be announced at the SIOP conference before the Presidential Address.

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

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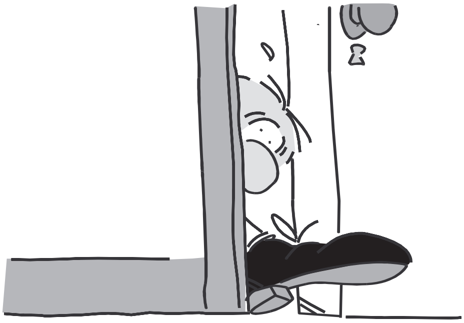

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The APA Convention Story: A Study in Organizational Change

William C. Howell
Outgoing Chair, APA Board of Convention Affairs (BCA)

For nearly 2 decades now, I-O psychologists have looked to the spring SIOP conference as the place to go for their professional meeting fix. However, it may surprise you younger *TIP* readers to learn that virtually everything you now find there—from workshops to symposia to awards presentations to business meetings and social hours—was once part of the August APA Convention. In fact, the Division 14 show was widely recognized as one of that convention's best organized, best attended, most successful productions. But with the evolution of SIOP, the show hit the road, and although the original hasn't closed, it's a mere shell of its former self. Organizers are lucky if they draw 150 members total, and presenters often find themselves speaking to each other and a lot of empty seats. The same thing has happened in a number of other APA divisions, where members have opted for cozier specialty conferences rather than a specialized portion of the huge, heterogeneous APA event. These developments, along with other disturbing trends, prompted BCA to take a hard look at the convention and make some changes. In the following sections, I'll fill you in on what was changed, why, what our evaluation of the changes shows, and what the implications are for us SIOP members.

A bit of background. The main changes introduced in Chicago were (a) shorter overall duration (Thursday–Sunday), (b) all substantive programming in the same physical location (convention center) rather than scattered among hotels, (c) more invited sessions designed to appeal to broader segments of the membership, (d) less attendance-draining interference between nondivisional and divisional programming, (e) a greater emphasis on "name speakers," "hot topics," and innovative formats, and (f) an increased number of sessions offering CE credit and documentation via archiving. Each of these innovations was based on some combination of past survey and complaint data, prior studies conducted by staff and governance groups, and in-depth analyses of session attendance data and pilot testing of some new program formats at the 1999 (Boston) and 2000 (Washington) conventions.

Why was change deemed necessary? Very simply, because the steady decline in attendance (overall, divisional, and session) and satisfaction had reached what BCA regarded as a crisis point. I won't bore you with the masses of data that led to this conclusion, but one statistic is pretty revealing: overall attendance fell from nearly 12% to less than 6% of the APA membership in just the last decade. More than 1/3 of the sessions were drawing peak audiences smaller than 20 (including speakers), and many of those were in the single digits for much or all of the session duration. It was clear that many factors were contributing to this trend. Some, such as the proliferation of meetings like the SIOP conference, seemed to represent a positive and inevitable consequence of an evolving field—developments that neither can be nor should be addressed. Others, such as the convention's excessive length, logistic impediments, and underlying functional properties, were not cast in concrete (other than that of tradition) and thus seemed logical targets for change. Shutting down on Sunday rather than Tuesday, and eliminating the need to dash from hotel to hotel all day were no-brainers, so BCA simply decided to go with them. Challenging long-standing functional traditions, however, was something else again, as I'll now take pains to explain.

Models, formats, tradition, and control. APA's traditional convention model was a decentralized one in which divisions exercised virtually total control over programming. It was conceived at a time when there were only a handful of divisions, they all had very different interests, most of the APA membership identified with one or another of them, and the APA convention was the only game in town. But as the membership and number of divisions grew, so too did competition for program time, and things started to get ugly. SIOP's **Paul Thayer** came to the rescue, devising an allocation formula that eased tensions and is still in use today. The problem is, instead of some 20 divisions, we now have 53 competing for fewer total hours. This means fewer hours per division, more competition among sessions at the same hour (hence lower attendance at each), and a host of other logistic problems—all contributing to a downward spiral of satisfaction, program quality, and attendance. Plus over half of today's APA members don't belong to any division at all, and those who do generally belong to several. So what you have are essentially 53 independent conventions crammed into one time and space, each attracting fewer and fewer of its own members and virtually none of the 40,000 or so nonaffiliated members (who don't see much for them in *any* of the 53 programs). BCA felt it was time to rethink this basic model.

The alternative we came up with, and introduced in Chicago, amounted to shifting some hours from direct divisional control to one of two forms of *collaborative* programming designed to have greater appeal to wider audiences. The first, *cluster/track* programming, was organized by clusters of 5–6 divisions around themes of shared interest designed to appeal to members of all divisions in the cluster. The other, *plenary* programming, consisted of a number of high-profile sessions organized by a central committee with the aim of appealing to all psychologists. A concerted effort was made within each format to recruit "big-name speakers" and "hot topics"—factors demonstrated in the Boston and Washington studies to have the greatest impact on session attendance. To minimize competition across kinds of programming, *divisional*, *cluster/track*, and *plenary* sessions each were assigned their own time blocks (competing only with other sessions of the same type).

Chicago from the rear-view mirror. "Okay," you ask, "so did any of these gyrations have the intended effect?" Well, we took attendance at three points in each *cluster/track* and *plenary* session and compared it to whatever was offered in that identical time slot for the reference conventions—Boston and Washington, which had approximately the same overall attendance as Chicago. We also surveyed session attendees, had the APA Research Office do an e-mail survey of all convention attendees (the response rate was over 50%), and conducted a couple of other surveys. I personally crunched the numbers, and frankly, wasn't terribly optimistic considering all the factors working against a positive outcome—e.g., problems inherent in any initial change, problems unique to the location and layout of the Convention Center, the depressing effect of the economy and 9/11, a late start in organizing the *cluster/tracks* and *plenaries*, and several others. Much to my surprise, however, the findings were extremely encouraging. Here are just a few highlights.

Attendance at the *cluster/track* sessions increased an average of 226% over whatever occupied those time slots under the old format, and the *plenaries* did equally well (up 221%). Only 4% of the *cluster/tracks* (and 0% of the *plenaries*) were in the embarrassing under-20 range compared to 34% (and 18%) for the traditional programming. On the flip side of the attendance record, 48% of the *cluster/track* sessions (69% of the *plenaries*) drew 100 or more, compared to 2% (and 10%) under the old format.

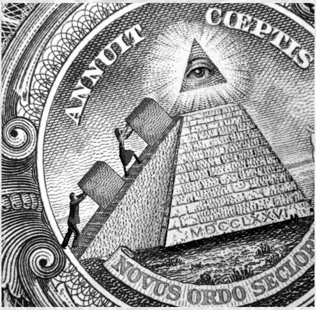
The survey data were equally encouraging, strongly supporting *all* the changes, in some cases by a whopping margin. For instance, 88% of the respondents in one survey and 74% in another endorsed the shorter convention duration, and housing the programming "under one roof"—despite the unique convention center problems—was preferred 2 to 1 over the multiple-hotel arrangement. Around 60–70% of those who attended the new-format sessions liked them better than whatever they replaced (compared to 3–11% who preferred the traditional format).

We took all this as support for the "new" convention model, at least at the conceptual level, but recognized that there remains plenty of room for improvement at the implementation level. Indeed, it's a work in progress, and will be for some time. The evaluation also yielded a lot of useful diagnostic information, some of which has already been incorporated into the planning for the 2003 (Toronto) event. Space doesn't permit a discussion of the refinements that BCA is considering, but I believe Chicago represented the initial step toward a very different kind of APA Convention—one that serves to *complement* rather than try to *duplicate* many of the things that meetings like the SIOP conference can do so much better.

So, what's in it for us? At this point, I'm replacing my BCA cap with my SIOP one. Frankly, I don't expect current or future changes to create a stampede of SIOP members back to the APA Convention. However, I do believe that as the new model evolves and people adapt, more of us will begin giving it serious consideration. And if we go, it will be for somewhat different reasons that we did back before the 1980s, when the sole attraction for most of us was the Division 14 show. Applied specialties like I-O have always drawn sustenance from other branches of our family tree—social, developmental, quantitative, cognitive, and so forth—and increasingly, others are looking to us for help with a host of work-related social issues. But not at conventions, where we tend to stick pretty much to ourselves. Neither specialty meetings nor the traditional 53-track APA model promotes much healthy cross talk or convergence of psychological specialties on common problem spaces. I believe the *cluster/track* and *plenary* formats have the potential for doing that, and doing it in a way that will not only help enlighten us, but expose others to what I-O has to offer. And in the process, they may help revitalize the Division 14 show along with the other divisional offerings.

Consider this. Working with representatives from divisions 5, 13, 19, 21, and 23, our **Rosemary Hays-Thomas** helped organize two 4-hour *cluster/tracks* for the Chicago convention: one exploring multiple perspectives on *fairness*; the other, implications of *technology* for organizations and other social institutions. Attendance averaged 81, with a range of 25–340. Of those in attendance, over 70% judged the sessions superior to the traditional programming; fewer than 1% judged them inferior. Now, anything that attracts numbers like these will undoubtedly also have an impact on attendance at divisional sessions (which occupy entirely different time blocks). Folks have to be *somewhere* when the divisions are putting on their programs, and some of those who find our track themes interesting undoubtedly will gravitate toward the Division 14 sessions. Over time, this would make it easier to recruit good divisional programming, and the downward spiral that many divisions are currently experiencing would reverse.

Where do we go from here? As you organizational consultants know only too well, change efforts inevitably meet resistance. In view of the fact that our completely decentralized convention model has been around since roughly the stone age, and is considered a property right by some divisions, it's hardly surprising that the changes have generated some strong, vocal opposition—particularly against the *cluster/track* and *plenary* concepts, which involve reallocation of 1 or 2 hours per division to these collaborative formats. The opponents have convinced the Council of Representatives to decide after the Toronto convention whether to permit the new model to continue. Of course, 2 years is hardly a sufficient basis for a fair evaluation of so radical a change, but if the Toronto results are anything like Chicago's, they should go a long way toward convincing Council that the new approach, while imperfect, is conceptually sound and has a good chance of halting—maybe even reversing—the long-standing slide in attendance and satisfaction. I sure hope so, because the terminus of road we were traveling before Chicago is very clear. It's a place called "oblivion."



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2003 APA Convention Programming on Organizations—Cluster B

Rosemary Hays-Thomas

Division 14 is again collaborating with several other divisions (Measurement, Military, Applied Engineering, Consulting, Consumer) to present two blocks of "track" programming on the role of psychologists in organizations at the next APA convention in Toronto. The first block has been organized by the Division of Consulting Psychology:

Frazier in the Boardroom: Psychologists as Business Consultants
Virginia Mullins, Chair
Richard Kilburg, Johns Hopkins University: *Psychodynamic Origins of Seven Deadly Management Errors*
Gerald P. Koocher, Graduate School for Health Studies, Simmons College: *Top Ten Ethical Failures by Psychologists in Management Consulting*
Guy M. Beaudin, RHR International: *Hitting the Ground Running: Accelerating Executive Integration*
Diane L. Coutu, Harvard Business Review: Discussant
(Tentatively scheduled for 10:00–12:00 on Friday, August 8)

Keynote Address: Diane L. Coutu, *Harvard Business Review*
(Tentatively scheduled for 1:00–2:00 on Friday, August 8)

The second block concerns how organizations make decisions, including decisions to use psychologists in various roles. This fits well with the mission of SIOP's "Visibility Committee" that has been working toward better recognition of our field within organizations. Several SIOP members will participate in a panel approaching this topic from the perspectives of consultants, corporate managers, and researchers whose work may inform this process.

How Organizations Decide…To Use Psychologists
Rosemary Hays-Thomas, The University of West Florida, Chair
Participants:
 Nancy T. Tippins, Personnel Research Associates, Inc.
 Carl I. Greenberg, Independent Practice
 Stephen M. Fiore, University of Central Florida and Jonathan W. Schooler, University of Pittsburgh
 S. Morton McPhail, Jeanneret & Associates, Inc.
 Rodney Lowman, Alliant International University
(Tentative time: Saturday, August 9, 1–3 pm)

Cluster programming is independent of and in addition to the regular SIOP divisional programming and is described elsewhere in this issue of *TIP*.

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Planning for Toronto—SIOP's Program at APA

MaryBeth Mongillo
APA Program Chair

There is much of interest for SIOP members at this year's APA convention. (See article by **Rosemary Hays-Thomas** on APA Cluster Programming.) Outlined below are CE workshops and our SIOP programming. The days and times of sessions may be altered between now and the program publication so updated information will appear in the July issue of *TIP*. This information should get you started on your plans to attend the Toronto meeting this August.

SIOP Divisional Programming

Thursday, August 7

11:00 a.m.–12:50 p.m.

Roundtable Discussion: *Patterns of Informal Mentoring Practices Among Female Corporate Executives,* **Greg Herr,** Hewlett Packard Company, Stacy Blake-Beard, Simmons College

12:00 p.m.–3:50 p.m.

CE Workshop: *Cognitive Ability and Personality Testing for Employment Decision Making* (CE Credit)*,* **Wanda Campbell,** Edison Electric Institute, **Deidre Knapp,** Human Resources Research Organization

2:00 p.m.–3:50 p.m.

Symposium: *The Role of Emotion in Team Effectiveness,* **Vanessa Druskat,** Case Western Reserve University, **Tracey Messer,** Case Western Reserve University, **Elizabeth Stubbs,** Case Western Reserve University, Steven B. Wolff, Marist College, D. Christopher Kayes, The George Washington University, Anthony T. Pescosolido, University of New Hampshire

Friday, August 8

9:00 a.m.–9:50 a.m.

Symposium: *The Psychology of Money and Motivation,* Serge Desmarais, University of Guelph, **Aaron C. H. Schat,** University of Guelph, Lori Francis, Saint Mary's University, Jody Wolfe, University of Guelph, Discussant: **E. K. Kelloway,** Saint Mary's University

2:00 p.m.–2:50 p.m.

Symposium: *Sexual Experiences Questionnaire: What It Can and Can't Do,* **Alayne J. Ormerod,** University of Illinois, Maggie E. Reed, University of Illinois, **Vicki Magley,** University of Connecticut, **Carra S. Sims,** University of Illinois, Discussants: John Pryor, PhD, Illinois State University, Nancy Baker, Alliant International University, **Louise Fitzgerald,** University of Illinois

Saturday, August 9

9:00 a.m.–10:50 a.m.

Poster Session

Big Five Gender Differences Among Emerging Leaders, Darin Lerew, United States Air Force Academy, Mark Staal, United States Air Force Academy

Severity of Failure and Justice in the Service Recovery Process, **Terri Shapiro, Michele Duncan,** Hofstra University

Integrating Job Satisfaction and the Nested Constituencies Model of Commitment, **Tonia Heffner,** United States Army Research Institute, **Walter Porr,** George Mason University, Michelle Wisecarver, PhD, United States Army Research Institute

Testing a Model of Organizational Cynicism, **Judy Eaton,** York University

Factor Structure of Generalized Workplace Harrassment, **Kathleen Rospenda,** Univesity of Illinois, Judith Richman, University of Illinois

Job Burnout: Does Health Mediate Personality and Demographic Influence? **Dave Gill,** Kansas State University

Emotional Intelligence, Dispositional Affectivity, and Workplace Aggression, **Paul Thomlinson,** Burrell Behavioral Health, Elizabeth Rozell, Southwest Missouri State University, Amanda Quebbeman, Southwest Missouri State University

Workplace English-Only Policies Impact on Minority Employment Intentions, Darlene Rodriguez, University of Georgia

Personality and Transformational Leadership at the Air Force Academy, Craig Foster, United States Air Force Academy, Mike Benson, United States Air Force Academy, Jeffrey Nelson, United States Air Force Academy

Perfectionism at Work: Impacts on Burnout, Job Satisfaction and Depression, Paul Fairlie, York University, Gordon Flett, York University

Emotional Intelligence and Transformational Leadership, Robert Jackson, U.S. Air Force Academy, Christopher Rate, U.S. Air Force Academy, Craig Foster, U.S. Air Force Academy

Sexual Harassment Policy and Training: Research-based Prescriptions for Organizations, Christina Garafano, **Cameron Klein,** University of Central Florida, **Eduardo Salas,** University of Central Florida

Advising Patterns Between Offices: Antecedents and Consequences, **Jeffrey Borthwick,** Portland State University, Jim Hines, Massachusetts Institute of Technology, Jody House,Oregon Health and Science University

Development of Quality and Professional Competence in Police Organization, Petri Nokelainen, Research Centre for Vocational Education, Markku Luoma, University of Tampere, Pekka Ruohotie, University of Tampere

Sunday August 10

10:00 a.m.–10:50 a.m.

Panel Discussion: *Clinical versus Industrial-Organizational Practice Boundaries: A Mock Board Hearing,* **Greg Gormanous,** Louisiana State University at Alexandria, Warren C. Lowe, Lafayette Psychotherapy Group, Amy Abraham, University of Arkansas, Mardi Allen, Association of State and Provincial Psychology Boards, Michelle Gormanous, Louisiana State University at Shreveport, Gretchen Feucht, Lafayette Psychotherapy Group, **Laura Koppes,** Eastern Kentucky University, Ted Packard, American Board of Professional Psychology, Inc., Mary Treuting, Louisiana State University at Alexandria, Barbara Van Horne, Psychiatric Services

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The Ethical Practice of I-O Psychology

Deirdre J. Knapp
HumRRO

How do you know if you are practicing I-O psychology in an ethical fashion? Most of us think we have a pretty good internal sense about what is and is not ethical practice, but we as a profession owe each other and our clients a more explicit set of standards to help ensure we identify and address the ethical issues that routinely surface in our work. To a far greater extent than in past, the new ethics code recently approved by the American Psychological Association (APA) is relevant to those psychologists who work with organizations and is responsive to our unique needs. Whether or not you are a member of APA, these standards, which are endorsed by SIOP, are relevant to you.

The APA ethics code (www.apa.org/ethics/) covers standards of conduct in 10 areas.

1. Resolving ethical issues
2. Competence
3. Human relations
4. Privacy and confidentiality
5. Advertising and other public statements
6. Record keeping and fees
7. Education and training
8. Research and publication
9. Assessment
10. Therapy

There are a few aspects of the code that I-O psychologists should be particularly concerned about, if only because they are easy to violate if one is not familiar with the code. These include provisions regarding informed consent, confidentiality, boundaries of competence, institutional review boards (IRBs), efforts to prevent misuse of work, and explicit identification of the client and the attendant implications for data collection and use.

Informed consent is a requirement that, all too often, nonacademic I-O psychologists are not aware of or ignore. The 2003 APA code now explicitly allows organizational researchers to dispense with informed consent under specific conditions (Standard 8.05). For example, archival research is fine as long as steps are taken to ensure confidentiality of those whose data are used in the research. The study of "factors related to job or organizational effectiveness" was added as a type of research for which the need for informed consent is limited. This was a major improvement in the code over previous versions but does not take the question of informed consent (and other issues such as confidentiality and privacy) off the table. It is incumbent on the ethical I-O psychologist to explicitly address the needs, expectations, and rights of the employees and job applicants from whom they collect data, whether for applied research or consulting purposes. There are several standards in the code that relate to these considerations.

I-O psychologists may unintentionally minimize the privacy issues raised by their work because we often work with tests and assessments that present little potential for harm. But some assessments tap into past behavior and personal traits that, although job-related, open the window to a person's mental health well-being. The I-O psychologist must prepare examinees for the experience (e.g., with applicable informed consent and limits on confidentiality statements) and be prepared for the potentially harmful emotional aftermath an examinee could experience following some of these assessments.

This raises the question of the set of standards related to boundaries of competence (Standard 2). Although many of us are sensitive to this issue when it pertains to clinical psychologists practicing in organizations, we may not be as vigilant in considering our own limitations. How many I-O psychologists have offered executive coaching services with little or no formal training in counseling techniques? We should critically examine our own qualifications as we venture into such territory.

Standard 3.11 of the code is new and pertains specifically to those psychologists delivering services "to or through organizations." It requires, among other things, the psychologist to make clear who the client is (e.g., the employer and not employees who will be assessed), limits on confidentiality for any information collected, and how the information will be used.

If you see that your work is being misused, at least try to do something about it (Standard 1.01). I-O psychologists who develop systems (e.g., for applicant screening) that an employer can easily alter after they have left the scene are particularly prone to this problem.

It is important to recognize that there may be other requirements pertaining to the conduct of particular projects. Applied research activities, regardless of the sponsor, are generally subject to a faculty member's university IRB. Applied research supported by the federal government is subject to very specific requirements, including IRB approval and informed consent obligations (see Title 45 CFR Part 46 at http://ohrp.osophs.dhhs.gov/polasur.htm). *The Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 1999) also address these requirements.

For those applied researchers who do not have ready access to an IRB through their employers, there are other options. A list of federally approved IRBs is available at http://ohrp.cit.nih.gov/search/asearch.asp. There has been discussion of SIOP sponsoring an IRB as a resource for its members. This would make it much easier for organizational practitioner researchers to comply with the letter and spirit of ethics requirements. If an IRB is not available, do not presume to make these judgments (e.g., whether informed consent is required) in a vacuum. Consult with others to help ensure your work does not infringe on the rights of your participants.

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. The program is coming together, and this is what is in place as *TIP* goes to press in February. Below I provide the tentative days and times for the I-O invited speakers and certain conference-wide activities. Be sure to check the APS Web site (http://www.psychologicalscience.org) for any changes and updates.

Thursday May 29th

6:30–7:50 p.m. Opening Ceremony and Keynote Address by Elizabeth Loftus

8:00–9:00 p.m. Poster Session 1 with a reception

Friday May 30th

8:00–8:50 a.m. I-O Hot Topic Seminars

9:00–9:50 a.m. Invited Address: **Wally Borman,** University of South Florida and PDRI: "Citizenship Performance and Its Contributions to Organizational Effectiveness" Citizenship performance on the part of organization members shapes the organizational, social, and psychological context that serves as the critical catalyst for task activities and processes. In this presentation, citizenship performance will be distinguished from task performance and three streams of research will be discussed linking citizenship performance to organizational effectiveness.

10:00–10:25 a.m. Invited Talk: **Gilad Chen,** Georgia Institute of Technology: "On the Nature, Meaning, and Function of Multilevel Psychological Constructs " Although many psychological constructs are meaningful at multiple levels of analysis, validating these constructs is challenging. A framework for validating multilevel constructs is delineated, and research on efficacy beliefs is used to demonstrate how the framework can help develop better understanding of the meaning and function of such psychological constructs.

10:30–11:50 a.m. Invited Symposium: **Charles E. Lance** (Chair), University of Georgia: "Assessment Center Construct Validity: Fear and Loathing in Research and Practice" For over 20 years researchers have wrestled with the apparent evidential dilemma that assessment centers demonstrate criterion-related validity but not construct validity. The papers in this symposium provide complementary empirical perspectives on this dilemma, provide possible theoretical resolutions of it, and propose high-fidelity performance simulations as alternatives to more traditional assessment centers.

Robert T. (Tom) Ladd: "Reliability, Construct Validity, Assessment Centers, and Bologna"

Mark C. Bowler and **David J. Woehr:** "Assessment Center Construct-Related Validity: A Big Picture Perspective."

Charles E. Lance: "Why Don't Assessment Centers Work the Way They're Supposed To?"

Joseph D. Thoresen: "Not Your Father's Assessment Center."

12:30–1:20 p.m. Poster Session II with coffee break

1:30–4:20 p.m. Award Addresses and Cross-Cutting Symposia

5:00–6:20 p.m. Presidential Symposium

7:00–8:00 p.m. Poster Session III with Coffee Break

Saturday May 31st

8:00–8:50 a.m. Poster Session IV with coffee and breakfast

9:00–9:50 a.m. Invited Address: **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" Using Web-based statements of objectives, literature on student outcomes and interviews with university staff, a 12-dimension model of college student performance was developed. Data collected from 644 college freshmen indicated that predictors based on these dimensions were related incrementally above ACT/SAT scores to college GPA and measures of alternative outcomes.

10:00–10:25 a.m. Invited Talk: **Lori Foster Thompson,** East Carolina University: "Computer-Supported Collaboration and the Future of Work" Technology will dramatically change the way people work and interact with each other in the days to come. Intelligent agents, wearable computers, and cooperative buildings are just a few of the developments in sight. In all likelihood, these innovations will create opportunities, challenges, and concerns in the future work world.

10:30–11:50 a.m. Invited Symposium: **Ruth Kanfer** (Chair), Georgia Institute of Technology: "Aging, Adult Development, and Work" In the world of work, transitions from young adulthood to middle age and beyond represent a complex array of external forces and internal changes. The speakers address methodological and theoretical issues in studying aging in the work context and discuss specific domains of motivation, intellect, and creative achievement across the lifespan.

Ruth Kanfer: "Work Motivation and Aging"

Dean Keith Simonton: "Creative Productivity Across the Life Span: Is There an Age Decrement or Not?"

Phillip L. Ackerman: "Cognitive Investment and Adult Intellectual Development"

12:30–1:20 p.m. Poster Session V with coffee break

1:30–4:20 p.m. Award Addresses and Cross-Cutting Symposia

5:00–6:00 p.m. Bring the Family Address: Daniel Wegner

Sunday June 1st

8:00–8:50 a.m. Poster Session VI with coffee and breakfast

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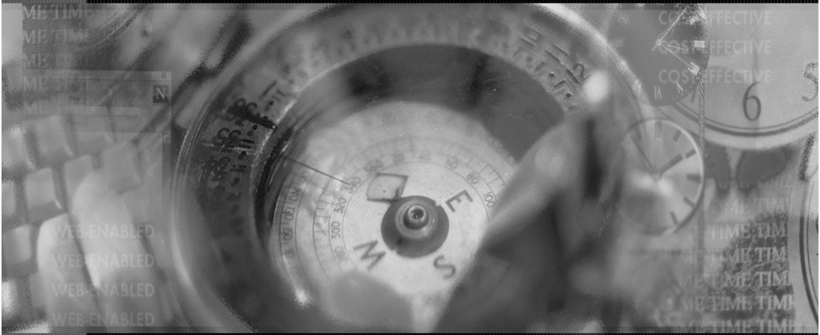
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SIOP MEMBERS IN THE NEWS

Clif Boutelle

With the large number of workplace-related stories appearing in the media, SIOP members make excellent resources for reporters. And with more than 1,400 people listed on SIOP's Media Resources pages (see www.siop.org), reporters are increasingly learning that SIOP members are a wealth of information. All of that activity helps the I-O psychology profession become better known, which is a major goal of SIOP's Visibility Committee.

Sometimes, though, being interviewed by the media is not enough. Generally the reporter will identify the source by company name or university affiliation and no mention is made of I-O psychology. When talking with the media, members are encouraged to use the occasion to promote I-O psychology as much as possible. It's a wonderful opportunity to educate reporters about the field of I-O psychology and to identify themselves as I-O psychologists in addition to their workplace affiliation.

Following are some examples of press activity involving SIOP members: **Ann Marie Ryan,** a professor of psychology at Michigan State University, **Steffanie Wilk,** an assistant professor of management at the University of Pennsylvania, and **James Sharf** of Employment Risk Advisors, Alexandria, VA, were interviewed on National Public Radio's "The Infinite Mind" program that aired in January on stations across the country. They offered their views on how best to find jobs that fit an individual as well as individuals that fit the organization. They also discussed employer use of ability and personality and other aptitude tests.

A study by **Marian Ruderman,** research scientist at the Center for Creative Leadership (CCL) in Greensboro, NC, and CCL colleagues, was covered in a variety of media in January. The research project results seriously challenge the belief that women with busy personal lives cannot effectively handle managerial jobs. In fact, the results showed that as involvement in life roles, such as family, friendships, and communities, increased, so did the effectiveness of their managerial performance. The story appeared in the *Chicago Tribune, Buffalo News, Orlando Business Journal, Daily Business Journal Online, South Florida Business Journal,* and the *Greater Greensboro Business Journal.*

For an article about merit pay in the January 31 issue of the *Toronto Globe and Mail,* **Maria Rotundo,** assistant professor of organizational behavior at the Rotman School of Management at the University of Toronto, noted that a successful merit pay plan "hinges on the fairness of the performance review. They must be based upon objective measures that are within the employee's control and that all employees must have confidence in the rating system." She also was quoted in two other *Globe and Mail* stories. In the September 25, 2002 edition, she contributed to a story on how new employees can ensure that the position they accept is the one they end up getting. And on October 9, she was called upon to comment on how companies should react when its top talent negotiates for a new contract. She said companies should have lots of data to back up their decisions, and all negotiations should be kept private. Going public puts a lot of undue pressure on both the company and the individual.

A research study by **John Fleenor,** director of knowledge management at the Center for Creative Leadership in Greensboro, NC, and Carl Bryant, a CCL vice-president, was featured in the January issue of *Training Magazine.* The study questioned a current trend to downplay the impact a leader's weaknesses can have on a company's performance, contending instead that it's more important to cultivate a leader's strengths. That's not the way to go, say Fleenor and Bryant. "In fact, ignoring a leader's weaknesses may negatively affect the bottom line."

David Arnold, vice-president for development and professional compliance, and Jack Jones, senior vice-president, at Pearson Reid London House in Chicago, wrote an article that appeared in the February issue of *Loss Prevention and Security Journal.* Entitled "Trends in Personnel Testing," the article addressed various legal and technical questions concerning testing and assessment. Arnold was also interviewed for an article that appeared in the January 2003 issue of *Hotel, Casino and Resort Security.* Entitled "Hiring the Right Kind of Employee for Hotel Security," Arnold discussed issues on background checks, pre-employment testing and negligent hiring.

In an item on mentoring in the January issue of *Parents Magazine,* **Thomas Dougherty,** a professor of management at the University of Missouri, cited a study that showed when a woman is new to the job, she would be better off with a male mentor. "Getting a man's view benefits women because it offers a different perspective," he said.

Mark Huselid, an associate professor at Rutgers University, was quoted in the December 16 issue of *BusinessWeek* for a story on a growing trend by human resource managers to use new statistical modeling technology to measure individual workers' productivity and then customize compensation and benefits packages accordingly.

Debra Major, an associate professor of psychology at Old Dominion University, was a contributor to a December 5 *USA Today* front-page story on how more Americans are putting their families ahead of work. She said there is a growing number of workers who do not think there is a healthy balance between work and family. "In this economy, working 70 hours a week no longer makes a difference in how much you get compensated or how fast you advance. Employees want to prioritize their own values, not the values that the company says are important." The story appeared in several newspapers around the country, including the *Albany Times Union.*

For a story on the pros and cons of workers having lunch at their desk or eating out, **Thomas Tang,** a professor in the Department of Management and

Marketing at Middle Tennessee State University, noted that gathering for lunch with colleagues can be a source of creativity and intellectual cross-pollination. He said it was helpful to workers to get away from their desks. One option is to have a quick desktop meal and then go for a walk or do some other exercise. The December 2002 story first appeared in the *Hartford Courant* and was syndicated to other media, including the *Binghamton (NY) Press* and the *Nashville Tennessean.*

New York Times columnist Ellyn Spragins quoted **Benjamin Dattner,** principal of Dattner Consulting in Manhattan, in a December 1 column about how budget cutbacks affect different offices. In some companies, budget cutting leads to backbiting, information hoarding, mistrust, and finger pointing among employees. In others, fiscal stress results in a more resilient team with more resolve to see things through. The difference? Companies can thrive when they cast the struggle in a heroic way and when its employees understand what's meaningful about the situation.

Despite the seeming plunging popularity of top corporate executives in the wake scandals, layoffs, and dwindling stock prices, worker confidence in their CEOs is at an all-time high, according to WorkTrends 2003, an annual employee opinion survey conducted by Gantz Wiley Research in Minneapolis. A Feruary 12 article in *USA Today* about trust in corporate leadership highlighted the WorkTrends research, which showed that 43 percent of 6,200 workers surveyed believed in their senior management. From 1995 through 2001, worker confidence in senior management remained steady at about 36 percent. **Scott Brooks,** executive consultant and director of research and development at Gantz Wiley, said employee confidence remained high for a number of reasons. "While confidence has ties to economic realities like layoffs and stock price, at its core, employees tell us it is more complex than that. They say it has more to do with a personal connection to the mission and future of their company." **Jack Wiley** is CEO and president of Gantz Wiley.

Two SIOP members contributed to "The Managing Your Career" column about executive coaching in the February 18 issue of *The Wall Street Journal.* **William C. Byham,** chairman and CEO of human-recourses consultants Development Dimensions International in Pittsburgh, suggested that managers maximize the career benefits of having a coach. Outright resistance is bad idea, he said "Try to frame (the coaching) as positively as possible," said **Ben Dattner,** founder of Dattner Consulting in New York. "Even if other people think you are being punished, don't frame it that way."

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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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 February 15, 2003.

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IOTAS

Debra A. Major and Rebekah Cardenas
Old Dominion University

Awards

Personnel Psychology won an Emerald Golden Page Award for being the most consistently performing management periodical in the category of "Research Implications," in the Human Resource Management Division. The Golden Page Award is presented annually to the top journal based on independent reviewers' evaluations of all articles published in the journal over the year. Congratulations to SIOP Fellows **Milt Hakel** (*PPsych* publisher) and **John Hollenbeck** (*PPsych* editor), as well as all the SIOP members who published in *PPsych* during 2002!

SIOP Fellow **Miriam Erez** received the International Association of Applied Psychology's Award for "Distinguished Scientific Contributions to the International Advancement of Applied Psychology." The Award was presented to her at the XXV International Congress of Applied Psychology held in Singapore in July 2002. Erez is a professor at the Technion-Israel Institute of Technology in Haifa.

SIOP Fellow and past president **Edwin A. Fleishman** is the inaugural recipient of the IOOB Career Achievement Award. The award was created by the national conference of graduate students in I-O psychology and organizational behavior "to honor the field's most influential figures." The award is being presented at the 24th Annual Graduate Student IOOB Conference hosted by the University of Akron.

Transitions, Appointments, and New Affiliations

SIOP Fellow **W. Warner Burke** has recently been named the Edward Lee Thorndike Professor of Psychology & Education at Teachers College, Columbia University. He has been at Teachers College, Columbia since 1979.

The I-O program at George Mason University is very pleased to welcome **Lois Tetrick** as its new director. Lois joins SIOP members **Lou Buffardi, Jose Cortina, Ted Gessner, Lynn McFarland, Rob Ployhart,** and **Steve Zaccaro.** Their colleagues in the School of Management, SIOP members **Rich Klimoski, David Kravitz,** and **Michelle Marks,** echo their welcome.

MaryBeth Mongillo, formerly director of Strategic Research for Raytheon Company, has joined the Global Learning and Development Team at Dell Computer Corporation. MaryBeth will assume responsibility for talent management and executive development at Dell. She can be contacted at MaryBeth_Mongillo@Dell.com.

SIOP members **Jessica Bigazzi Foster** and **Reeshad Dalal** have joined the faculty of the I-O psychology program at Purdue University. They join

SIOP members **Charlie Reeve, Rebecca Henry, Carolyn Jagacinski** and **Howard Weiss.**

SIOP member **Ed Piccolino,** formerly VP and chief personnel officer at Kodak Polychrome Graphics LLC, has joined The Empower Group. Ed has been appointed managing director and head of the Empower Group's New York office.

International News

The Institute for Personality and Ability Testing, Inc. (IPAT) has recently announced the purchase of IPAT by OPP Limited, Oxford, UK. IPAT was founded in 1949 by Raymond B. Cattell, prominent psychologist and researcher at the University of Illinois. They publish and distribute the 16PF® Questionnaire as well as other personality and ability assessments and provide scoring and interpretation services for psychologists and counseling professionals.

Win an award? Have a new job? Send items for **IOTAS** to Debra Major at dmajor@odu.edu.

OBITUARIES

Raymond A. Katzell

It is with deep sadness that I write to inform the I-O community of the passing of Raymond A. Katzell. Born in 1919, Ray died on February 5th near his home in Medford, New Jersey. On that day Ray's wife Kitty lost her beloved partner, each of Ray's students and colleagues lost a friend and mentor, and our field lost one of its pillars.

Although Ray served on the psychology faculties of the University of Tennessee (1945–1948) and Syracuse University (1948–1951) and was one of the founding members of the consulting firm of Richardson, Bellows, and Henry (1951–1957), Ray was best known for his long association with New York University's I-O Psychology Program. He received his BS, MA, and PhD from NYU (taking his degree with Douglas Fryer in 1943) and served on the faculty from 1957 to 1984. He was head of the department from 1963 to 1972 and was Professor Emeritus since his retirement. The NYU community, particularly, is in deep mourning over the loss of its longtime leader and most significant representative.

It is impossible to encapsulate a career so full of scientific and professional influence, even harder to convey the full measure of a man so universally admired. A partial list of his honors and accomplishments would include his presidencies of Division 14 of APA (our professional designation in the days before SIOP), the New York State Psychological Association, and the Metropolitan New York Association of Applied Psychology (METRO). It would also include his being given SIOP's Distinguished Scientific Contributions Award and delivering the keynote address at SIOP's inaugural conference in 1988.

Ray's important scientific contributions spanned the full length of his career. His primary research focus was in the area of motivation and satisfaction where in the early 1960s he articulated his extremely influential theory of job satisfaction and in the 1990s developed (with Donna Thompson) his integrated model of motivation. His significant analyses of the effectiveness of productivity enhancement interventions (e.g. *Work, Satisfaction and Productivity* among other writings) also stemmed from his ongoing research focus on satisfaction and motivation. Yet his contributions extended beyond this area. In 1968 he authored (with Kirkpatrick, Ewen and Barrett) *Testing and Fair Employment,* summarizing many years of work on discrimination in employment testing. This body of work was seminal in the development of this important research topic. It led to Ray's chairing the Department of Labor's Advisory Committee on Testing and Selection, a committee influential in the drafting of later OFCC and EEOC testing guidelines. It also led to an interview by Mike Wallace.

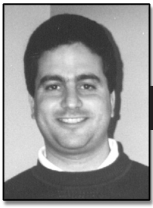
Four themes, perhaps, stand out in Ray's long and distinguished scientific career. First, Ray's research was always embedded in social issues and his own personal values. His work on fair employment, for example, was inspired by his deep personal opposition to discrimination at a critical time in our nation's social history. Second, Ray was always a proponent of the scientist-practitioner model. This is shown in his analysis of psychologically based productivity interventions and his inclusion of discussions of applied implications in recent papers on his motivation theory. Third, Ray always believed in the psychological foundation of our field. That was the important theme of his 1988 SIOP address. In these days of divided loyalties and questioning of identities, Ray's message is worth hearing again. Fourth, Ray was a visionary, a person who respected the lessons of the past but could see the future. This comes out clearly in his summary chapter in volume 4 of the *Handbook of Industrial-Organizational Psychology.*

Yet, all of these ideas, honors, and achievements cannot describe the important ways in which Ray Katzell touched the lives of those who knew him. Ray was a scholar. Ray was a gentleman. Ray was a man of integrity. Ray was an educator. Ray was a mentor. Ray was a friend.

I am proud to say I was his student. I know all of his other students feel the same way. Students and colleagues and friends loved him dearly. His passing leaves an empty space that will never be filled.

Howard M. Weiss

Kitty Katzell requests that memorials to Ray should be made to the SIOP Foundation or to the APA Archives at Akron.



CONFERENCES & MEETINGS

David Pollack
U.S. Immigration & Naturalization Service

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

2003

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.

2004

March 27–30	Annual Conference of the American Society for Public Administration. Portland, OR. Contact: ASPA, (202) 393-7878 or www.aspanet.org.
April 2–4	19th Annual Conference of the Society for Industrial and Organizational Psychology. Chicago, IL. Contact: SIOP, (419) 353-0032 or www.siop.org. (CE credit offered).

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
The Psychologist-Manager

The Psychologist-Manager Journal invites submissions of articles with appeal to an audience of psychologists who are managers or who consult on or teach applications of psychology to management. The journal is published by the Society for Psychologists in Management (SPIM) and is conceptualized as a hybrid between a journal and a professional guide to good managerial practice. The journal publishes theoretical applications, empirical research, case studies, and book reviews and is reviewed by *Psychological Abstracts.* For instructions to authors and subscription information, see our Web page at http://www.spim.org/ or contact the editor, **Rosemary Hays-Thomas, at rlowe@uwf.edu.**

CALL FOR PAPERS
Individual Differences Research

Individual Differences Research, a new peer-reviewed journal slated to begin publication in April 2003, is seeking manuscripts on all aspects of personality and individual differences. Submissions are accepted via surface mail or e-mail attachment. Further details and submission instructions are presented on our Web site: http://www.idr-journal.com. We will promptly review your manuscript and provide feedback, usually within 4 weeks of receipt. While we do not consider papers being reviewed simultaneously by other publishers, we will consider submissions under review for conference presentations. Please contact the editor, **Dr. William Kelly (wkelly@idr-journal.com),** if you have questions about submitting papers.

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.

- **Research Scientist & Associate Research Scientist for New Predictors**
- **Psychometrician and Associate Psychometrician**
- **Assistant Assessment Specialist**

The College Board

Research Scientist and Associate Research Scientist for New Predictors (1 or more positions) Provide leadership in scientific, technical and product development aspects of research that will advance the development of assessments that supplement current CB tests (SAT, SAT II, AP, etc.) and assist in matching students to colleges and predicting college success. Work with internal/external researchers and schools to collect evidence needed to evaluate the psychometric, educational and consequential aspects of prototype and pilot measures. Work closely with high schools and colleges to design large-scale data collection efforts. Conduct validation studies, research design, development of cognitive and non-cognitive measures and relevant criterion measures, manage research contracts. Ph.D. in Industrial-Organizational psychology preferred. Ph.D. in related areas of psychology or education with strong psychometric and measurement background acceptable. Research Scientist requires min. 5 years of applied experience and publication record.

Psychometrician and Associate Psychometrician (2 or more positions) Design and conduct technical studies for assessment programs in support of multiple choice and performance assessments. Develop, conduct and/or monitor psychometric and statistical procedures for CB tests. Studies which generate diagnostic score reports, examine item and content stability across forms, establish concordances or alignments between assessments and meet a variety of psychometric needs associated with computer-based and paper-based NRTs and CRTs will be required. Includes tryout analyses, classical and item response theory scaling, reliability analyses, equating studies with tests that may include multiple choice and constructed response tasks. Design and implement specific research studies, carry out subsequent data analyses, and produce statistical and technical reports. PhD in educational measurement, testing, or psychometrics, or a related field, and experience in statistics with proven ability to solve statistical problems is required. Conceptual understanding and experience in applying IRT, scaling, equating, and research design required. Psychometrician requires min. 5 years of post-degree work, preferably in large-scale testing.

Assistant Assessment Specialist Assists the Director of Assessments in various research and product management activities: conducting literature and product reviews, competitive analysis, managing contract relations with vendors, and analysis of research and program needs. Will work with teams of product development specialists, assessment specialists, research and IT staff to manage technical aspects of new and ongoing assessment and professional development products. Requires demonstrated knowledge of assessment, product development, measurement, K-12 or higher education environments, and educational evaluation and research. BA/BS degree, minimum 5 years of experience required (Masters degree preferred) and experience in educational assessment, educational evaluation or educational research needed.

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EOE. Only qualified candidates will be contacted.