

# A Hierarchical Job Knowledge Test For Multi-Craft Mechanical Technicians at a Metals Plant

*Comments by Tom Ramsay*

- Problem:** A mid-Atlantic metals manufacturer wished to use a job knowledge test for pre-employment hiring and for a pay-for-knowledge program.
- Strategy:** Because of time concerns and sample size, a content-related validation strategy was employed. Job experts developed knowledge, skills, and abilities.
- Results:** Three tests were developed consisting of 80 items each with these major categories: Hydraulics; Pneumatics; Print Reading; Burning, Welding & Fabrication; Power Transmission; Lubrication; Pumps; Piping; Rigging; Mechanical Maintenance Principles; and Shop Equipment & Tools.
- Analysis:** The 3 tests were reviewed and subjected to a modified Angoff procedure. An item analysis was conducted on a small sample ( $N < 100$ ) of job applicants. Based on that analysis, 3 tests of 60 questions each were selected.
- Bottom Line:** These tests are being made available for assessment of candidates for hire as well as for use in pay-for-knowledge programs. They would enable an employer to hire and classify candidates to meet salary objectives.

## **RAMSAY CORPORATION**

1050 Boyce Road • Pittsburgh, PA 15241-3907  
(412) 257-0732 • FAX (412) 257-9929  
email: [tramsay@ramsaycorp.com](mailto:tramsay@ramsaycorp.com)  
website: <http://www.ramsaycorp.com>

# Aligning People With Strategy®



**We are recognized for providing outstanding, research-based solutions at the intersection of people, communication and change.**

This means that for clients facing critical challenges, we develop approaches to improve individual, team and organizational performance. Our work encompasses talent

management, communication, employee engagement and change management—with a keen focus on delivering measurable results. Backed by a leading international staffing organization and distinguished by our high levels of industry and consulting expertise, we are a premier global resource for Aligning People With Strategy®

#### **Our practice areas include:**

- Strategic Talent Management
- Employee Engagement & Communication
- Organizational Performance
- Research & Diagnostics
- Career Consulting
- Assessment & Leadership Development

## THE **EM**POWER GROUP

Americas ■ Asia-Pacific ■ Europe

228 East 45th Street ■ New York, NY 10017 ■ Tel: 212.490.1600 ■ Fax: 212.490.1846  
www.empowergrp.com ■ e-mail: mail\_newyork@empowergrp.com



The Industrial-Organizational Psychologist

Vol. 41/No. 1 July, 2003

**FEATURED ARTICLES**

A Message from Your President  
Mike Burke

Photo Highlights of the SIOP 2003 Annual Conference

Defining Ourselves: I-O Psychologys Identity Quest  
Ann Marie Ryan

Head Start Donations Thank You

What I Learned Along the Way  
Frank J. Landy

Applying I-O to Medicine: Making the Case That It Can Be  
Done and Should Be Done  
Michele L. Ehler, Debra A. Major, and Thomas D. Fletcher

Publish Early and Often  
Michael B. Hargis, Angela K. Pratt, and David V.  
Kuttnauer

Editorial Departments  
From the Editor: Whats New?  
Debra A. Major

The I-O Ethicist: A New TIP Column  
Bill Macey

TIP-TOPics for Students  
Andi Brinley, Jaime Durley, and Corey Munoz

On The Horizon: Teaching I-O and Proud of It!  
Peter Bachiochi

Education & Training in I-O Psychology: Feature Film as  
a Resource in Teaching I-O Psychology

Wendy J. Casper, John D. Watt, Deidra J. Schleicher,  
Joseph E. Champoux, Peter D. Bachiochi, and Christopher  
Bordeaux

The Career Column: Publishing as a Consultant:  
Challenges and Strategies  
Lynn A. McFarland

Global Vision: Carol in Oz Land: An American Academic  
Moves to Australia  
Carol T. Kulik

The High Society: News of the Day  
Paul M. Muchinsky

Spotlight on Local I-O Organizations:  
MAIOP: Michigans Forum for Scientists, Practitioners, and  
Students  
Shin-Chin Lee and Sandy Fiaschetti

Leading Edge: Web Services  
R. Jason Weiss

On the Legal Front: More Excerpts from the Gratz and  
Grutter Briefs  
Art Gutman

A Matter of Difference: Making the Tough Calls:  
Negotiating Exclusion in Inclusive and Diverse  
Organizations  
Martin N. Davidson and Bernardo M. Ferdman  
News and Reports  
Request For Proposals: Surveys for SIOP

Health Insurance Portability and Accountability Act  
(HIPAA) Privacy Rules and Implications for the Practice  
of I-O Psychology  
Mark J. Schmit

Impact of the New APA Code on the Use of Psychological  
and Psychiatric Data in the Federal Government  
Annette Spychalski

Masters Programs in I-O: Should They Be Accredited?  
Jo Ann Lee, William Siegfried, Rosemary Hays-Thomas, and  
Laura L. Koppes



The Organizational Frontiers Series  
Robert D. Pritchard

SIOP Professional Practice Series: Introducing the New  
Editorial Team and a Request for Proposals  
Allan H. Church and Janine Wacławski

Facing the Obligation and Challenges of Professional  
Development  
Mort McPhail, Deborah Ford, Joan Glaman, Ted Hayes, and  
Nancy Tippins

Barriers and Bridges to Inclusion: The Graduate Student  
Perspective  
Kecia M. Thomas and Cyrillene C. Clark

WorkFamily Research Soon to Get Boost in Federal Funding  
Dianne Brown Maranto

See You in Toronto SIOPs Program at APA  
MaryBeth Mongillo

Psychologists Roles in Organizations: 2003 APA Convention  
Cluster B Programming  
Rosemary Hays-Thomas

SIOP Program 2004: Winding Up for the Windy City  
Robert E. Ployhart

Report on the Eighteenth Annual Doctoral Consortium  
Charlotte Gerstner and Wendy S. Becker

Report from APA Council Meeting  
Kevin R. Murphy

Secretarys Report  
Georgia T. Chao

Proposed Changes to Article VII of the SIOP Bylaws  
Robert L. Dipboye

SIOP Members in the News  
Clif Boutelle

2003 SIOP Award Winners

Fritz Drasgow

New SIOP Fellows for 2003

Leaetta Hough

Announcing New SIOP Members

Michele E. A. Jayne

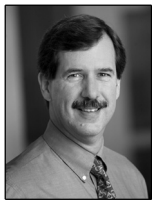
IOTAS

Debra A. Major and Rebekah Cardenas

OBITUARIES

CONFERENCES AND MEETINGS

CALLS AND ANNOUNCEMENTS



## A MESSAGE FROM YOUR PRESIDENT

Michael Burke

This column has provided presidents with the opportunity to recognize and thank the many, many volunteers who make SIOP the success it is. Truly, “the members make the society!” I will continue the tradition of acknowledging those who make the society what it is and, on occasion, update you on the key issues affecting SIOP. I will take this opportunity to recognize the individuals who assisted in putting on the Orlando conference, present an overview of my goals as your president for ’03–’04, highlight several decisions made at our most recent Executive Committee meeting, and provide a brief update on where we are in the process of considering a society name change.

### The Conference in Orlando

As I write this column, many members are returning from the annual conference in Orlando. The conference was a major success, in large part, due to the outstanding efforts of **Jeff McHenry** (conference chair), **Donald Truxillo** (program chair), **Kalen Pieper** (workshop chair), **Karen Barbera** and **Irene Sasaki** (placement center), **John Cornwell** (volunteer coordinator) and all of the volunteers who stuffed the 3,000 conference bags, **Kimberly Smith-Jentsch** (tour coordinator), Lee Hakel, **Milt Hakel**, and the Administrative Office staff. On Thursday evening, those attending the conference for the first time were welcomed at a new informational session hosted by **Adrienne Colella**, “getting the most from the conference.” On Friday, the opening session organized by Jeff McHenry and **Steve Ashworth**, and managed by **Angie McDermott**, was themed “our identity as I-O psychologists” and featured **Ann Marie Ryan’s** presidential address. Both were energizing events for the opening of the conference sessions. The program itself, put together by Donald Truxillo and over 800 committee members, was superb and featured innovative “How-To” sessions delivered by top experts on many aspects of I-O psychology research and practice. A relatively new addition to the conference program, the expanded tutorials, arranged by **Rob Ployhart** (who will continue as chair of the Conference Program Committee), also were highly informative for those engaged in research in both academic and practitioner settings. Finally, **Jose Cortina** and **Chuck Lance** hosted a great preconference golf event, and **Kevin Williams** organized a record tenth SIOP Race-Fun Run. Kevin is passing the baton to Pat and **Paul Sackett**, who will coordinate next year’s Fun Run. On behalf of the Society, I would like to thank Kevin for his “stretch” in running the race!

## Goals for '03-'04

In March, I communicated with the Executive Committee about my seven goals as SIOP president. The first goal is to establish a systematic financial planning process for attaining both short-term and long-term financial goals of the Society. As with almost all organizations in today's economy, SIOP is facing significant financial challenges and opportunities that necessitate more systematic and coordinated financial planning. At our April Executive Committee meeting, we established the ad hoc Financial Planning Committee to be chaired by **Dianna Stone** (newly elected financial officer). We will update you on the progress of this committee during the year.

My second goal is to continue progress on our Administrative Office transition efforts. As you may recall from previous *TIP* messages, the Society has developed long-term plans to move from operating our Administrative Office according to an outsourcing model to operating with an executive director and directly managing our human and physical resources. I have appointed John Cornwell as chair of the committee that will oversee the transition of our Administrative Office over the next 2 years. This task is a challenging one and I am grateful to John for leading this activity.

Third, I will work with **Kecia Thomas** (chair of the Committee on Ethnic Minority Affairs), **Paul Thayer** (SIOP Foundation), and others to advance the development of the Institute for the Teaching of I-O Psychology. The Institute will bring together faculties at minority-serving institutions and I-O psychology faculty and practitioners for workshops that are ultimately aimed at attracting and recruiting ethnic minority students into our field. This initiative is an important step in promoting a diverse and inclusive society.

Fourth, I plan to initiate, with the help of **Michele Jayne** (chair of the Membership Committee) and her committee, a multiyear process to increase International Affiliate membership in the society. During '03-'04, we plan to target membership efforts in two areas: Latin American countries and European countries. The growth in International Affiliates and their involvement in our society benefit all of us. Our society is one of the few applied psychology associations that meets on an annual basis, and encouraging and providing the opportunity for those from other countries to participate in our society is another opportunity to promote diversity and inclusion in SIOP.

My remaining goals relate to continuing and building upon areas that Ann Marie Ryan focused on this past year. These goals include improving our Web-based services and the visibility efforts of the society which **Mike Brannick** and **Lise Saari** are coordinating, respectively; continuing efforts to increase the scope of activities related to enhancing the scientific base of our field with **John Hollenbeck** chairing Scientific Affairs and Ann Marie Ryan focusing on science advocacy; and developing provisional plans for managing and promoting a society name change with the assistance of **Bob Dip-**

**boye** (chair of Long Range Planning), **Janet Barnes-Farrell** (Member-at-Large), and **Jose Cortina** (newly elected Member-at-Large).

### **Promoting an Inclusive Society**

The Executive Committee took a number of actions at its April meeting (see Secretary's Report in this issue and the report on the proposed bylaws change). Notably, the Executive Committee established an ad hoc committee on lesbian-gay-bisexual-transgender (LGBT) research and membership issues and the addition of a symposium-reception on LGBT issues at the Chicago conference. These actions are intended to encourage research on LGBT issues and promote LGBT voice within SIOP. I am pleased to announce that **Mikki Hebl** and **Scott Button** have agreed to cochair this committee.

### **Update on the Process for Considering a Name Change for the Society**

In mid-March, members received an e-mail from the Executive Committee establishing a process for considering a society name change. To provide an opportunity for members to express their opinions regarding a possible name change, the process began with an open comment period that ran from March 20th to April 20th on the SIOP bulletin board. The next step in the process was for the Long Range Planning Committee to review the comments and create a ballot for a possible name change. By the time this column reaches you, the Long Range Planning Committee will have reviewed all comments and created this ballot. Our current name will be one of the options on the ballot along with several of the most common alternative names generated during the open comment period. We plan for the ballot to be reviewed by the Executive Committee and sent out to the membership with our next mailing, which is in September 2003. Only full members will be allowed to cast a vote, which will be considered as a preliminary vote. The vote is preliminary in the sense that we can only vote in an official capacity after APA has approved any possible name change. If in this preliminary voting members vote to change our name to one of the alternatives on the ballot, we must then give APA notice of our proposed name change, gain APA approval, and then have an official vote of our membership on the name change. Thus, if this balloting process supports a new name, we will (a) forward the name to APA's Recording Secretary for notification to divisions and council, (b) wait for their approval, and (c) have a voice vote at the opening session of our next conference to officially vote on our name. Assuming that APA has approved the new name by the time of the next conference in Chicago, the opening session on April 2, 2004 would include an official business meeting. In keeping with our bylaws, a two-thirds vote of full members at a business meeting would be required to adopt a new name.

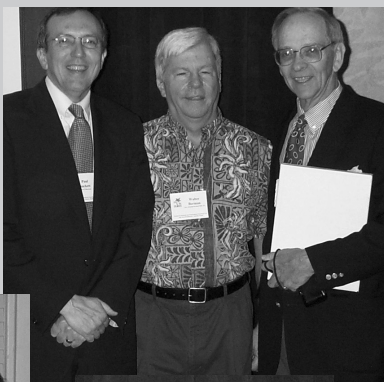
## Executive Committee

**Bill Macey** completed his term as past president and, thus, did not attend the April Executive Committee meeting for the first time in many years. We, as a society, have benefited immensely from Bill's advice, thoughts, efforts, and support, and I would like to say thank you, Bill! In addition, a number of other talented individuals are leaving the broader Executive Committee including **MaryBeth Mongillo, Mike Coovert, Andy Vinchur, Kalen Pieper, Katherine Klein, Laura Koppes, Tim Judge, Mort McPhail, and Ed Salas**. Their service and efforts in moving the Society forward are very much appreciated.

I would like to extend congratulations to **Fritz Drasgow** (President-Elect) and to the APA Council Representatives who joined the Executive Committee this year (**Angelo DeNisi, Lois Tetrick, and Nancy Tippins**). I would also like to thank all who ran for office and encourage everyone to participate in the officer nomination process in October and vote in this year's elections. Your vote does make a difference!

In addition to new committee chairs mentioned above, the following individuals are joining the broader Executive Committee as committee chairs: **Derek Avery** (Historian), **Allan Church** and **Janine Waclawski** (Professional Practice Series editors), **Lisa Finkelstein** (Conference Tutorials), **Luis Parra** (Continuing Education Workshops), **Bob Pritchard** (Organizational Frontiers Series editor), **Dawn Riddle** (Education and Training), **John Scott** (APA Program chair-in-training), **Paul Tesluk** (APS Program chair-in-training), and **Dan Turban** (Awards). The continuing committee chairs and officers not noted above include **Georgia Chao** (Secretary), **James Farr** (APA Council Representative), **Heather Fox** (APA-APS Relations), **Irv Goldstein** (Foundation), **Dick Jeanneret** (*Principles* Revision), **Scott Highhouse** (APA Program), **Leaetta Hough** (Fellowship), **Debra Major** (*TIP*), **Kevin Murphy** (APA Council Representative), **Karen Paul** (Communications Task Force), **Mark Schmit** (Professional Practice), **Peter Scontrino** (State Affairs), and **Howard Weiss** (APS Program). Also, **Dianne Maranto** will continue to update us on developments within APA's Science Directorate.

In closing, I am grateful to have the opportunity to serve as your president and look forward to dealing with the challenges we face.



### **Some of the 2003 Award Winners and New Fellows**

Dahlia Forde, Damon Bryant, Leaetta Hough (Fellowship chair), Amy Colbert, Paul Sackett, Wally Borman, George Hollenbeck, Amy Conn, Katherine Klein, Joann Speer Sorra, Mark Ehrhart, James Smither, Jeffrey Edwards, David Harrison, Paul Spector, Todd Maurer, Lynn Offermann, Adrienne Colella, Herbert Heneman, Belle Rose Ragins, Sandy Wayne, and Cynthia McCauley





**Can you find yourself in  
these pictures of the  
SIOP conference?**





Student volunteers work hard at stuffing the 3,000 conference bags.



David Hofmann



SIOP President Mike Burke greets attendees.



Left: SIOP members enjoy socializing in the sun at the Hilton pool.



Jennifer Carr



Below: Linda Lentz at the SIOP registration desk in the Royal Plaza.



Head Start Book Donations: Karla Stuebing, Linda Williams (Head Start), Ann Marie Ryan, and her children, Clare and Marilyn Werner



David Kriska

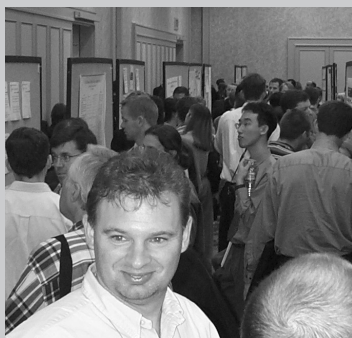
Below: Dan Ilgen greets friends at SIOP.



Fred Oswald



Nancy Tippins presents at a workshop.



Poster Session in the Exhibit Hall



Brandi Peterson talks to friends.



## FROM THE EDITOR

### What's New?

**Debra A. Major**  
Old Dominion University

Did you make it to the SIOP conference in Orlando? If so, I hope your experience was as positive as mine was. The Program Committee, headed by **Donald Truxillo**, put together a terrific slate of sessions. I took part in some of our newer session formats (e.g., a collaborative research session, interactive poster sessions, education forums, Sunday “how-to” sessions) and thought that each was an excellent addition to the program. For those of you who weren’t able to make it to the conference this year (and those of you who were so impressed that you want to experience it again), this issue of *TIP* includes **Ann Marie Ryan’s** Presidential Address regarding I-O psychology’s identity quest. Her message is timely and significant—truly a “must read” for every member of SIOP. You also won’t want to miss **Mike Burke’s** inaugural presidential column in which he outlines his ambitious goals for the coming year.

### New Columns and New Columnists

In this issue of *TIP*, I’m pleased to introduce a new regular column, **The I-O Ethicist**. The purpose of the column is to provide commentary and feedback about ethical dilemmas SIOP members encounter in the science and practice of I-O psychology. We’re fortunate to have **Bill Macey** coordinating this effort. Bill has an excellent panel of 12 experts in the field who will respond to the questions and ethical dilemmas sent in by the membership. See Bill’s column for more information about how to send in your questions. You could see your reply in print in the October issue of *TIP*!

With a little help from all of you, there may be another new column in *TIP* very soon. We all have our “stories,” those events, both big and small, planned and unplanned, that made a major difference in our careers. We’d like to develop a forum in *TIP* where you can share those stories for the benefit of your fellow SIOP members. In this issue of *TIP*, **Frank Landy** gets the ball rolling with a feature article entitled, “What I Learned Along the Way.” I think you’ll agree that Frank has certainly had some interesting experiences, and really knows how to tell a story. Frank has enough material to keep us going for a few issues, but we need your stories in order to make this a regular part of *TIP*! You know—those graduate school experiences that may have seemed insignificant at the time but ultimately had a major impact on your

career, the opportunity that just “fell into your lap” or the “one that got away,” a person, a place, or an experience that impacted you. Share your stories; what have you learned along the way?

I expect that working on *TIP* will generate many a story for our new student columnists, **Andi Brinley**, **Jaime Durley**, and **Corey Munoz** from the University of Georgia. The winning contribution submitted by these three was chosen from a pool of many high-quality entries in our **TIP-TOPics** contest. It was a tough decision, but I’m certain that they will provide you with excellent columns for the next 2 years. Andi, Jaime, and Corey, congratulations and welcome!

### What’s In This Issue of *TIP* for Me?

As always, I’m confident that this issue of *TIP* contains something for everyone. Are you interested in teaching? **Peter Bachiochi’s On the Horizon** column discusses the seeming resurgence of interest in teaching at SIOP. **Wendy Casper** and colleagues can help you become a better teacher with their **Education and Training** piece on using film as a resource in I-O instruction.

Perhaps you’re interested in publishing. **Lynn McFarland’s Career** column provides some insight as to how consultants can contribute to the I-O literature. Of course, it’s never too soon to get started! In their feature article, **Michael Hargis**, **Angela Pratt**, and **David Kuttner** describe how to publish as a graduate student.

Are you looking for a career change? Have you ever considered going into medicine? No, we don’t mean making your mother’s dreams come true by becoming a doctor. **Michele Ehler** and her colleagues describe how I-O psychologists can and are contributing to medicine and the medical field. If medicine is not for you, what about a major change of venue? In the **Global Vision** column, **Carol Kulik** describes her experiences in relocating from the United States to Australia.

Take a look below; this issue has even more to offer:

#### *For Everyone*

- 8 SIOP President Mike Burke’s Inaugural Message
- 12 Photo Highlights of the SIOP Conference
- 21 I-O’s Identity Quest
- 34 Head Start Donations: Thank You!
- 38 SIOP Special Request for Proposals
- 42 Your Stories: What I Learned Along the Way
- 50 Applying I-O to the Medical Field
- 61 New Column: The I-O Ethicist
- 129 I-O Humor
- 134 Local I-O Organizations: MAIOP
- 144 *Gratz and Grutter*: More on the U of M Case
- 168 Work–Family Research Funding to Increase

183	Secretary's Report
187	SIOP Members in the News
192	2003 SIOP Award Winners
195	2003 SIOP New Fellows
200	New SIOP Members
204	IOTAS: News about SIOP Members
207	Obituaries: Harold A. Edgerton
209	Conferences and Meetings
211	Calls and Announcements

### ***For Students and Educators***

65	TIP-TOPics for students
72	Accrediting Master's Programs in I-O
79	Respect for Teaching
83	Using Film to Teach I-O
103	Publishing as a Graduate Student
122	An Academic Moves to Australia
155	Barriers to Inclusion for Graduate Students
179	2003 Doctoral Consortium

### ***Perspectives on Practice***

57	What Does HIPAA mean for the Practice of I-O?
58	The New APA Code and Psychological Data
106	Publishing as a Consultant
138	Web Services
161	When is "Exclusion" Appropriate?

### ***SIOP Initiatives***

97	The Organizational Frontiers Book Series
115	The Professional Practice Book Series
119	Ensuring Professional Development Opportunities
177	SIOP Conference 2004: Chicago
185	Proposed Bylaws Changes

### ***APA News***

171	SIOP's Program at APA
175	Cluster Programming at APA
182	APA Council Meeting Report

# The Perfect Test for the Imperfect Science of Hiring

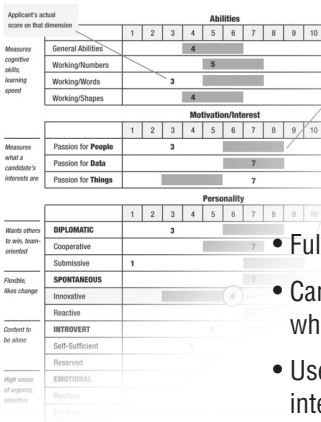
Make better hiring decisions by using valid and reliable information on personality, interests, abilities, and working characteristics.

The **TotalView Assessment** identifies key traits where a job candidate may not align with the job—then provides behavioral interviewing questions to probe deeper into the candidate's experience—to determine job fit suitability.



Introducing an Assessment System to Improve Selection, Coaching, and Succession Planning by Using Information about Your Highest Performers

Sample Selection Report: Account Executive Position



Shaded area is BENCHMARK created using your company's top performers for any given position.

The critical dimensions that separate average or low performers from high performers can be identified.

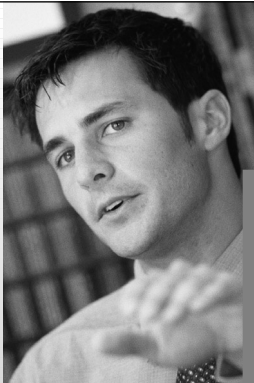
The system will provide you with behavioral interview questions for all areas that are off the benchmark so that the interviewers can probe for job suitability. For example, "Describe a time when you came up with a new way to do something or solve a problem to improve a work process."

**TotalView** provides an objective comparison of the candidate with a psychometrically sound standard of high performance.

*See, graphically, how 20 traits correlate with high performance in a specific job in your organization.*

- Fully web enabled
- Can provide coaching recommendations when used for development
- Uses test results to target behavioral interviewing questions

Download the TotalView Technical Manual free at  
<http://www.totalviewassessments.com/E7DwnldTch.html>



# EJI

Because emotions affect how we make decisions, solve problems, and interact with others, an employee whose emotional intelligence enhances the performance of these activities is an asset to any organization.

## **Finding that person just got easier.**

The **Emotional Judgment Inventory (EJI)** is a brief, 80-item measure of emotional intelligence that:

- Predicts job performance;
- Strengthens the quality of hiring decisions by supplementing information obtained from measures of personality and cognitive ability; and
- Facilitates the developmental process by providing an understanding of how the person integrates emotions in his or her decision making and interpersonal interactions.

*Insight delivered by IPAT.*

For more information and to view a sample report, please visit the Products and Services section of our website at [www.ipat.com](http://www.ipat.com) or contact our Customer Service Department at 1-800-225-4728, ext. ATE.



# Defining Ourselves: I-O Psychology's Identity Quest

Ann Marie Ryan<sup>1</sup>  
Michigan State University

I-O psychology is involved in a continuing identity quest. In my year of service to you as SIOP president, the greatest challenges have related to our identity as a field. These challenges occur because we haven't clarified what our identity is, we haven't been able to convey our identity well, and because we don't have a clear sense of what direction we would like our identity to evolve in.

I will begin by briefly noting these challenges we are facing, using quotes from last year's survey of the SIOP membership to illustrate the issues. I will define organizational and occupational identity and describe how lessons from other professions can be applied to developing our identity as a field. I'll then discuss a direction for our identity quest, referring to theory and empirical research to support what we need to do. Mostly, I'm going to offer my opinions on what I see as the critical challenges facing I-O and how I think we can and should tackle them. While my ideas have been influenced by conversations with so many of you—and I thank you for your insights—I'll take full responsibility for what is presented here.

First, what is happening that leads me to state that I-O psychology is on an identity quest? The challenges we are facing that relate to our identity include concerns about the visibility of the field, concerns about how well we are differentiated from other like disciplines, concerns that we are not perceived as positively as competitors in the marketplace, concerns about how we fit within the broader field of psychology, concerns about how well our name conveys who we are, and concerns about future generations of I-O psychologists. Let me discuss each of these in turn.

The first symptom of an identity problem is our feelings about the visibility of our field. Here are quotes from member responses to the SIOP survey that illustrate the visibility challenge: "SIOP is not recognized as widely as it could/should be...it has yet to make sufficient inroads in conveying who we are and how we can make a difference." "When CNN reports on issues they should go to SIOP to ask for an expert to provide fact-based commentary on the subject." "I still find that the overwhelming majority of people I meet do not know what I-O psychology is...." The concern is that we are not doing a good job of conveying our identity.

Other data supports these views—Gasser and colleagues have conducted several studies illustrating how poorly understood I-O psychology is (Gasser, Butler, Anderson, Whitsett, & Tan, 2000; Gasser, Butler, Anderson, Whitsett,

---

<sup>1</sup>This is the Presidential Address that was given at the Annual Conference of the Society for Industrial-Organizational Psychology, Orlando, FL, April, 2003.



& Tan, 2001; Gasser, Whitsett, Mosley, Sullivan, Rogers, & Tan, 1998). More recently Baker, Grubb, and Downs (2002) found that individuals unfamiliar with our field can guess at what we do, but often have misperceptions about our activities.

A related challenge is differentiation. Some member quotes to illustrate: "SIOP members are trying to carve out a unique niche for themselves. The problem is that there is too much overlap with other areas with regard to actual applications." "We need to define and advertise what really distinguishes our society and service from the throng of MBAs." Are we seen as distinct from other fields? Are we able to convey the distinctions we believe are there? Organizational decision makers view consultants as more interchangeable in terms of services than we believe they should (Church & Waclawski, 1998). Recent trends toward I-O focused units being swallowed up by big management consulting firms can add to the lack of differentiation in the eyes of others.

Some additional member quotes: "I-O psychology is rapidly losing its identity and becoming too closely associated with human resources. There is, or should be, a big difference between psychology and HR." "There is too much of a disconnect between I-O and HR." These two quotes illustrate that our members view the differentiation problem in opposite ways—we are too associated with HR *or* we are too disassociated from HR. As I'll discuss shortly, I come down strongly on the side of the first quote—the research on the development of professions *clearly* shows that if you cannot articulate distinctions, you will be marginalized as a profession (Forsyth & Danisiewicz, 1985).

Another challenge is the image of the competition. Some member quotes: "I see other professionals (e.g., MBAs, clinical-counseling psychologists, adult education professionals) making inroads into service areas that I believe I-O psychologists are better trained to deliver." "We are increasingly squeezed out of prestige and work by members of other companies and associations (ASTD, SHRM, AOM, and major consulting firms)." We are concerned that in practice settings, others are being viewed more positively and are chosen over I-O psychologists, despite our ability to deliver a higher quality service or product.

Another challenge that I hear a lot about is the identity of I-O relative to other areas of psychology. Some member quotes: "I am...concerned about the potential marginalization of I-O...with the field of psychology." "SIOP's apparent push to continue distancing itself from APA...is counterproductive and if continued will eventually prove damaging to both the substance of I-O psychology and its impact on society." While part of the issue is that others in psychology ignore our existence, we also have chosen consciously to distance ourselves from the broader field of psychology.

Maintaining a distinct identity for I-O psychology depends upon there being I-O psychologists. A member quote illustrates: "Not enough attention to the 'pipeline problem' relative to preparing and motivating top notch scientists/practitioners to go into PhD-granting psychology departments." The open session with graduate program directors at last year's conference indi-

cated strong concerns about our ability to replicate ourselves effectively. As a considerable salary gap exists between positions in I-O psychology departments and those in business schools, more of our new PhDs may seek an academic career path that does not include teaching I-O psychologists. While the extreme scenario may be a long way off, some have expressed concern that if no one is teaching I-O psychology, we will not sustain ourselves as a field.

Finally, as you are all aware, debate over the name of our field is in part a debate over our identity. An example quote: “We might need to start with a name change—industrial-organizational psychology is almost unintelligible to anyone outside our discipline...and even many within our broader field (psychology)!” To me, these challenges—visibility, status in psychology, image of the competition, differentiation, replication, discussion over our name—are all related to some frustration regarding conveying our identity and maintaining our identity.

It is important to recognize that our identity quest is not something peculiar to our field. **Identity quests occur in all professions and scientific disciplines.** For example, the field of osteopathic medicine struggled with how to indicate competence on par with MDs yet make clear distinctions between the two professions (Miller, 1998). Those in social work have long commented on the search for a distinctive identity (Dumain, 1954; Wasserman, 1982). Within psychology itself there has been much written about identity struggles for the field as a whole (Boring et al., 1942; Fox, Barclay, & Rodgers, 1982) as well as within the clinical (Albee, 1970; Ekstein & Mayman, 1957; Lancaster & Smith, 2002), counseling (Hanna & Bemak, 1997; Shertzer & Issacson, 1977) and school (Bardon, 1982; Goldwater, 1982) specialties. Indeed, Hughes (1988) noted that every profession shows a desire over time for more recognition, a higher place, and a cleaner distinction between those in and out of the field. Challenges related to our identity have been issues for I-O psychology for quite some time.

Here are some quotes from the past that show that our quest is not a recent development. Viteles (1941) stated: “The psychologist has made relatively little progress in convincing industry that his services are needed.” Watson (1954) stated: “The position of the industrial psychologist has never been sharply and clearly differentiated from that of workers with other backgrounds.” Ammons (1955) suggested “persons from other fields are taking over.” The issues of visibility, differentiation, status, et cetera, are old, not new concerns for us.

Further, these challenges are applicable to our field on an international level. The same issues beset those in the United Kingdom, the Netherlands, Germany, Australia, and other places—not always to the same degree or manifested in the same manner—but it is important to note that other I-O organizations around the globe are also concerned with these issues.

So, the obvious question: Where do we go from here in this quest for identity? I’d like to propose several actions we can take.

***First, we need to create solidarity around a set of distinctive, core attributes. We need to clearly state what our identity is.*** Albert and Whetten (1985)

defined organizational identity as a set of characteristics that are distinctive, central, and enduring, and this definition has been applied to occupations as well. This is not the same as asking for a textbook definition of the field—we have a sense of our content—we need a sense of the attributes that make us unique, that we believe are fundamental to who we are.

This is not something for me to stand up here and provide for us, but for us collectively to agree upon. However, because I am standing up here, I'd like to propose a few distinctive, central, and enduring aspects—a start to answering the question of what is our occupational identity.

One attribute is that our field is about the application of psychological principles to workplace phenomena. While not everyone in SIOP is a psychologist by training, the core of what defines the organization and the field of I-O is an interest in applying psychological principles and research to organizational settings. In writing about school psychologists, Bardon (1983) criticized those who do not identify with a broader psychology but want to have a clear professional identity. These individuals see no need to adhere to standards of training that link them to other psychologists, and are happy with an organization that “represents them and them alone.” He also noted that there are the purists at the other extreme, who feel that the work of many in the organization is not related enough to psychological science and knowledge. We most definitely have both of these camps within SIOP—perhaps we've always had them and always will. I myself have wavered over the course of my career in my beliefs about how tied to psychology we must be.

In Elsbach's (1999) terms, I-O psychologists might be said to be schizo-identified with psychology, in that we see ourselves like other psychologists on some dimensions but really want to disidentify with other psychologists—and with APA—on other dimensions. This is a reasonable position because there are directions that other subspecialties have taken that we do not wish to follow; however, we need to recognize that connections with *psychology* are what makes us distinctive from others practicing or doing research in the HR area.

In discussing consumer psychology, Nuckols (1976) noted that many of the most creative and productive people in the field were not products of psychology departments. The same is true of our field. However, he noted, that to sever a connection with the parent discipline of psychology would be a loss of what differentiates the field from others—a loss of a certain language, set of values, and view of the human condition acquired by exposure to psychology. I think the same is true of us—if we move away from psychology as a core, we lose.

A second attribute that I think is core to our identity is our *scientific approach*. Some members complain about how there is an overemphasis in I-O on measurement and statistics, that our standards for methodological rigor in applied settings are unrealistic. However, this is part of our distinctive competence, what makes an I-O psychologist different from others. In general, we should not be hiding our scientific approach behind a “more businesslike” identity—to do so makes us less distinctive.

A third attribute of our identity is a *concern for both the effectiveness of the organization AND the well-being of individuals*. While some of us focus more on certain outcomes than others, our goals relate to both. Our mission statement reads “The Society’s mission is to enhance human well-being and performance in organizational and work settings....”

A fourth attribute is that we *operate with an implicit multilevel model*; that is, we recognize that in addition to individual influences on individual behavior and attitudes, higher-order units such as teams and the organizational context have influence, and we also recognize that the individual has influences on higher level outcomes. In 1977 Thayer noted that he wished to “remind those who emphasize organizational variables at the expense of individual ones and those who emphasize individual variables at the expense of organizational ones that neither will make much progress.” A multilevel perspective may not be a very conscious or often stated part of our identity, but I think it gives us distinctiveness in that we are not solely micro or macro in how we approach problems.

You probably have other ideas about what is core to our identity and what distinguishes us from related disciplines, and I hope that you take time to share them with others so that we can gain clarity regarding our identity.

In defining ourselves, there are some lessons from the sociological literature on the development of professions that we should keep in mind. A key learning from this literature is: *Identity comes from knowledge, not practice*.

Professional identity is about retaining control and ownership over a shifting and incomplete body of knowledge (McLaughlin & Webster, 1998). Identity has to be malleable because a fixed body of knowledge is an expertise easily appropriated. For example, if there were no new knowledge being generated about how to develop selection systems, the knowledge base could be gained by many and would not constitute an area of professional expertise and identity for our field.

Further, a theme that runs throughout the literature on identity and professions is that one must be distinct in one’s knowledge base in order to be distinctive in practice (Bartram, 1996; Peterson, 1991; Rodgers, 1986). We won’t be distinguished from others in what we do per se, but rather in our approach to what we do.

Thus, we cannot be defining ourselves through just a reference to the types of practice we engage in, but we must be referring back to our knowledge base and our disciplinary core. It isn’t being a test developer, or a change agent, or a trainer, or a survey designer that defines our identity—other people do these things. Our identity derives from how we do it, how we approach it, what we base it on. Our identity isn’t from our practice; our practice flows from our identity.

There is a fundamental here that has to be made very salient to those entering our profession—the *knowledge base, the research, is the core of training*. Graduate students in our field often lament that faculty, because of the publish or perish syndrome, overemphasize research productivity in the

training and evaluation of students and underemphasize the acquisition of applied experience. I am someone who has always advocated applied experience for students. BUT.... Lots of people can be trained to execute the steps of a job analysis or put together a 360 feedback instrument; however, not everyone will do so based on a fundamental knowledge of theories of individual differences and their relations to work outcomes. Not everyone will do so based on a knowledge of research on rating behavior, and not everyone will evaluate their efforts. Research is the base on which it all rests, and therefore knowledge generation must be the more pervasive element of our training programs if we wish our field to have a strong identity that can be sustained over time and not appropriated by others.

One last point on knowledge and identity from the sociological literature on professions is that we *must continue to develop our own unique knowledge base*. For example, counseling psychologists have noted that despite having their own journals and association, the field has lacked a proprietary knowledge base, and this has negatively affected the professional identity of counselors. In I-O, we have long drawn from other fields but we do have our own knowledge base, and we must continue to support the growth of that base if we wish to have a strong identity. Further, we need to counter a drift in our knowledge base that Anderson, Herriot, and Hodgkinson (2001) have pointed out. They noted that academic reward systems can lead researchers to drift toward Pedantic Science, where methodological rigor is high but practical relevance is low. Organizational clients push practitioners toward Popularist Science, with high practical relevance but low methodological rigor. What we really need is Pragmatic Science where both relevance and rigor are high. Further, a real problem for our field is Puerile science, which lacks both rigor and relevance—many of you feel that too much is being generated. The key issue for identity is which of these is becoming increasingly associated with I-O—I hope SIOP can do more to keep the focus on pragmatic science as our associated knowledge base.

An important direction in our quest is that ***we must work so that our external image matches our identity, not to craft an external image that fits what “they” are looking for.***

Image and identity are not synonymous—the former is a representation of the organization that exists for an external public and the latter is a self-perception. O’Brien (1983) noted that if you base the content of a field on what is socially important—or in our case, what is relevant to business—you run the risk of having “habitual trendiness” (p. 36). He goes on to say that instead of asking what those outside the profession—what the business world—considers important, we should ask *whether what we have chosen to focus on is important*. This is *not* a dismissal of the concerns of those outside our profession, but it is a *conscious* decision for us to use our own criteria to decide what is relevant for our profession to focus on (O’Brien, 1983).

Gioia, Shultz, and Corley (2000) have a model that describes how organizations are continually adapting so that their identity and external image

might be in sync. I have grossly oversimplified it in Figure 1, but in essence, it's the process of saying who are we and who do they think we are, and if there are discrepancies, should we act. At this point, our Visibility Committee will tell you that the answer to "who do they think we are" is "they aren't aware we exist." So there's definitely a discrepancy, and we should definitely act, but one thing to decide is the direction of that action. Gioia et al. (2000) emphasize that one shouldn't just ask "who are we" but also "who do we want to be." These questions must get answered first, *before* we try changing our image in the eyes of the public, executives, or academic colleagues.

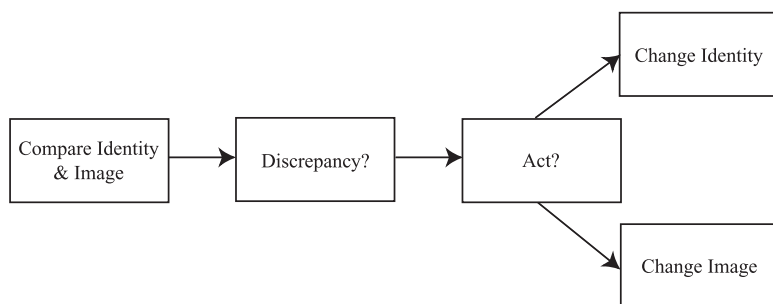


Figure 1. Adaptation of Gioia, Schultz, and Corley (2000) model.

Hatch and Schultz (2002) have an Organizational Identity Model in which they discuss dysfunctions in relating identity and image. In our steps ahead to create an image that matches our identity we should avoid these. I know some members are very dismissive of the issues I raised earlier as challenges—seeing them as not worth devoting resources toward. This *self-absorption* of being unwilling or unable to respond to external images may be a very real problem for our field. There are others in the organization that appear to me to be going toward *hyper-adaptation*—letting the outside images have such influence that we abandon parts of our tradition without good cause. In writing about the history of psychology's professional identity, Capshew (1999) noted that in the 1930s there was discussion that the definition of psychology would be written by those who are not psychologists. We don't need or want to be defined by others, and should avoid hyper-adaptation.

**We must also consider who we want to be known to.** I've had interesting conversations with a number of you regarding who we need to make ourselves visible to. Some of you have argued that educating the general public as to what is an I-O psychologist is not a task we should take on—that it is not very feasible, given that there are only a few thousand of us here in the United States and it is not necessary, as it is only important to educate those who are decision-makers in organizations so that they are aware of what we have to offer. I disagree—our goal may not be to make our name a household word, but I think our visibility efforts need to embrace a much wider group

than just business decision makers—and indeed our efforts already do. We want to educate young people as to what our field is so that they see it as a viable career opportunity. We want to educate others in psychology so that those who feel that “a corporate psychologist” or “business psychologist” is a brand new profession are aware of our field and our knowledge base. We need to make some inroads toward educating the general public about who we are because anyone who works can and will be affected by what we do.

**A fourth concern in our quest is that we must choose our comparators and dimensions of comparison thoughtfully** (Elsbach & Bhattacharya, 2001; Elsbach & Kramer, 1996).

Members of SIOP often tell me that we need to be more like SHRM. While there are certain things that SHRM does in educating HR practitioners that I wish we did half as well, we are not and should not be SHRM. Our size is so much smaller than SHRM's that we cannot tackle things at their scale because of resource constraints—SHRM has over 170,000 members who pay \$160 in dues a year; we have 3,500 professional members who pay \$55 a year to SIOP and 2,500 student members paying a mere \$25 in dues—we are not going to have the same kind of reach. More importantly, we are not a society composed solely of HR practitioners and we do not host a conference that is merely descriptive of the latest practices. SIOP is a society of individuals whose practice is rooted in research, and we put on a conference where advances in practice are discussed in terms of their relation to the research base and research needs.

Other members think we should be more like the Academy of Management. There are many things that the Academy does well that we should emulate, such as their inclusive climate and international reach, but we are not and should not be the Academy. We are a science-oriented society, but we are not hosts to a conference solely of academics. Indeed, we present a conference that provides information on the latest scientific advances so that practice can be informed and improved by science, and where the latest challenges in practice can be presented in ways that stimulate research.

In writing about psychology as a whole Chao (2002) noted, “It is one thing to interact with other fields. It is quite another to substitute psychology's identity with that of another field or specialty that it draws to and to which it is drawn.” (p. 452). Such must be our concern—we certainly need healthy interaction with other organizations and SIOP is working to forge those links, but we should not be substituting their identity for our own.

Literature on organizational identities highlights two ways in which identities are managed through comparisons (Elsbach & Kramer, 1996). First, we should make salient those categorizations that highlight positive attributes of our identity that others might not know about. For example, our scientific approach should be used when comparing our field to those without training in a scientific discipline. Second, choose who to be compared to—make salient comparisons on which we can see our identity emerge.



Rather than defending or explaining ourselves in terms of the categories others choose, we should be actively working to focus attention on legitimate, alternative dimensions that we think we *ought* to be compared on. We need to make salient the ways we are different from or better than others by setting the bases for comparison ourselves.

**Change the name to something that better conveys who we are and what we do but recognize that a name is not a panacea.** While it is my personal opinion that a name change will be helpful to our identity quest, I didn't come to that conclusion lightly or quickly, and I ask that we respect one another's views as we as an organization debate whether we want to do something along these lines. It is vitally important that we recognize that while a name can be very helpful in conveying identity, it will not serve as a panacea for all that faces us regarding our identity. We will need to do much more to address our challenges.

**In our quest, we must manage the multiple identities within our organization.** Within organizations, there are often subgroups that share specific identities, and this is also true of our occupation (e.g., scientist, practitioner, management professor, HR generalist, counseling psychologist, management consultant, dean). Research on how organizations manage the fact that multiple identities exist may be of value to us (Pratt & Foreman, 2000). One way of managing multiple identities is by making conscious decisions about identity plurality—what does the umbrella of the organization encompass? Are there groups we should be embracing? Are there identities that the field wishes to shed, or to downplay? If you look at the historical entwining of I-O psychology with human factors psychology or consumer psychology you can see periods of distancing. We have often had discussions on the Executive Committee regarding what are our criteria for membership. Thus, we have thought about and need to continue to think about what our umbrella is.

Research on managing multiple identities also mentions exploiting identity synergy (Pratt & Foreman, 2000). To me, our conference is great because we have people here who in addition to their broader identity as an I-O psychologist might have an identity as an entrepreneur or as an HR generalist or as a work-family researcher or as an administrator for an Executive MBA program, and bringing these other identities to bear on the issues facing the field enhances us all. We should work to exploit these synergies rather than to view our multiple identities as problematic and choosing to compartmentalize within our organization. One issue in our quest that I see as particularly hard to manage is that of *determining which ways of ensuring quality are best for our field*.

In the literature on the development of professions there is a clear indication that too much variability in training and too little attention to ensuring quality in research and practice leads to difficulties in maintaining a strong identity. Within I-O, we do have guidelines for education and training; we also have some guidelines regarding quality in practice areas, most notably the *Principles*, and we have gatekeepers of research quality who serve on the edi-



torial boards of journals and on thesis and dissertation committees. We have chosen to avoid other strategies that are often invoked as ways to ensure quality—namely, accreditation of training programs and internships, and strong advocacy of credentialing or licensing. Both of these strategies have negatives associated with their adoption. As Ilgen (1990) has noted “credentialing in any field is a defensive strategy.” Rogers (1973) noted that certification tends to freeze professions and discourage innovation. SIOP wrestles regularly with the tradeoffs inherent in these choices—we want to avoid cookie cutter programs, rigid boundaries to our field, bureaucracy in general, but we also do not want to be boxed out of practice areas because we don’t accredit programs and most of us aren’t licensed and we want to maintain high standards for training and research. This is an aspect of identity management for which I don’t have an easy answer because I am not very much in favor of the more bureaucratic solutions; however, the assurance of quality in our training, research, and practice is key to maintaining a strong identity.

**What is SIOP doing to meet these challenges?** *A LOT!* Here is a list of just a few of the activities that we have been engaged in to convey our identity to others and meet the challenges I’ve mentioned: name change discussion, press releases, PR person, media referral, brochures, brand analysis, solutions series, workplace toolkit, Web site enhancement, outreach to HBCs, involvement in APA and APS, I-O teaching modules, ensure I-O coverage in APA materials, respond whenever other psychologists ignore our existence, and licensure toolkit. For example, we have many ongoing efforts to convey our identity to HR audiences, through the media, to students and in particular to underrepresented student groups, and to other areas of psychology. Our biggest effort each year—the conference—is something that reaffirms our identity and creates anew our identity.

**What else should SIOP be doing?** I think we all need to engage in a conversation about what are our core attributes, what makes us distinctive, and what we should be conveying to others about our identity. Carry out these conversations informally with others. Carry on the conversation via SIOP’s bulletin boards or by e-mailing your thoughts to committee chairs (their addresses are in every issue of *TIP*). I’d also encourage you to engage in the conversation at a global level—let’s work on a unified professional identity for I-O psychologists at an international level.

**One final and most important point with regard to our quest is that our collective identity is your individual responsibility.** *You* can do things to make the field more visible. You can start by being willing to identify yourself as an I-O psychologist rather than hoping that people will somehow learn about our profession without you having to mention the name. I am guilty of introducing myself as someone who works at MSU or as a professor, not as an I-O psychologist. The literature on social identity contains reference to concepts such as identity centrality, and to identity management strategies such as recategorization. This body of research indicates that individuals do

attempt to manage how others define them, as well as how much they see certain categories as defining themselves. You are making conscious choices about how much you embrace the identity of an I-O psychologist and how you manage that identity. We have to do a better job of identifying ourselves if we wish to be identifiable.

*You* can talk to others about our profession (e.g., talk to the media, to local HR, business, and civic associations, to students during career days; write a column for a trade publication, civic organization newsletter, or local paper). Why should we be called on as experts if we do not willingly offer our expertise? We need to speak out as *individuals* on how our field can contribute to important issues of the day.

We need to be willing to connect with our psychology roots as *individuals*, not just via a small set of representatives that sit on various APA and APS boards and committees. *You* can ensure that our status within the broader field of psychology is enhanced by being active (e.g., publish in journals with audiences in other areas of psychology; write columns in state association newsletters, newsletters for other APA divisions, the *Monitor*, the *Observer*, etc.). Perloff (1968) discussed how subdisciplines deserve a place in psychology only so long as they “continue to give to, and not just receive from” mainstream psychology. What are *you* giving back to mainstream psychology?

*You* can work to ensure new entrants to our field are socialized to the values with which we wish to identify. I have been fortunate enough to be mentored by **Paul Sackett** who is a role model for scientist-practitioners, as is his mentor, **Milt Hakel**, and as is his mentor, **Marv Dunnette**. These individuals transmitted an identity that I continue to try and convey to my students, and that I am so proud to see so many of my former advisees conveying to others. Each of you has opportunities to shape our future identity as you interact with students and new members by the choices you make about what *you* convey as the central, distinctive, and enduring aspects of I-O.

In the literature on professions, it is clear that professional position is won by demonstrated competence (Shoben, 1955). In the marketing literature on branding it is noted that to build a brand you need to provide superior customer value (Randall, 2000). We cannot expect people to be familiar with us unless they can see that what we do has relevance for their lives. *You* can demonstrate the relevance of I-O by doing the research that shows the value added by our perspective. *You* can show that our field deserves notice by doing your job well.

I end with a quote that addresses how important the individual is in determining the collective identity. This is Carl Rogers speaking about clinical psych in 1951, but I have substituted I-O. “It is not what I say about the curriculum of I-O psychology but what I do in my classes that is important. It is not what is written about the relationship of psychologist to client which will decide that issue, but the actual relationships which...psychologists create when they meet new clients... Each one of us is operationally deciding each of these issues for himself as he carries on his work.”

You are determining what an I-O psychologist is, and conveying what is an I-O psychologist each day as you go about your work; you are operationalizing our identity. It is not what I've said here today that will make a difference in our identity quest, but what you choose to do in your work lives as you convey who we are to others. Be conscious of your choices.

## References

- Albee, G. W. (1970). The uncertain future of clinical psychology. *American Psychologist*, 25, 1071–1080.
- Albert, S., & Whetten, D. A. (1985). Organizational identity. In B. M. Staw & L. L. Cummings (Eds.), *Research in organizational behavior* (Vol. 7, pp. 263–295). Greenwich, CT: JAI Press.
- Ammons, R. B. (1955). A “futureless” psychology? *Psychological Reports*, 1, 45–47.
- Anderson, N., Herriot, P., & Hodgkinson, G. P. (2001). The practitioner-researcher divide in industrial, work and organizational (IWO) psychology: Where we are now, and where do we go from here? *Journal of Occupational and Organizational Psychology*, 74, 391–411.
- Baker, K., Grubb, A., & Downs, C. (2002, August). *An identity crisis: All of psychology is not the same*. Presented at 110th annual convention of the American Psychological Association, Chicago, IL.
- Bardon, J. I. (1982). School psychology's dilemma: A proposal for its resolution. *Professional Psychology*, 13, 955–968.
- Bardon, J. I. (1983). Psychology applied to education: A specialty in search of an identity. *American Psychologist*, 38, 185–196.
- Bartram, D. (1996). Occupational standards and competence-based qualifications for professional applied psychologists in the UK. *European Psychologist*, 1, 157–165.
- Boring, E. G., Bryan, A. I., Doll, E. A., Elliott, R. M., Hilgard, E. R., Stone, C. P., & Yerkes, R. M. (1942). Psychology as science and profession. *Psychological Bulletin*, 39, 761–772.
- Capshew, J. H. (1999). *Psychologists on the march: Science, practice, and professional identity in America 1929–1969*. Cambridge, UK: Cambridge University Press.
- Chao, R. (2002). Toward an integrative curriculum. *American Psychologist*, 57, 451–452.
- Church, A. H., & Waclawski, J. (1998). The vendor mind-set: The devolution from organizational consultant to street peddler. *Consulting Psychology Journal: Practice and Research*, 50, 87–100.
- Dumain, H. J. (1954). Professional problems contingent to theory. *Journal of Psychiatric Social Work*, 24, 47–54.
- Ekstein, R., & Mayman, M. (1957). On the professional identity of the clinical psychologist. *Bulletin of the Menniger Clinic*, 21, 59–61.
- Elsbach, K. D. (1999). An expanded model of organizational identification. In R. I. Sutton & B. M. Staw (Eds.), *Research in organizational behavior* (Vol. 21, pp. 163–199). Stamford, CT: JAI Press.
- Elsbach, K. D., & Bhattacharya, C. B. (2001). Defining who you are by what you're not: Organizational disidentification and the National Rifle Association. *Organization Science*, 12, 393–413.
- Elsbach, K. D., & Kramer, R. M. (1996). Members' responses to organizational identity threats: Encountering and countering the *Business Week* rankings. *Administrative Science Quarterly*, 41, 442–476.
- Forsyth, P. B., & Danisiewicz, T. J. (1985). Toward a theory of professionalization. *Work and Occupations*, 12, 59–76.
- Fox, R. E., Barclay, A. G., & Rodgers, D. A. (1982). The foundations of professional psychology. *American Psychologist*, 37, 306–312.

- Gasser, M., Butler, A., Anderson, K., Whitsett, D., & Tan, R. (2000). Advertisement strategies of industrial-organizational psychologists. *The Industrial Organizational Psychologist*, 37, 39–43.
- Gasser, M., Butler, A., Anderson, K., Whitsett, D., & Tan, R. (2001). Advertising industrial-organizational psychology. *The Industrial Organizational Psychologist*, 38, 20–25.
- Gasser, M., Whitsett, D., Mosley, N., Sullivan, K., Rogers, T., & Tan, R. (1998). I-O psychology: What's your line? *The Industrial Organizational Psychologist*, 35, 120–126.
- Gioia, D. A., Shultz, M., & Corley, K. G. (2000). Organizational identity, image, and adaptive instability. *Academy of Management Review*, 25, 63–81.
- Goldwater, E. B. (1982). The emperor's used clothes. *Professional Psychology*, 13, 969–976.
- Hanna, F. J., & Bemak, F. (1997). Quest for identity in the counseling profession. *Counselor Education and Supervision*, 36, 194–206.
- Hatch, M. J., & Schultz, M. (2002). The dynamics of organizational identity. *Human Relations*, 55, 989–1018.
- Hughes, E. C. (1988). Professions. In J. C. Callahan (Ed.), *Ethical issues in professional life* (pp. 31–35). New York: Oxford University Press.
- Ilgen, D. R. (1990). Credentialling in psychology: A limited need. In L. Bickman & H. Ellis (Eds.), *Preparing psychologists for the 21st century* (pp. 153–157). Proceedings of the National Conference on Graduate Education in Psychology. Hillsdale, NJ: Erlbaum.
- Lancaster, S., & Smith, D. I. (2002). What's in a name? The identity of clinical psychology as a specialty. *Australian Psychologist*, 37, 48–51.
- McLaughlin, J., & Webster, A. (1998). Rationalizing knowledge: IT systems, professional identities and power. *The Sociological Review*, 46, 781–802.
- Miller, K. (1998). The evolution of professional identity: The case of osteopathic medicine. *Society Science & Medicine*, 47, 1739–1748.
- Nuckols, R. C. (1976). On the reproduction of consumer psychologists. *Professional Psychology: Research and Practice*, 7, 609–617.
- O'Brien, G. E. (1983). Professional and academic training in organizational psychology. *Australian Psychologist*, 18, 9–24.
- Perloff, R. (1968). The president's views. *The Communicator*, 2, 1–2.
- Peterson, D. R. (1991). Connection and disconnection of research and practice in the education of professional psychologists. *American Psychologist*, 46, 422–429.
- Pratt, M. G., & Foreman, P. O. (2000). Classifying managerial responses to multiple organizational identities. *Academy of Management Review*, 25, 18–42.
- Randall, G. (2000). *Branding: A practical guide to planning your strategy*. London: Kogan Page.
- Rodgers, D. A. (1986). Psychologists as practitioners, not technicians. In H. Dörken & Associates (Eds.), *Professional psychology in transition* (pp. 141–173). San Francisco: Jossey-Bass.
- Rogers, C. R. (1951). Where are we going in clinical psychology? *Journal of Consulting Psychology*, 15, 171–177.
- Rogers, C. R. (1973). Some new challenges. *American Psychologist*, 28, 379–387.
- Shertzer, B., & Issacson, L. (1977). A counselor educator views counseling psychologists: Problems in professional identity. *The Counseling Psychologist*, 7, 33–35.
- Shoben, E. J., Jr. (1955). Some thoughts on interprofessional relationships. *Journal of Counseling Psychology*, 2, 196–201.
- Thayer, P. (1977). Some things old, some things new. *Personnel Psychology*, 30, 513–524.
- Viteles, M. S. (1941). Caveat emptor. *Journal of Consulting Psychology*, 5, 117–122.
- Wasserman, H. (1982). Reflections on clinical social work. *Smith College Studies in Social Work*, 52, 169–187.
- Watson, R. I. (1954). *Psychology as a profession*. Garden City, NY: Doubleday & Company.



**HEALTH AND FAMILY SERVICES DEPARTMENT  
HEAD START DIVISION**

**PATRICIA S. SPAULDING, Ed. D., *Manager***

2100 East Michigan Street ■ Post Office Box 568308 ■ Orlando, Florida 32856-8308  
407-836-6590 ■ Fax 407-836-8969  
<http://www.onetgov.net/dept/hfs/headstart>

April 28, 2003

Lee Hakel  
SIOP  
520 Ordway Ave  
P.O. Box 87  
Bowling Green, OH 43402

Dear Ms. Hakel:

On behalf of Orange County Head Start I would like to thank the Society for Industrial and Organizational Psychology for the generous gift of books collected at the conference recently held in Orlando. The books will be placed in classroom lending libraries for parents to use or in classrooms where there is a need.

I really enjoyed meeting everyone in person after all the emails and phone calls. SIOP is to be commended for wanting to leave a lasting gift in the community where they are conferencing. Your support for early literacy is greatly appreciated.

In addition, 20% of our funding must come from gifts such as yours. The books will not only provide wonderfully reading material, but also help us meet our inkind.

Please extend our thanks to all participating SIOP members. Your generosity and support have given low-income families and children a wonderful gift. I wish you continued success on your conference literacy project.

Once again, thanks for all the effort and support for Orange County Head Start children and families.

Sincerely,

A handwritten signature in cursive script that reads "Linda Williams".

Linda Williams  
Literacy Coordinator

# Looking for C.E. Credits In I/O Psychology?



**Complete a Home Study Course**

**Course #1: Groups at Work. 20 credits.**  
**A treasure trove of information about groups  
in organizations. \$360**

**Course #2: First, Break All the Rules:**  
**What the World's Greatest Managers Do Differently.**  
**10 credits. \$184.60 Also available in audiocassette**

**Course #3: The Changing Nature of Performance:**  
**Implications for Staffing, Motivation, & Development.**  
**15 credits. \$288.95**

## Institute for *Alternatives* in Continuing Education

Institute for *Alternatives* in Continuing Education is approved by the American Psychological Association to offer continuing education for psychologists.  
Institute for *ACE* maintains responsibility for its programs.

\*\*\*\*\*

**Order Form**

[www.institute4ace.com](http://www.institute4ace.com)

Ph: 877-550-4223

Fax: 888-550-2231

Mailing Address: Alternatives in Continuing Education  
PO Box 325; Pewaukee, WI 53072

Your Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ Groups at Work      \_\_\_\_\_ Changing Nature of Performance

\_\_\_\_\_ First, Break All the Rules    \_\_\_ book version    \_\_\_ audio version

\_\_\_\_\_ Check Enclosed    \_\_\_\_\_ Credit Card (Visa, MC, DSC, AmEx)

Card # \_\_\_\_\_ Expires \_\_\_\_\_

# **Request For Proposals: Surveys for SIOP**

## **Background**

SIOP has always thrived due to the dedication and volunteerism of its members. In the past, several capable SIOP members have donated their time and energy to administer surveys to SIOP members for several purposes. The Executive Committee thanks them for their efforts on behalf of the entire SIOP membership. To keep costs down for SIOP members, we want to continue to use volunteers to administer surveys for SIOP.

To insure that everyone who wants to volunteer has a fair chance to do so, the SIOP Executive Committee is now issuing this Request For Proposals (RFP) for any firms, agencies, or individuals who would like to volunteer their services gratis to process SIOP surveys for a period not to exceed 2 years.

## **Description of Work**

The majority of the work involved revolves around the following SIOP surveys that are conducted electronically:

- Exit Survey (on-going)—Membership Committee
- Member Survey (every other year)—Professional Practice Committee
- Conference Evaluation (once a year)—Conference Committee
- Salary Survey (once every 3 years)—Professional Practice Committee

Other surveys that might arise during the 2-year period will also be included subject to willingness of the selected firm, agency, or individual.

## **Why Preference for One Firm, Agency, or Individual to Do It All?**

- Allows comparisons across data sets for trending that has never been available before
- Reduction in redundancy across surveys to the membership
- Ensures consistency in approach and look
- More systematic data collection, processing, and archiving

## **Non-Negotiable**

- SIOP retains sole ownership of total and complete rights to all datasets generated
- Copies of data, layout, and other items needed for data archiving will be available for all projects done on behalf of SIOP
- SIOP's logo will be consistently portrayed across various surveys and formatting across surveys will remain as consistent as possible.
- SIOP Workshop Evaluations for the Continuing Education & Workshop Committee will not be part of this initiative.

## Advertising

SIOP acknowledges the need to recognize the major contribution that this work will have for the Society both financially and in terms of brand management. Consistent with past practice, the firm, agency, or individual's name and logo will be displayed on surveys conducted in a manner consistent with the overall goals of the Society and as described in question 16 below. Acknowledgment will also be provided in the SIOP conference brochure and Web site.

### Request for Information

#### *Approach*

Responses to this RFP are due no later than August 30, 2003. Requests should be submitted to **Karen B. Paul** (kbpaul1@mmm.com).

Questions may be addressed to **Michael T. Brannick** at (813) 974-0478 (mbrannic@luna.cas.usf.edu) or Karen B. Paul at (651) 733-9925 any time prior to submission deadline.

Responses will be evaluated in terms of completeness of response, following directions of request, flexibility, capabilities, and quality.

#### *Selection Process*

Responses to this RFP will be evaluated by a panel of reviewers (comprised of each of the SIOP committee chairs sponsoring the surveys and members of the Communication Task Force). Subsequent clarification on specific line items may be requested. The proposal best meeting the needs of SIOP will be selected.

#### *Confidentiality of Process*

All information provided in response to this RFP will be treated as confidential and only shared with the selection committee.

#### *Specific Information Needed*

*Please provide the following information in the order outlined below by August 30, 2003:*

Q-1) Please state the name of your firm and briefly describe the history and primary nature of your business. Include a brief description of the size and location(s) of your operations.

Q-2) Would your preference be to volunteer to process one, two, three, four, or more of SIOP's surveys?

Q-3) Please describe your in-house technological capabilities—specifically your experience with Web-based surveys.

Q-4) Do you have any limitations on the number of people taking the survey or number of questions that can be supported with your technology?



Q-5) Please describe briefly any stress-test for online surveys that you have conducted or the largest number of respondents to a single survey you have experience with conducting on the Web.

Q-6) What specific steps do you take to ensure data integrity and quality data reports?

Q-7) What steps do you take to maintain data security and confidentiality?

Q-8) If you are selected for this work briefly describe how you would prefer to receive specifications for each survey (e.g., work with each SIOP committee separately, work with one liaison) and set timelines to accomplish the work.

Q-9) Describe how you would prefer potential conflicts in timelines on a project to be resolved.

Q-10) Are there any limitations to the number of subgroups or reports generated that you would like to place on any given survey?

Q-11) When conducting online surveys how many reminder messages (if any) would you support?

Q-12) Can you support open-ended questions with your technology? Would you provide transcription of comments as part of this service?

Q-13) Could you provide or would you prefer to pass on providing content coding on any open-ended questions?

Q-14) Is there anything else you believe we should take into consideration in this proposal or advice you would provide to us?

Q-15) Please describe briefly why you would like to provide such a generous donation of your time and talents.

Q-16) Please provide as Attachment A your preferred report format for this work.

Q-17) Please provide as Attachment B how you would prefer your firm's name and/or logo be displayed on any surveys or data reports.

# What I Learned Along the Way

Frank J. Landy

SHL North America—Litigation Support Group

## Introduction

B. F. Skinner wrote a wonderful piece many years ago on the concept of serendipity as it applied to his career. Notwithstanding the irony of B. F. Skinner “reflecting,” his point was that many unpredictable things happened to him which “shaped” his eventual career. I feel the same way. Many serendipitous events have brought me to where I am now, 37 years after “professing” my desire to be an I-O psychologist. I do not believe that I am unique. Having talked with other I-O psychologists about their respective winding roads, I know that everyone has a treasure trove of serendipitous experiences. In this series, I hope to provide examples of such experiences. Personal experiences have an impact that disembodied narratives cannot have. They allow the reader to more easily identify with, contemplate, and possibly incorporate “lessons” that flow from the experience. In the series, I will provide examples of such experiences. I would hope that these examples will stimulate my colleagues to add their experiences to the pool, thus humanizing and personalizing our profession. If I am successful in stimulating these “oral histories,” the series will become a regular column, which I will be pleased to edit. Thus, I welcome submissions and hope that, when the series has been completed, a wide variety of collective experiences will have been submitted to me to form the regular column to share with our colleagues. Submissions can be sent to me at [Flandy@shlgroup.com](mailto:Flandy@shlgroup.com).

---

It is the fall of 1964. I have arrived at Bowling Green State University to begin my graduate career in I-O psychology. Much to the amazement of my undergraduate advisor, my family, and my friends, not only have I been admitted to a graduate program, but I have been given an assistantship!! My GPA was embarrassingly low and my GRE scores equally depressing, so this turn of events has come as quite a shock to everyone—including me. I appear in the psychology department office to announce my arrival and ask what my assistantship duties will be. I give my name—Frank Landy—and there is an awkward silence. The secretary says, “FRANCES Landy?” I respond, “Frank, Francis, whatever.” She says, “We thought you were a woman.” I manage a weak smile and point out that I am not, so let’s move on with the duties discussion. She says very authoritatively, as only head secretaries can, “The assistantship was for a woman.” I am in a state somewhere between bemused indifference and annoyance. She asks the chairman to come out and explain the situation to me. The chairman is John Exner—a rough and tum-

ble Rorschach expert. He says, “Sorry for the mistake. You can’t have the assistantship” and walks back into his office. I leave the department and pick up a local newspaper and, later that day, begin a job with a local restaurant frying chicken. I will fund my first semester from that job. Two weeks later, we have the annual faculty-student softball game. I am on third base when a ground ball is hit deep in the hole between second and third. I run for home plate. The catcher is John Exner. I arrive at the same time as the ball and knock him on his ass, and he drops the ball. He smiles for the audience and whispers through clenched teeth “you punk.” The students lose the game by at least 10 runs. We eventually become good friends. Since we all look the same to him, he forgets I am “the punk.” And I usually lose money to him playing pickup sticks on the floor of the Midwestern Psychological Association conference hotel hallway outside wherever we have our department party going on. It is a traditional game played by the faculty and students after drinking lots of beer. The I-O students hope that **Bob Guion** doesn’t see us acting drunk and stupid. The clinical students hope he does. The experimental students don’t care one way or the other—they never come to the party. They stay in the hotel lobby talking in excited tones about schedules of reinforcement.

---

It’s spring of 1965. I am in Chicago for my first “convention.” It is the Midwestern Psychological Association. Bob Guion is the director of my I-O program and I am standing next to him at a social hour. He scares the hell out of me and everyone else in my cohort. He uses words we have never heard of and certainly can’t spell—he loved “heteroscedastic”—the first time we heard it we thought it was some sort of sexual perversion. His criticism of our written work is withering. He likes to use the word “sophomoric” a lot, and he seldom honors us with an “A” on tests or papers. So here I am next to him while he drinks a Coke, and I worry about whether I should be drinking Coke instead of the beer I am clutching. I came up to stand next to him but I am not sure why. Just as I am trying to think up something to say that will not be vacuous, some people come up. They seem to be old friends of his, but I haven’t a clue who they are. Without hesitation, he introduces me to them as “one of our bright new students.” “They” are **Marv Dunnette**, Joe Weitz, **Paul Thayer**, and **Chuck Lawshe**. I think I am about to pass out. I have been reading their stuff for 9 months and think of people like this as the “unattainables.” And now they are reaching for my hand. And “Bob the Terrible” has called me a “bright new student.” And then, *mirabile dictu*, he leaves and they stay!! Talking to ME!! About THE PROFESSION!! And they are also drinking BEER!!! That night, I entertain the possibility that this might work out after all.

---

It's September of 1969. I am sitting in my office at Penn State, a new assistant professor of psychology. I had been there all of 2 months. My new "colleagues" are Charlie Cofer, John Hall, Hersh Liebowitz, Ray Carpenter, and so forth. These guys have been writing good stuff for DECADES. I am trying desperately to make them think that I-O is a legitimate subarea, but I am not having much success. They are kind and bright and broad beyond belief. But I have certainly not been able to get a seat at the table of scholars yet. I have been hired to replace an I-O psychologist who retired, Kinsley Smith. Kin had been a grad student of **Morris Viteles** and had come directly to Penn State in the early 1940s and "represented" I-O for 30 years in the department. He had survived because he was a very funny guy and a terrific poker player. I was asked to take his seat at the department poker table (well, at least it was a seat at SOME table) after he retired. I lost my ass every game and, as a result, endeared myself to my colleagues. Whatever.

The week before, I had received a call from a student who had recently completed a master's degree in experimental psychology from Emory University. He was considering returning to a university to study for a PhD in I-O. He was about to leave for a tour of duty in the army and wanted to discuss a plan for what he would do when he returned from Vietnam. I said "sure," although I was very busy (I can't remember now what could have kept me busy at that stage in my career); I could spare a few of my precious minutes. He drove 6 hours from his home on Long Island. He arrived and told me about his undergrad and master's education and aspirations for when he got out of the service. He asked me for my frank (I don't think he intended the play on words, but in retrospect, he may have) assessment of his potential. I said "Kid... (he later told me I really did use the word "Kid"))...I don't think you really have what it takes, pick another line of work." We talked for about 15 minutes. He left somewhat discouraged, drove 6 hours back to his home, and left the next day for basic training. Twenty-six years later, **Wayne Cascio** reminded me of that brief meeting we had.

---

It is the fall of 1975. I have just arrived in Sweden for a sabbatical year. I came to work with David Magnusson at Stockholm University in the general area of "psychometric theory." I am scared to be in Sweden. It is a "social democracy;" whatever in the hell that means. I think it means communist, but I am not sure. I know they eat a lot of fish there. I dragged my wife and kids along, and they are all sullen because they had to leave a comfortable life and set up shop in a strange apartment, in a culture they knew nothing about and cope with a language only slightly more comprehensible than Sanskrit. They are not happy. I go to the department to meet Magnusson only to discover (a) he is on sabbatical in another country, (b) he is no longer interested in psy-

chometric theory, and (c) I-O psychology does not exist in the department. I wonder how I will explain this to my wife and children.

So I have some time on my hands. No one comes into my office, no one calls, I don't have to teach or "do" research, so I decide to write something on a rickety old manual typewriter. I decide to work on a new theory of job satisfaction. Just before I left Penn State, Richard Solomon came up from Penn and gave a colloquium on Opponent Process Theory. I was blown away, more by him than his theory. He was so galvanizing as a speaker that if he had said that night and day were collective delusions, I would have agreed. So I decided to try and translate some of what he said into the satisfaction domain, since satisfaction was supposedly about emotions. I worked on that paper 10 hours a day, 5 days a week, for several months and sent it to *JAP*. **John Campbell** was the *JAP* editor at the time and was very hard on me in early drafts. He was reluctant to publish it in the first place because there were no data and might belong somewhere else (*Psych Bulletin*, the trash can, etc.) but he kept pushing me, and I kept revising until I think I wore him down and he accepted it out of sheer exhaustion. Even today, I think it was the most intense thinking I may have ever done. At the end of every day working on it, my head would literally hurt. It has been the bane of many grad students' existence since it was published. I suspect it was an assigned reading in the hope of the instructor that some day, some bright student could explain what it meant.

After I finished that manuscript, I wandered around the department and happened on a radical industrial sociologist, Bertil Gardell, who was doing interesting stuff on stress and the sociopolitical environment of work. Since I didn't have anything better to do, I started attending his lectures and research meetings and eventually started going out to visit factories in an attempt to understand this new notion of autonomous or self-directed work groups. I came to view work very differently after that and wrote a little piece for *TIP* saying that there were interesting things happening in noncapitalist countries. **Ed Locke** wrote a little piece in response saying that if I liked it so much, why didn't I move there. Eventually I took sabbaticals in Romania and the former Yugoslavia, as well as research trips to Hungary and the former Czechoslovakia, so I guess I took Ed's advice. I never wrote to thank him.

---

It is the winter of 1978. The university has announced a program of seed grants for faculty, so I apply. For some time I had been fascinated by the book *Working* by Studs Terkel. All of his interviews seemed relentlessly authentic. How did he do it? Every interview was a gem. In contrast, I had the sense that the research I was doing on job satisfaction—administering the JDI, MSQ, and some home-grown questionnaires—bordered on the pathetic with respect to the "authenticity" index. So I applied for a travel grant to go to Chicago and talk with him, to unearth his secrets, to look behind the curtain.

I received the award and tracked Terkel down at his studio in the Chicago radio station where he had worked for many years hosting a high-level talk show—the Terry Gross of the 70s. He was polite but not interested in the slightest in spending any time with me. He kept repeating that he had nothing he could tell me. I was a PhD and knew more about the subject of job satisfaction than he could know in three lifetimes. He was neither patronizing nor unduly humble, just uninterested. I kept him on the phone trying to persuade him that he did have a style and an insight that were unique. In desperation, I quoted some passages from his recently published autobiography *Talking to Myself*. I had devoured it. This got his attention. He asked, “You’ve read that?” “Sure. Hasn’t everyone?” He laughed—“Maybe you, my wife and my editor—I don’t think anyone else has.” But he still wasn’t sure that I hadn’t just cherry-picked a few passages to flatter him. He asked what section *in particular* had captured my attention. I told him it was the juxtaposition of an incident in which he helped the FBI capture a bank robber and the incident when he was called as a witness in a voting fraud case. In the book, he described how he had felt bad about helping the FBI capture the robber who was a long-time resident of his mother’s hotel and good about lying in an election fraud case because the defendant was a hapless drunk rather than the politician who had bought the drunk’s vote—actually several votes (Chicago at its best). This time he really paused and said, almost rhetorically, “You really read it, didn’t you?” He said come on in whenever I wanted, come up to the studio and he would talk with me until I was satisfied.

I arrived in his rabbit warren of a studio and was greeted by a smiling, roly-poly guy with a red and white checked shirt (his trademark) as if we had been friends for years. He had a little round table stacked with books that reached for the ceiling. I had never seen so many books piled one on another, on such a small surface, in my life. While we exchanged chit chat, I looked at the titles. The books ranged from the history of jazz through the Vietnam revisionist works, from Taoism to collected short stories of Ring Lardner, Jr. These books represented the raw material for his talk show. And they had all been published within the last year. And he could speak cogently and charmingly about any and all of them.

We got down to business. He told me his secret, “A tape recorder.” A tape recorder? Yeah, my curse and my salvation. A Heuer tape recorder with a special target microphone. Why a curse? Because it is forever breaking down, running out of tape, it’s a monster to lug around; I hate it. Then why do you use it? Because I can have a conversation with people rather than an interview. I don’t have to take notes or ask them to repeat their answer—the stuff that takes the spontaneity and humanity out of the exchange. Wow. That was it. I knew it the instant I heard it. A conversation rather than an interview. THAT was what was so unique about *Working*. They weren’t interviews; they were recorded conversations.

I kept coming back to Chicago until all of my grant money and a good deal of my personal stash had been depleted. The guy was mesmerizing, and I was now included in his enormously wide circle of friends and acquaintances. (I was in the latter category.) We talked about anything he felt like—Sweden, Philadelphia, the Cubs (Chicagoans then and now are obsessed with the Cubs—the “bad boy” syndrome I guess). He would take me to lunch with him at a little bar around the corner from his office. I got to know Mike Royko, a writer for a Chicago paper and a genuine character. It was Terkel’s self-appointed duty to keep Royko out of fights at the bar. Royko liked to drink and had a mouth on him and the more drinks, the bigger the mouth. Terkel used to introduce me (to the Swedish Consul—“Say something Swedish to him, Professor,” to a local alderman, to a jazz pianist) as “the Professor.” For the next several years, I used a Heuer tape recorder, and it was terrific. He was exactly right. I developed an ear for conversation about work. “Yeah, I guess I would say that I like my work; my wife might laugh when I say that, but all in all, I guess I like it.” “What do you mean by ‘all in all?’ Why would your wife laugh? Why do you say ‘I guess?’” Even today, when I do interviews for court cases, I have someone with me to take notes on a laptop while I enjoy my conversation with the interviewee. They forget in nanoseconds that there is someone else in the room tapping away on a computer. They are comfortable in a conversation, a great deal less so in an “interview.”

---

It is summer of 1982. I am back in Chicago with my wife and daughters on a pleasure trip. My older daughter and I have split off to explore a bit on our own. We are in the Water Tower shopping gallery on Michigan Ave. We have started down the escalator and I announce to my daughter that the nondescript, balding guy with the backpack on the escalator below us is James Taylor. THE James Taylor, JT, Sweet Baby James. She says, “Sure, Dad.” He gets off on the second floor and I drag her off there, too, and we ambush him as he looks in a window. She is humiliated because she knows I will engage him and he will turn out to be a sullen postal worker on a lunch break. “So, you must be tired of having people ask you if you are James Taylor.” “Yeah, I am, and what makes it even worse is that I AM James Taylor.” “GET OUT!!” “Nope, that’s me.”

He was in Chicago to do a concert that night at McCormack Place and was just cruising around. I have been a fan for many years and proudly announce that I put the words from his song “Millworker” in my latest text as a way to introduce the topic of job satisfaction. He tells me he wrote that song for a play based on the book *Working* by Studs Terkel that appeared on Broadway (it closed after one performance). I ask him what he thinks of Terkel. He says he has never met him. GET OUT!! I ask him if he would like to. He gets very excited. I tell him Terkel has a studio 5 blocks away, and I

can call him and see if he is in this afternoon. (Taylor is to pull out of Chicago that night right after the show.) He says great. He gives me his hotel and room number and I tell him I'll call Terkel and leave a message for him. I get Terkel . "Hey, Professor, how ya doin? You still usin' that Heuer? You're still writin' books? Wow that's great. James Taylor? Sure. That would be fun. I was heading out but I can stay around a while. Sure. Call me back." I get JT's room. "May I speak with James Taylor?" "Who is calling please? I'm afraid you will have to call his publicist in LA. No, I can't put you through to Mr. Taylor. I'm SOOO pleased that you were able to chat with him, but I can't put you through. Sure. Millworker. Sure. Bugs Terkel. Oh, sorry, STUDS Terkel. I'll give him the message. He is very busy."

I never talked to Bugs (Sorry, I mean STUDS) again, or JT. So I don't know if they ever hooked up. I sent JT two copies of my next book with his Millworker lyrics (through his publicist, of course). I asked that he sign one and send it back. Never got it back. Still like his music.



# Applying I-O to Medicine: Making the Case That It Can Be Done and Should Be Done

Michele L. Ehler  
The Dow Chemical Company

Debra A. Major and Thomas D. Fletcher  
Old Dominion University

Enhancing the visibility of the I-O psychology profession is a major SIOP initiative. According to former SIOP President, **Ann Marie Ryan** (2002), "To make our field more visible and to continue its vitality, we need the involvement and perspective of individuals with different backgrounds and careers" (p. 10). We also need to demonstrate our value in addressing issues of societal significance. One arena historically not entered into by I-O psychologists is the medical field.<sup>1</sup> Corporations hire I-O psychologists to do many things because we have proven the value of our skills. The same value can be brought to the medical field, yet there are very few I-O psychologists working in health care settings.

Our interest in this topic is largely intrinsic. Each of us has a personal and/or professional interest in issues related to medicine. Moreover, we've each witnessed first hand the impact I-O can have in the medical field. To explore the links between I-O and medicine beyond our own experiences, we engaged in several activities. For instance, we reviewed the SIOP program for the last 5 years looking for sessions and papers related to medicine. We also searched the published literature, seeking out papers that have made such contributions to medicine in the areas traditionally covered by I-O psychologists. Then, we interviewed some of the conference contributors and authors identified as SIOP members, including **Arthur Bedeian, Dawn Riddle, Alan Saks, and Joann Speer Sorra**. These interviews were useful in helping to emphasize the what and why of I-O contributions to medicine.

## What Can I-O Contribute to the Medical Field?

- High quality social science research skills
- Expertise in workplace issues that are critical to the functioning of medical organizations

Hospitals have real human resource issues that need to be addressed through research. By and large, hospitals do not employ social science researchers or organizational scientists. There are some attempts by hospitals to do self-study in order to try and help themselves, but they frequently lack the right tools.

---

<sup>1</sup>The focuses of this paper are medicine, the medical field, and medical settings. Issues more broadly related to health and well-being (e.g., occupational health psychology) are not covered, since I-O psychology is relatively more visible within that arena.

Medical doctors do not have experience researching human resource and social science issues, rather their skills are in medical research. The methodologies may be similar, but in application, there are many differences.

For example, many hospitals engage in employee surveys, organizational development, and training without the aid of someone trained in these practices, such as an I-O psychologist. As health care professionals they are well versed in the scientific method but have no grounding in organizational theories and workplace intervention. In this respect, I-O psychologists are ideally equipped to contribute in much the same way that they are able to assist business organizations.

I-O psychologists are also experts in topics of substantial relevance to medical settings. Stress and burnout, for instance, are prevalent among medical personnel. The national nursing shortage has focused attention on the recruitment and retention of nursing professionals (U.S. Department of Health and Human Services, 2003). High-profile mishaps and more stringent government regulations have heightened interest in improving safety climate in medical settings (Agency for Healthcare Research and Quality, 2003). The medical community is eager to learn about strategies for confronting endemic problems, such as these. This creates the opportunity for I-O psychologists to develop research partnerships in medicine that have the potential to address significant applied problems and to contribute to organizational science. Alan Saks, for example, has helped hospitals address human resource issues in exchange for the opportunity to collect data to address research questions. He notes that hospitals are particularly open to such partnerships because budget constraints often prevent them from hiring external consultants to do such work. In Alan's experience, the benefit has been mutual. The acquired data were ultimately publishable, and the hospital received an intervention that it would not have been able to afford otherwise.

The challenge is that much like the general public, the medical community is not necessarily aware of I-O psychology. Dawn Riddle, a visiting assistant professor at University of South Florida who has recently finished a 2-year stint as Project Director of a NIH/NCI funded grant<sup>2</sup> in the Department of Interdisciplinary Oncology (and Moffitt Cancer Center & Research Institute), told us that "the medical industry recognizes the need for what we [I-O psychologists] have to offer, but unfortunately does not know we are out there with the expertise to do the job." However, in her experience and in the experience of the authors, medical professionals are particularly receptive to working with I-O psychologists because they can appreciate the science that underlies our field.

Although not medical scientists, I-Os are clearly scientists, and health care professionals can relate to us on that level. Although I-O's lack of visibility can be a hurdle to making inroads into medicine, overcoming that bar-

---

<sup>2</sup>Principal investigator, Teri Albrecht; The PI and grant has moved to Wayne State University (and Karmanos Cancer Institute) in Michigan.

rier in the medical community may increase I-O's visibility more generally. Given the social significance of medicine and the general public's interest in it, an association with medicine is likely to enhance awareness of I-O.

### **Why Should I-O Psychologists Become More Involved in the Medical Field?**

- Opportunity to increase the visibility of the field in a meaningful way
- Medical settings are an ideal venue for studying particular phenomena of interest to I-O psychologists
- Stimulation of multidisciplinary research
- Access to resources otherwise not available (e.g., certain types of grant funding)
- Caveats: Not for everyone; there needs to be a sincere interest; may be unwise for junior faculty

There are a wide variety of entry points to working in the medical field as an I-O psychologist. Dawn Riddle took her position shortly after completing graduate school and is working in the medical field early in her career. Her work at Moffitt brought her into contact with physicians and patients. Although her position made more use of her basic research skills than her I-O content knowledge initially, opportunities to apply I-O content began to emerge as she demonstrated her value as a research scientist.

Medical settings are ideal venues for studying important I-O topics, both classic (e.g., recruitment, selection, performance appraisal, stress, burnout) and more current topics (e.g., emotional labor, safety climate, and culture). While there are challenges, Dawn stated the medical field is "ripe for our work" as I-O psychologists.

Joann Speer Sorra is a senior study director at Westat, a consulting firm. Joann works with clients in the medical field and has direct contact with physicians and hospitals. Like Dawn, she too has found that medical professionals most readily appreciate I-O psychologists' training in statistics and research methods. She has found that once she establishes credibility on that basis, her medical colleagues are more receptive to her I-O content expertise. Asked about her intentions about continuing to pursue work in the medical field as an I-O psychologist, Joann stated, "I would be happy to spend the next 10 years doing research in medical settings. There's enough to do!"

On the whole, there is more research funding available in the medical field than in the social sciences. For example, just a cursory examination of the budgets for two federal funding agencies shows that the budget for the National Institutes of Health is about five times larger than the budget for the National Science Foundation. In addition, individual project grants are typically substantially larger in medicine than in the social sciences. Through collaborations with the medical field, I-O psychologists are able to tap into sources of research

funding that might not otherwise be available to them (e.g., National Institute of Mental Health, National Institute of Health, World Health Organization).

Another benefit is the ability to publish research conducted in medical settings in I-O and organizational behavior journals. For instance, the interdisciplinary nature of Dawn's work provides her with opportunities to publish in both medical journals and I-O journals; the material can be framed appropriately for both. Alan Saks has "absolutely not" had difficulty publishing research conducted in medical settings in I-O and OB journals. With regard to work he has conducted in medical settings, Arthur Bedeian told us that, "To date, I've encountered no barriers in presenting or publishing my research."

### **Caveats**

While the reasons why I-O psychologists should work in medical settings are many, there are likewise a number of caveats. Namely, hospitals can be a difficult research setting, there exist multidisciplinary challenges, and publishing outlets may be restrictive for advancing early academic careers.

"A hospital is not an easy place to do research," stated Alan Saks. You cannot randomly assign units or shifts to different conditions. Many health care professionals are overworked and underpaid with no time to participate in interventions or fill out surveys. Despite these organizational challenges, and sometimes because of them, hospitals are a good venue for researching many topics (e.g., shift work). In addition, issues that are straightforward and taken for granted in other organizational settings can be more complex in a medical setting. For instance, let's say you want to survey employees to better understand a hospital's culture. It turns out that how you define "employee" is of paramount importance. Namely because physicians, who have a tremendous impact on hospital culture, are not actually employed by the hospital and do not consider themselves "employees."

Despite some of the inherent challenges, the medical field provides opportunities to do stimulating multidisciplinary work that has a high degree of task significance and societal impact. As Joann told us,

We can have a huge impact. We understand culture, communication, and interaction between policy, practice, and culture. I-O has a lot to say about the human side of affecting change. There is also a societal impact resulting in fewer adverse impacts on patient health.

That being said, any multidisciplinary collaboration can be difficult and time consuming. For instance, it requires extra work to learn the jargon of different disciplines and understand their priorities. The challenges can be exacerbated to the extent that the multidisciplinary team attempting to collaborate is geographically dispersed. Although the challenges may be great, there is the potential for the payoffs to be even greater.

As Dawn stated, "There are opportunities for individual I-O psychologists and the field of I-O as a whole in medicine. There could be great visibility for

I-O. The work is necessarily multidisciplinary and very complex.” To be successful, there must be some intrinsic interest in both the medical field and in collaborating with another discipline outside I-O. Dawn’s new position in the Perceptual Robotics Laboratory in the College of Engineering at USF illustrates this to an even greater extent. Currently Dawn is funded by a DARPA grant<sup>3</sup> examining team issues surrounding emergency medical personnel, urban search and rescue robots, robot operators, and other search and rescue workers.

Any type of multidisciplinary work can be stimulating, but it also has the potential to lure I-O psychologists too far afield. (See Ann Marie Ryan’s Presidential Address, published in this issue of *TIP*, regarding the importance of professional identity.) For instance, doing work in the medical field often affords the opportunity to publish in medical journals. Yet, for a junior academician seeking tenure, such publications may not carry adequate weight. Unfortunately, the reward structure of academia does not necessarily encourage or support multidisciplinary work. For tenure and promotion purposes, a programmatic line of research within the I-O discipline is likely to be viewed more favorably than a program of research that demonstrates the value of I-O to the medical field.

## Conclusion

Increasing the visibility of our profession is a major priority for SIOP. By working in the medical field we can meet this goal as well as impact the health of our communities. Further, health care settings are but another venue to ply our wares. For organizational researchers, hospitals offer a challenging environment to test and apply theory. Like many organizations, real problems such as recruitment, retention, and performance assessment are readily apparent in medical settings. What I-O topics might you be interested in researching in the medical setting? Talk to other I-O psychologists, hear about their experiences working in the medical field, and notice how many journal articles use a medical setting as a population. Some would see the challenges (e.g., multidisciplinary research and difficult research settings) of research in health care as stimulating, and that could be overcome with creativity and perseverance. The rewards far outweigh the limitations in the mutually beneficial relationship of I-O psychologist and medical community.

## References

Ryan, A. M. (2002). A message from your President. *The Industrial-Organizational Psychologist*, 40(2), 7–10.

U.S. Department of Health and Human Services. Retrieved April 24, 2003 from <http://www.bhpr.hrsa.gov/nursing/>.

*Medical Errors: The Scope of the Problem*. Fact sheet, Publication No. AHRQ 00-P037. Agency for Healthcare Research and Quality, Rockville, MD. Retrieved April 24, 2003 from <http://www.ahrq.gov/qual/errback.htm>.

<sup>3</sup> DARPA is the U.S. military’s Defense Advanced Research Projects Agency; Principal Investigator, Robin Murphy.



## Pilots are our only business

At Damos  
Aviation  
Services  
we develop  
selection  
systems  
for pilots

- ▲ Ab Initio and Experienced
- ▲ Domestic and Foreign
- ▲ Civilian and Military



310-670-4839  
[www.damosaviation.com](http://www.damosaviation.com)



# **Health Insurance Portability and Accountability Act (HIPAA) Privacy Rules and Implications for the Practice of I-O Psychology**

**Mark J. Schmit**

**Chair, Committee on Professional Practice**

As an amendment to the Health Insurance Portability and Accountability Act (HIPAA), the U.S. Department of Health and Human Services (HHS) published regulations governing “Standards of Privacy of Individually Identifiable Health Information” (Privacy Rule) in the Federal Register on August 14, 2002. These rules went into effect on April 14, 2003. Several I-O psychologists have contacted me in my role as chair of the Committee on Professional Practice to help understand the implications of these rules for their practice.

I have taken a close look at the regulations and it appears that most I-O psychologists will not be affected by the HIPAA Privacy Rules. These regulations are applicable to health plans, health care clearinghouses, and health care providers who handle individually identifiable health information and conduct certain financial or administrative transactions electronically. Protected health information is information—whether in electronic, oral, or paper format—that identifies an individual’s physical or mental health condition, the health care that the individual has received, or payments for such care. So, unless your executive assessments include health care related diagnostics (e.g., mental health) you should not be a covered provider. Those working in EAPs will certainly be covered. Also, any I-O psychologist or other psychologist performing services for an employer for which insurance reimbursement is sought, or which the employer (acting as a self-insurer) pays for, would have to make sure that the employer is complying with the Privacy Rules. Still, it is my opinion that voluntary compliance with many of the Privacy Rules would result in best-practice procedures for I-O psychologists doing executive assessments. Most elements of the rules regarding privacy are in line with the APA Ethical Principles which should govern our behavior in our practices.

I have also consulted with APA staff members, including **Dianne Brown Maranto**, director of Psychology in the Workplace, and Angelia Bowman, JD, Legal and Regulatory Affairs. They agreed with this analysis and position.

For additional information on this topic, you might begin by consulting an online “toolkit” produced by SHRM. It provides several key links and useful white papers on the topic: <http://www.shrm.org/hrtools/toolkits/hipaatoolkit.asp>.



# Impact of the New APA Code on the Use of Psychological and Psychiatric Data in the Federal Government

Annette Spychalski  
Enterprise Advisory Services, Inc.  
Wyle Laboratories

I'm an I-O psychologist working for a government contractor in Texas. My interest in legal aspects of psychologists' work has historically been modest, and I never envisioned myself writing about this topic. Let me describe my situation and what has brought me to this point.

I'm part of a team involved in psychological aspects of astronaut selection applicant screening at NASA. Due to the unique stressors of the astronaut position, we conduct psychiatric screening in addition to the more typical person/job fit evaluation. In other words, our selection process includes both a medical evaluation and a "personnel" evaluation. This makes things both interesting and complicated as we collect psychological and psychiatric data during the selection screening process (particularly the latter). For example, our practices must comply with legal and professional guidelines written by the American Psychological Association, the American Psychiatric Association, SIOP, the federal government, the American Medical Association, and other groups.

One relaxing Sunday morning, I finished reading the newspaper and started into the January *APA Monitor*. I reached the article about the new *APA Ethical Principles of Psychologists and Code of Conduct* (Smith, 2002). In the section about Standards 9.04 and 9.11, the second sentence read, "Beginning June 1, psychologists must release test data to clients and their designees when clients provide a written release." This sentence caused me to raise an eyebrow. Vague memories of guidelines about not releasing psychological data to people unqualified to interpret them (e.g., applicants) allowed me to relax the eyebrow. Then I got to the final column and read, "...HIPAA does not recognize the misuse or misinterpretation of tests as a legitimate reason to withhold health records, so psychologists should take caution in such situations." I re-read that part and thought about the psychiatric component of our selection process.

Suddenly, both eyebrows were raised and I was choking on my coffee. I had visions of dozens of applicants calling and knocking on my door, demanding test scores and interview notes. On Monday, I began educating myself. I got my hands on the APA Ethics Code, the Freedom of Information Act (FOIA), the Health Insurance Portability and Accountability Act (HIPAA), policies from the American Medical Association, the *Standards for*

---

Many thanks to **Art Gutman** and **Paul Sackett** for their speedy and patient responses that have helped calm my fears, set me straight, and keep me out of jail during my learning process.



*Educational and Psychological Testing*, and the Psychologists' Licensing Act and Rules and Regulations of the Texas State Board of Examiners of Psychologists. Then I got to work contacting experts on selection and legal issues. I am writing this piece to share what I learned.

First of all, the new APA code doesn't change the basic recommendations for psychologists' selection practices. Ordinary selection instruments (e.g., cognitive, "normal" personality) are protected under APA 9.10, which states that, "...psychologists take reasonable steps to ensure that explanations of results are given to the individual or designated representative unless the nature of the relationship precludes provision of an explanation of results (such as in some organizational consulting, pre-employment or security screenings, and forensic evaluations), and this fact has been clearly explained to the person being assessed in advance." The recommendation for sharing test results with test takers is certainly nothing new (e.g., American Educational Research Association, American Psychological Association, & National Council on Measurement in Education, 1974). Furthermore, organizations have been relieved of any obligation to provide inappropriate details of their selection processes to applicants (and others) for quite some time (e.g., American Psychological Association, 1992).

Next, FOIA "establishes a presumption that records in the possession of agencies and departments of the executive branch of the U.S. Government are accessible to the people." (Committee on Government Reform and Oversight, 1997). Thankfully, it includes some exemptions that allow us to keep psychological and selection data in the hands of qualified people who are legitimately involved in the selection process. Specifically, Exemption 5 protects the deliberative process and "predecisional" information such as test data and interview notes collected during the selection process. Furthermore, "testing or examination material used solely to determine individual qualifications for appointment or promotion in the federal service the disclosure of which would compromise the objectivity or fairness of the testing or examination process" is exempted. In addition, Exemption 6 protects personal privacy and makes it more difficult for people interested in someone else's private information to obtain it. In most circumstances, our agency cannot be required to share selection data with third parties without the individual's direct consent (Committee on Government Reform and Oversight, 1997).

To address the psychiatric aspect of our selection process, I learned some things about medical assessment for selection. For example, the American Medical Association recognizes a limited patient-physician relationship during an isolated assessment of an individual's health or disability for an employer, business, or insurer. As such, "the physician must inform the patient about important health information abnormalities discovered during the examination." (American Medical Association, 1999). This can be covered during a debrief that follows testing and/or examination. Regarding the

disclosure of medical (e.g., psychiatric) data to the individual providing the data, the Privacy Act of 1974 stipulates that, "If the agency determines that direct disclosure is unwise, it can arrange for disclosure to a physician selected by the individual or possibly to another person chosen by the individual." (Committee on Government Reform and Oversight, 1997). However, the picture becomes more complex when considering HIPAA, which grants individuals access to their health records.

In summary, the situation is fairly straightforward to psychologists using typical selection tools to measure aspects of "normal" personality—I didn't find new laws that suggest a need to change our practices. However, our use of a psychiatric screen complicates the situation, and we are still wrestling with the details in that area.

To be honest, I'm a little embarrassed by my initial reaction to the *Monitor* article. Had I been more grounded in the relevant legal guidelines, I wouldn't have reacted in the way that I did. The benefits of my "frenzy" include a crash refresher course on the use and maintenance of psychological and psychiatric data for selection. Even better, I had some great conversations with folks who have deep expertise and obvious commitment to the legal and professional obligations surrounding our work.

I hope that my description of this experience has been helpful to you. In our case, the issue is complex, and it will be difficult to find a clear resolution.

## References

American Educational Research Association, American Psychological Association, and National Council on Measurement in Education. (1974). *Standards for educational & psychological tests*. Washington, DC: American Psychological Association.

American Medical Association, Policy E-10.03. Patient-Physician Relationship in the Context of Work-Related and Independent Medical Examinations. (June, 1999). Available: [www.ama-assn.org](http://www.ama-assn.org).

American Psychological Association. (1992). Ethical Principles of Psychologists and Code of Conduct. *American Psychologist*, 47, 1597-1611.

American Psychological Association. (2002). Ethical Principles of Psychologists and Code of Conduct. *American Psychologist*, 57.

Committee on Government Reform and Oversight. (1997). *A citizen's guide on using the Freedom of Information Act and the Privacy Act of 1974 to request government records*. House Report 105-37. Available: [wais.access.gpo.gov](http://wais.access.gpo.gov).

Federal Privacy Act of 1974 (5 USC x 552a).

Freedom of Information Act FOIA (5 USC x 552).

Smith, Deborah. (2002). What you need to know about the new code. *Monitor on Psychology*, 62-65.

## A New *TIP* Column

Bill Macey

Sooner or later, most of us will face an ethical dilemma. It may involve ownership of data, unanticipated problems with informed consent, relationships between student interns and their sponsors, or problems with technology deployment that couldn't have been evident in the past. Where can we turn for guidance?

At the moment, our choices are limited. We have the APA's new ethics code, shaped with input from SIOP through the efforts of **Deirdre Knapp**. There's also the ethics case book (1998) edited by **Rodney L. Lowman**, *The Ethical Practice of Psychology in Organizations* published by SIOP. Although sources may be useful, they may not address the broad range of issues we are likely to face as I-O psychologists. Therefore, in keeping with SIOP's continuing commitment to help us understand our ethical responsibilities and to practice ethically, I am pleased to introduce this new column, **The I-O Ethicist**.

The SIOP Executive Committee initiated this column to provide further support for ethical practice to its members. This column is intended to provide a forum for discussing the many facets of ethical questions by reacting to ethical dilemmas presented by SIOP members. This column will be much like the weekly column appearing in the *New York Times Magazine* (authored by Randy Cohen). In that forum, those facing an ethical dilemma write to ask for the opinion of the columnist. A mostly straightforward response is provided, typically in terms of some form of next step for the individual to follow.

Our plans for this column are similar. SIOP members who would like to raise an ethical dilemma may submit their questions, and a subset of a panel of I-O psychologists will respond with their views. Those serving on this panel with me are **Jerry Greenberg**, **Dan Ilgen**, **Rick Jacobs**, **Dick Jeaneret**, **Deirdre Knapp**, **Joel Lefkowitz**, **Rodney L. Lowman**, **Robert McIntyre**, **Lois Tetrick**, **Nancy Tippins**, **Walt Tornow**, and **Vicki Vandaveer**.

Members of SIOP are encouraged to submit questions to the panel. There are no clear boundary conditions for a good question. Questions may come from any area of I-O practice. Detail about the precursors to the situation may help *TIP* readers and the panel understand the situation further. For example, rather than just saying that a manager requested test scores on an individual who has been promised anonymity, explain that the manager requesting the scores was not part of the anonymity agreement and wants to use the test scores to decide which developmental opportunity best fits the needs of the individual. Please use your discretion about what you reveal. We may not be able to detect a unique identifier in all situations.

The form of the panel's answers is yet to be determined, and quite frankly, will likely depend on the nature of the question being asked. I'll serve as coordinator of the panel's responses and forward questions on to panel members as determined by the nature of the question (e.g., practitioner issues directed to practitioners). In some cases, I think it's reasonable to assume that various members of the panel will choose not to respond because it would be inappropriate for them to do so (e.g., if it falls outside their area of expertise or if a panel member is involved in a similar situation). In other cases, we may find that differing perspectives result in different views. In such instances, we may frame an integrated response or provide the range of responses representing the varying perspectives. As this is a new effort, we'll see how it goes and adjust accordingly. Please bear in mind that the more information you provide about the situation, its context, and history, the more likely we can provide a response that addresses the specifics of the situation.

Clearly, there are some caveats:

- No response provided by a panel member is considered an official SIOP position.
- Responses should not be considered advice, but rather, the panel's response given the context and information provided.
- All identities will be kept strictly confidential. This applies to both those asking the questions and those providing replies. Importantly, inquiries or questions should omit information that might identify you, others, or any organization. Your anonymity can be ensured if you choose not to provide your name or identifying information. If you do provide your name (e.g., in the transmission of the situation), I will recuse myself from providing a response and will merely serve as the conduit for providing your question to the panel.
- Editorial discretion will be applied. Because the focus of this column is educating SIOP members about ethics, we may edit your question or situation to enhance the educational value.
- We can't assure you that your question will be answered. Nor can we promise to respond to a dilemma within a time frame that would assist you in resolving an immediate problem. We hope to be able to answer all questions, but both space and issues of practicality may mean that some issues will not be addressed.
- Responses can only be given to the specifics provided. The value of any response is limited to the specificity of the issue as presented. Clearly, there is a delicate balance between specificity and anonymity.
- Responses reflect the opinion of the panel and have no special standing in the event of a formal ethics charge. If you need legal advice concerning your personal dilemma, we urge you to seek legal counsel.
- Also, please note that the APA Ethics Committee welcomes letters of inquiry as well.

The publication of responses will be driven by two factors. First, the *TIP* publication deadlines are the first of February, May, August, and November. That means that all the coordination for a particular inquiry must be handled by that time. So, a response to a particular question may not appear in print for some time after it is initially received. Second, it will take some time to coordinate responses among the panel. For now, I plan to distribute issues and inquiries as soon as they are received.

### **How to Submit**

Submit your question in writing to **The I-O Ethicist, SIOP Administrative Office, 520 Ordway Ave., PO Box 87, Bowling Green OH 43402.** Alternatively, you may submit your questions on the SIOP Web site at **[www.siop.org/ioethicist](http://www.siop.org/ioethicist)**. Please note that your submissions and correspondence will be treated in strict confidence and will be completely anonymous.

## **START PLANNING NOW FOR SIOP 2004!**



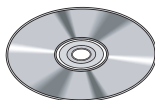
SIOP 2004  
CHICAGO

**April 2-4, 2004**  
**Workshops April 1, 2004**

**Sheraton Chicago  
Hotel & Towers  
Chicago, Illinois**



## 18th Annual Conference



## CASSETTES and CD-ROMS

The Society for Industrial and Organizational Psychology and Audio Transcripts, Ltd. have teamed up to professionally record the information-packed presentations at the 18th Annual SIOP Conference, held April 11–13, 2003 in Orlando, Florida. Available recordings include symposia, panel discussions, practitioner forums, master tutorials, and special presentations. Cassettes are priced at \$12.00 each, with discounts available on purchases of twelve or more tapes. CD-ROMs are priced at \$149.95.

*For a complete listing of available cassettes and CD-ROMs contact:*

**Audio  
Transcripts  
Ltd.**

**1-800-338-2111**

**FAX: 703-683-3770**

**e-mail: [atltapes@aol.com](mailto:atltapes@aol.com)**

# TIP-TOPICS

## TIP-TOPics for Students

Andi Brinley, Jaime Durley, & Corey Munoz  
University of Georgia

Once upon a time, in a far away land, three University of Georgia graduate students sat in an office waiting for a fairy godmother to come along and change their lives. Magically she appeared, encouraging the students to sprinkle fairy dust of wisdom on graduate students across the land by writing a column called **TIP-TOPics**. She promised that this adventure would change their lives. So, the three young minds embraced the challenge and hopped on board the pumpkin. Once they arrived in the magical kingdom of SIOP, a proclamation was given to the land that these three creative scholars would be the new **TIP-TOPics** authors for the next 2 years! A cheer was heard everywhere!!! *Hey, what did you expect? They did announce our tenure in Orlando, Florida!!!* Enough of the fairy tales—let's get down to business!!!



Welcome to the new 2003 **TIP-TOPics** column! We are Andi Brinley, Jaime Durley, and Corey Munoz—students at UGA. Yup, Georgia again! There seems to be a trend in the evolution of this column—the same university is often represented for two terms by different groups of graduate students. Why is this? The reason lies in the passionate writing and excitement expressed by our predecessors. We have the advantage of hearing what a wonderful experience it is to write this column! Thus, we are absolutely thrilled to be selected for this esteemed role in providing guidance to you, I-O graduate students!

*Who are we? And more importantly what can we offer you?* We represent a unique combination reflected in our background, focus, and creative vision. When the three of us sat down to brainstorm, our collaboration resulted in some interesting realizations and fresh ideas. We considered the column and how each of us could provide unique skills in offering something innovative and beneficial to the reader. In exploring how we wanted the column to evolve and develop, we also examined how we personally have evolved as students and how we can develop into informed and well-rounded I-O psychologists. So, who are we?

I'm Andi, southern belle and princess extraordinaire (yes, my contribution was the opening paragraph). Despite the accent, I was raised on an Air Force base and lived all over this beautiful country of ours. I received my undergraduate degree in psychology with a minor in business at the University of Alabama at Birmingham. Apparently, I have been in training to be an I-O psychologist for a long time, though I am not entirely sure when or where

I learned about the field. Recently, I wiped the dust from my high school yearbook and beside my senior quote it says, "In 10 years from now, I will be working as an industrial-organizational psychologist." What insight!! Who knows? Maybe I actually will be employed as an I-O psychologist when I attend my 10-year reunion! Since UAB did not have an I-O program, I formulated my own program of study, which consisted of driving back and forth to Auburn University several times a week (a 3-hour trip) to do research and take classes in their I-O program. I networked at SIOP conferences since my sophomore year as an undergrad. During my summers, I traveled to Europe for an international perspective of the field and studied human resource operations at various organizations. I took every opportunity to engross myself in all the field had to offer. After graduation I joined the crew at UGA. I am almost a third-year student and am having a blast! As I have been reading the column since 1998, I feel like a subject matter expert on the previous authors' articles, and their advice helped me get to this point! I look forward to contributing to the development of this column and hope that what we provide will help you grow as well.

Hi, I'm Jaime. Like Andi, I came to UGA straight from my undergraduate institution. I received my BA at Loras College in Dubuque, Iowa. While there I took a variety of courses, but my research experience was limited to cognitive psychology, specifically studying human memory processes. I was not sure what I wanted to pursue in grad school, and I was extremely anxious about making a decision that would dictate the direction of the rest of my life. A wise mentor advised me to pursue what I was currently interested in, and if that interest changed at some point in my life then I could deal with it at that time. That relieved some of the pressure on me, but I still had to narrow it down to one concentration. Because I had limited exposure to other areas of psychology and was most familiar with cognition, I decided to focus on that field of study in grad school. I was accepted into the Cognitive Psychology Program here at UGA in 2000 and studied such aspects of human memory as source monitoring, false memory, prospective memory, forgetting, and inadvertent plagiarisms. While in that program, I learned a bit more about I-O psychology and it very much appealed to me. After I received my MS in May 2002, I felt the need for more practical applications of my education. I elected to transfer to the Applied Psychology Program here at UGA, which is a decision I will never regret. Although I am relatively inexperienced in this field, I am very eager to learn more about the field of I-O psychology and pass that information on to you via this column. I hope to incorporate an additional viewpoint in this column based on my experiences in different graduate programs and research settings.

And finally, I'm Corey. I am also a soon-to-be third-year student. I grew up in the Midwest and received my undergraduate degree from Oklahoma State University (GO Cowboys!!—Sorry I could not resist). I knew that I



wanted to be a psychologist for a long time but had no idea what subfield of psychology would be best for me. Besides being the sole male contributor to this column, I also differ with Andi and Jaime in my journey here to grad school. My undergraduate experience mostly focused on clinical psychology, so instead of entering grad school directly after college, I took some time off working “in the real world.” My job as a corporate recruiter helped me focus my interest on the great field of I-O. As I mentioned earlier, I am in the middle of this long journey of graduate school (Did I stress long?) and in all reality, loving every minute of it. My research interests are varied and range from work–family balance and mentoring to sexual minority issues in organizations. I am EXTREMELY excited about the opportunity to be a part of this column and hopefully will be able to provide some practical and useful information for fellow grad students.

As reflected in our introductions, we have all advanced in our educational and experiential training by pursuing multiple paths. So, what’s the next path we will pursue after graduation? Anyone? Honestly, the three of us have not yet decided. Our outlook—the sky is the limit! But to be frank, we’re not really sure what the journey down each of these paths looks like. Do we have to take only one road? Do we need to decide now?

Graduate school is a time for students to develop and grow. In I-O psychology the ideal is that our education trains us to be widely informed and prepared with the skills to pursue the many paths our field provides. Based on this premise, we have embraced the challenge of exploring various career paths that graduate students may consider for their futures. “Great,” you say, “but I’m in graduate school and am not looking for a job yet. I’m still trying to figure out where the journals are located in the library!” Ahh, my friends, here is where our creative collaboration is realized.

Our approach for this column throughout the next 2 years will highlight the steps that graduate students should consider NOW relative to different career possibilities. The format of these issues will be a continuous series dedicated to the total development of graduate students. We will devote the next four columns to careers in (a) academics, (b) industry, (c) consulting, and (d) government. We will begin each column with a general description of each respective career path. These will be followed by recurring sections that will discuss ways of **Developing the Student, Developing the Researcher, Developing the Practitioner**, as well as **Career Connections**. Each issue will expand on these developmental facets and will be tailored to each career path. Let us show you more specifically what we mean....

### **Developing the Student**

Our primary role in graduate school and perhaps the one with which we are most familiar is that of a student. In this section, we intend to provide information on how to improve your role as a student in each of the four career

paths we highlight. We assume you have mastered such study skills as effective note taking and preparing for tests, so we will focus on ways to improve yourselves specifically as I-O grad students. The information in this segment is intended to help you enhance and tailor your education to maximally fit with the particular path you plan to pursue. This section will include information such as specific course recommendations appropriate for each path. For instance, a course in teaching technology may be recommended for a student pursuing academia while a course in contracting would more likely apply to future consultants. Because I-O psychology is extremely interlinked with a multitude of other departments on campus, our recommendations will also encourage you to seek courses offered outside your own department. This will allow you to broaden your education and avoid becoming too streamlined in perspective. Education is often self-guided and reading may be required outside the realm of what is typically considered our field. For this reason, we also want to identify valuable textbooks often used in I-O and related courses, as well as recommended popular press books, around the country. Finally included in this section will be other useful resources addressing student-related topics, such as Web sites and electronic mailing lists, as we encounter them.

### **Developing the Researcher**

Another major role in grad school is that of a researcher. Good research skills are necessary for any career path, from academics to consulting. Facility as a researcher enhances your cognitive abilities such as critical thinking and problem solving. Furthermore, involvement in research engages you in practical topics within the academic setting; it is a link between the student role and the practitioner role. To assist you in advancing as researchers, we will use this section to highlight various research areas in each of the four paths. An important topic to be addressed is how approaches to research vary in each of the different areas. For example, a scientist is likely to have different perspectives of and attitudes towards research than a consultant who is concerned about practicality and cost. The desired research setting for each may differ as well, such as what are the advantages and disadvantages to conducting research in a laboratory versus a field setting? Both academic and consulting researchers often complain that it is difficult to obtain organizational data, and we hope to use this section to recommend methods for overcoming such obstacles. Finally, presenting research findings is an important and necessary aspect of conducting research. Not only does it allow the researcher to broadcast findings to and solicit feedback from an interested audience, it also fosters public speaking and presentation skills. Speaking in front of professionals and peers is limited to your faculty and cohorts in grad school, which does not really compare to a conference or business setting. Therefore, to increase opportunities to improve your presentation skills, we will identify forums around the country to which you can submit and present your research.

## **Developing the Practitioner**

A primary goal of our education is to apply it in the real world. Whether that is as a professor or as a consultant, we will use this section to identify ways to prepare you for life after grad school. Internships are valuable opportunities to obtain hands-on training in the field before graduation. However, your personal experience on an internship may excite or discourage you regarding that type of work. Your internship must allow you to gain education outside the classroom yet not require responsibility for which you are not prepared or qualified. It must be selected carefully and with caution. We hope to provide information on specific qualities to pursue in an internship and how to get the right one for you. Another practical issue to be covered in this section is whether or not to become licensed. We want to clarify the issue of licensure for the role of practitioner in order to help you determine now whether or not you want to obtain this in the future. One more expectation for this segment is to identify professional associations which you can join that are related to each of the four career paths. While we all may be members of SIOP or APA there are other organizations with which students can affiliate in order to expand the breadth of their career perspective as well as network with peers and professionals in the field. In this section, you can also expect first-hand reports from multiple I-O psychologists who are actually working within each of these domains. This section will not only be especially valuable for those of you who are approaching graduation but also as a reference for younger students.

## **Career Connections**

We recognize that these developmental themes may be interrelated and that growth in one area may influence progress in another. While we devote each issue to one of the four specified paths—academics, industry, consulting, and government—each career area is not mutually exclusive. For instance, suggestions for students pursuing academia may also benefit those entering governmental careers. As graduate students we may consider each of these areas in deciding the steps we take in our training. Under this section we will emphasize that while you may eventually pursue a specific career, it does not have to be the only “hat” you wear. You have multiple career paths to pursue if properly trained for basic skills and creative thinking. For example, while you may decide to teach at a public institution, you can also do consulting or governmental research. Thus, the information provided to students in one career path may generalize to students with other interests as well.

## Additional Issues

We have outlined our goals for the next four columns, but what can you expect from us for the final three issues of our tenure? We will continue our goal of student growth in examining the “I” and the “O” side of the I-O relationship in two subsequent columns. Within these issues we will examine “I” and “O” in the development of the student, researcher, and practitioner. We will reflect on our previous issues highlighting “I” and “O” in academics, industry, consulting, and government.

For our farewell column we will summarize the evolution of **TIP-TOPics** for graduate students as well as address any unmentioned interests. We would like to arrange a roundtable discussion for graduate students at the Annual SIOP Conference in 2004 (Chicago, “and all that jazz!”) to solicit feedback from our readers. Previous authors have focused on graduate “tips” that will likely address many of the roundtable topics; therefore, we will attempt to answer those questions by referencing past columns without “reinventing the wheel.” Our final issue will highlight the roundtable discussion as well as summarize for all graduate students what the **TIP-TOPics** authors have addressed over the years. We plan to tackle this task by displaying topic tables from each group of authors. These tables will be a wonderful reference to graduate students.

Again, we are so excited about our goals for the next 2 years and hope that you will stay tuned for the upcoming issues! They will be streamlined and loaded with useful information for everyone interested in developing into well-rounded I-O psychologists! Giving “tips” on the steps to take in pursuing a career path for graduate students is long awaited and much needed. We realize that as graduate students, you barely have enough time to eat, so our goal is to make this column as practical and applicable to your lives as we possibly can. The next 2 years will be exciting for **TIP-TOPics**. It is our hope that our column will encourage you to explore things you have not yet considered and that you too will grow with us!

Finally, and perhaps most importantly, the information we provide in this column is heavily reliant on the amount of information we are able to gather from you and your faculty. We will actively solicit feedback from you in hopes of sharing the experiences you have had. Our success in passing useful information on to you is directly dependent upon how active you are in this process. If you’re interested in being one of our references or have suggestions for an upcoming issue in our column, please contact us: Andi ([amtbrinley@aol.com](mailto:amtbrinley@aol.com)), Jaime ([jdurley@arches.uga.edu](mailto:jdurley@arches.uga.edu)), and Corey ([cmunoz@arches.uga.edu](mailto:cmunoz@arches.uga.edu)). We look forward to hearing from you!

# **Master's Programs in I-O: Should They Be Accredited?<sup>1</sup>**

**Jo Ann Lee**

**University of North Carolina at Charlotte**

**William Siegfried**

**University of North Carolina at Charlotte**

**Rosemary Hays-Thomas**

**University of West Florida**

**Laura L. Koppes**

**Eastern Kentucky University**

Program accreditation is usually a voluntary process in which an educational unit prepares a self-study and undergoes external review with respect to standards of quality. In psychology, accreditation of doctoral programs and internships is available through the Committee on Accreditation (CoA); this is commonly referred to as "APA accreditation," though it is actually operated by a group of organizations including the Council of Graduate Departments of Psychology (COGDOP). This accreditation is available in doctoral education in clinical, counseling, and school psychology, but not in I-O (APA, 2002). In general, I-O doctoral programs have not been supportive of participating in the accreditation process, in part, because it has been perceived as a mechanism for enforcing an unwelcome level of uniformity across programs.

Faculty in master's programs may be unfamiliar with the accreditation process because until recently there has been no mechanism for such review at the master's level. A session on this topic at the 2003 SIOP conference provided attendees an opportunity to learn about accreditation of applied programs through the Master's in Psychology Accreditation Council (MPAC) and to discuss advantages and disadvantages of accrediting programs granting terminal master's degrees in I-O psychology. Accreditation of such programs by MPAC is relatively new and not widely understood.

The accreditation of master's programs developed from discussions in the early 1990s between the Council of Applied Master's Programs in Psychology (CAMPP) and the North American Association for Master's in Psychology (NAMPP). CAMPP's membership consists of departments of psychology, and its mission is to increase the confidence of the professional psychology community and the public in the education and training of applied master's level psychologists by:

1. Establishing general standards of education and training;
2. Encouraging and helping training programs to meet these standards;

---

<sup>1</sup>The authors held an Education, Teaching, and Learning Forum on this topic at the 18th Annual Conference of the Society for Industrial and Organizational Psychology, Orlando, FL, April 11–13, 2003, and provide this report based on the discussion.

3. Certifying compliance with the standards;
4. Communicating with the public about these standards;
5. Advocating for CAMPP programs to the professional psychology community (CAMPP, 2002, p. 1).

CAMPP has developed standards for education and training, holds an annual meeting, and has sponsored three national conferences to consider issues in master's psychology education. NAMP is a membership organization for individual master's level psychologists and focuses on issues related to employment of these graduates. It holds an annual convention and publishes the *Journal of Psychological Practice* and a newspaper called *The Master's Advocate*.

In 1995, discussions within CAMPP and NAMP led to the formation of the organization that became MPAC. In 1997 the clinical master's program at Pittsburg State University became the first program accredited by MPAC (then known as the Interorganizational Board for the Accreditation of Master's Psychology Programs, IBAMPP). To date, 12 master's programs have been accredited, one has applied, and approximately 10 are in the process. MPAC is currently seeking official recognition as the accrediting body for applied master's psychology.

SIOP (2002) lists 88 master's programs on its Web page for Graduate Training Programs in Industrial-Organizational Psychology and Related Fields. At this time the only I-O program accredited by MPAC is the University of West Florida.

### Major Issues

Several advantages and disadvantages of accreditation from a program's perspective are presented in Table 1. In addition, several other issues are relevant for an understanding of the issue of accreditation.

**Licensing.** Accreditation has generally been developed in areas where licensure for practice is available or required. Licensing boards often look to an applicant's preparation in an accredited program as an efficient way of determining if the applicant has been appropriately educated. Thus accreditation has been less relevant to I-O than to other applied fields because of the ambiguity surrounding licensure for those practicing in I-O psychology.

At the master's level, accreditation for counseling-clinical programs is available through the Council for the Accreditation of Counseling and Related Programs (CACREP). Although some clinical master's programs can meet CACREP standards, the model on which they are based is a counseling, not a psychology training model. Unfortunately, it appears that in many states master's psychology curricula are being shaped by the counseling accreditation because of the availability of licensure in counseling and the lack, until recently, of an accreditation process in psychology (Duer & Hays-Thomas, 2003).

Table 1

*Advantages and Disadvantages of Seeking Accreditation: From the Program's Perspective*

Advantages	Disadvantages
Gain in prestige—some schools mandate accreditation when possible	Cost. Process is paperwork intensive, long, and time consuming
Programs can use results to press for more resources	Some administrators see it as a ploy to get more resources
Few programs are accredited—can be one of a “select few”	Few programs are accredited—no stigma in being “left out,” I-O programs not accredited at doctoral level
Forces a program review: Programs can improve operation, content, practices	Forces programs to confront basic issues that are not clearly resolved
“New set of eyes” can bring fresh perspective	Program weaknesses become public
Self-assessment not only improves program, but models an effective organizational process	Faculty aren't rewarded for improving organizational processes! Who is going to write the report and lead the review? Takes time away from other (more) valued activity. Takes an advocate
Program can determine if they are consistent with accepted standards and practices of training	Meeting university guidelines and standards is the most important requirement

One reason for developing the MPAC process was to provide licensing boards with a psychology-based alternative to CACREP accreditation for determining the quality of a graduate's training. The U. S. Navy and several states have included MPAC accreditation as part of their credentialing or licensure statutes (MPAC, 2002).

I-O faculty may decide to seek accreditation because their department's clinical or counseling programs are undergoing the review. Departments may also decide to seek accreditation in order to support the developing mechanisms for improving and assuring quality in the preparation of applied psychology master's students.

***Standards and guidelines for curriculum.*** The accreditation standards adopted by MPAC (1999) are very similar to CAMPP's standards for membership (CAMPP, 1994) and deal with the psychological foundation of applied training. For example, the standards include education in ethics, the several bases of behavior, multicultural influences, research methods and statistics, and sufficient supervised applied experience. The accreditation standards are intended to apply to any area of applied psychology and thus do not mention substantive I-O topics. However, they are consistent with the guidelines published by SIOP for graduate training at the master's level (SIOP, 1994).

CAMPP's standards and SIOP's guidelines are offered as an aid to faculty and curriculum planners in the design of graduate I-O programs. The fact that professional organizations have published standards, however, does not assure consumers or the public of the quality of training in a particular program. Some argue that accreditation will ensure more uniformity and higher quality across master's programs and that this will benefit students. It has also been suggested that accreditation standards should be based on a competency model rather than curriculum goals. Others stress that a program's decision to seek accreditation should be driven by student needs: "What does accreditation mean for the student?" One answer to this question is that it can serve a quality assurance function, fostering development and maintenance of standards of quality (personal communication, Gary Hanson, April 2003).

CAMPP is in the process of reviewing its standards and has considered moving toward a competency model like SIOP's. How any revision in CAMPP standards might impact MPAC's accreditation standards is not known at this time.

***The accreditation process.*** A program first submits a preapplication and is reviewed to assure that it is the type of program for which the accreditation process was intended. After approval, the program conducts a self-study and addresses whatever issues it identifies in this review. A team of two volunteers conducts a site visit and prepares a report and recommendation to the MPAC Board, which determines whether the program meets accreditation standards. Site visits are conducted economically and the fees are modest (currently \$500 for the first program in a department and \$100 for each additional program; an interim update fee of \$150 is due with each triannual interim report). Programs are accredited for a 10-year period, with three interim updates.

***Conclusion.*** There are arguments both for and against the process of accreditation of I-O master's programs. This article has provided information about the process and has reviewed the main arguments on both sides. Thus it should help individual programs to determine whether accreditation is an appropriate choice for them.



## References

- American Psychological Association. (2002). Frequently Asked Questions about Accreditation in Psychology. Retrieved August 15, 2002 from <http://www.apa.org/ed/accreditation/accrfaq.html>
- Council of Applied Master's Programs in Psychology. (1994). *General standards of education and training*. Author.
- Council of Applied Master's Programs in Psychology. (2002). Mission statement. Retrieved August 15, 2002 from <http://www.camppsite.org/mission.htm>
- Duer, J. D., & Hays-Thomas, R. (2003). *The impact of licensing laws on educational curricula in applied master's programs in psychology*. Manuscript submitted for publication.
- Master's in Psychology Accreditation Council. (1999). *Accreditation manual*. Norman, OK: Author.
- Master's in Psychology Accreditation Council. (2002). *Annual Report: 2002*. Norman, OK: Author.
- Society for Industrial and Organizational Psychology, Inc. (2002). *Graduate Training Programs in Industrial-Organizational Psychology and Related Fields*. Retrieved August 16, 2002 from <http://www.siop.org/GTP/gtplookup.asp>
- Society for Industrial and Organizational Psychology, Inc. (1994). *Guidelines for education and training at the Master's level in Industrial-Organizational Psychology*. Arlington Heights, IL: Author.

# Impact the Future of Business and Psychology



Mark Blankenship, PhD, Alumnus  
Division Vice President  
Training & Field Human Resources  
Jack in the Box, Inc.

*"The Organizational Studies curriculum at Alliant International University was invaluable.*

*The program's blend of research and applied learning provided me with the skills necessary for a successful career in human resources."*

For more information:  
**[www.alliant.edu/csos/](http://www.alliant.edu/csos/)**

Phone: 858-635-4772

Toll free: 866-U-ALLIANT  
[admissions@alliant.edu](mailto:admissions@alliant.edu)

## California School of Organizational Studies

### Master's Programs in

Industrial-Organizational  
Psychology

Organizational Behavior

Organizational Development

Organizational Psychology

### Doctoral Programs in

Consulting Psychology

Industrial-Organizational  
Psychology

Organizational Development

Organizational Psychology

### Students benefit from...

- academically rigorous curriculum
- some programs tailored to working professionals
- a global practitioner emphasis
- multicultural & international in word and deed



**Alliant International  
University**

# Find the path to performance management that matters

Is your performance management system ineffective at driving improved business results?

Aon Consulting can help.

Performance Pathfinder™ is your direct path to an enterprise performance management solution that makes a difference. It is a web-enabled toolkit that integrates customizable goal setting and appraisal processes, real-time performance documentation, and talent management tied to an on-line database of development strategies. It includes fast, flexible implementation of paperless 360° feedback processes.

Easy to implement and use, Performance Pathfinder simplifies the performance management process for managers and HR staff. It allows them to stay focused on what's really important — focusing and developing capabilities to deliver the right results.

With more than 600 offices and 55,000 professionals in the United States and abroad, Aon is one of the world's leading providers of risk management, insurance and reinsurance brokerage, and human capital consulting services.

Contact us at 1.800.438.6487 or [www.aon.com/hro/tip7](http://www.aon.com/hro/tip7) to get your performance management system on the right path.



**Risk Management • Insurance & Reinsurance Brokerage  
Human Capital & Management Consulting • Outsourcing**

## ON THE HORIZON



### Teaching I-O and Proud of It!

**Peter Bachiochi**  
**Eastern Connecticut State University**

Hello. My name is Peter B. and I like to teach undergraduate I-O psychology.

There, I said it. Although this is not my first of 12 steps, at times I have often felt, or been led to feel by my SIOP peers, that I need help. I am first and foremost a teacher and quite proud of that moniker. I don't teach at a school with a PhD program, nor do I teach masters I-O students. I teach at a school whose focus is undergraduate education—and I like it. You heard me: I like (dare I say prefer) teaching undergraduates about I-O. I knew there had to be others in SIOP that were like me, but they were hard to spot at panel discussions or poster sessions. I would see people with affiliations at schools I hadn't heard of, or at least knew didn't have graduate programs, so I had a feeling there were others like me. Occasionally I would notice a session at SIOP that hinted at pedagogical issues, but they never really came out and said that they were going to talk about...teaching. Sure, the context of the study was a classroom, and they may have assessed learning outcomes. But in fine SIOP fashion, they were able to dazzle with a discussion of criterion issues or some new measurement approach and conceal that they were measuring effective teaching. Heaven forbid that they might even discuss teaching (gasp!) undergraduates.

In the last 2 years, though, teaching has been earning a little more respect within SIOP. I can't really say that an interest in teaching is new to SIOP because the Education and Training Committee has existed for years. However, the work of the committee historically seemed (to me) to be geared toward helping prospective graduate students make better education and training choices. I am going to argue that greater emphasis has been placed on the educators lately and that the expanded commitment to teaching is bearing fruit. Five years ago, the E&T Committee got the trend started when it prepared online teaching resources including PowerPoint lectures, exercises, and information sources that were intended to facilitate the integration of I-O material in Intro Psych classes. These teaching modules have probably been used as much by I-O instructors as Intro Psych instructors, but the ultimate goal was to facilitate teaching I-O. In the past year, though, the momentum has increased noticeably. Last year, the SIOP conference offered Education, Training, and Learning (ETL) forums as a submission format for the first

time. The new Expanded Tutorials last year also included a session on experiential learning that provided attendees with time-tested techniques for getting students involved.

Events at this year's conference also seemed to indicate an increased interest in teaching. There were at least six different sessions devoted to undergraduate teaching as well as several posters that outlined results of studies that assessed teaching. I argue, though, that this presence is relatively new to SIOP. I can still recall a session 4 years ago at SIOP at which **Debbie Major** and I had a nice little discussion with the three attendees about the I-O teaching modules that were available. This year, a follow-up session on those teaching modules (that have doubled from the first seven to fourteen) attracted about 20 interested audience members. Granted, we won't be filling the ballrooms at SIOP at any time, but I know that three of the education forums that I attended at SIOP this year were standing room only. In fact, at two there was a relatively steady stream of people who opened the door, saw the crowd, and decided to try another session. A few other teaching sessions had relatively smaller audiences, so I can't fault the Program Committee for underestimating the demand for some of the teaching sessions. I was a part of one of the crowded sessions (see Casper et al. in this issue of *TIP* for more info), and we really had no idea how many people to expect. Thankfully, we were all pleasantly surprised at the response!

At the SIOP conference this year, two sessions discussed how to use film to add vivid examples to any I-O class. Two other sessions provided examples of interactive activities that can provide students with more hands-on learning in I-O. Yet another discussed the challenges in teaching diversity topics. As mentioned above, another session discussed the I-O teaching modules. In most of these sessions, it seemed like we ran out of time before we could ask/answer all the questions that arose. Perhaps another expanded tutorial (or two?) at next year's conference will allow for the teachers in SIOP to get together, share techniques, and address all of the questions that attendees have.

This year, the E&T Committee is busy working on several initiatives that continue to make teaching I-O easier and more interactive. *TIP* has instituted a column that addresses teaching concerns. Perhaps the most prominent step taken by SIOP is the new Distinguished Teaching Award that will be granted this coming year. The award is intended to recognize SIOP members who have a sustained record of excellence in teaching. All of these steps have made it easier to teach I-O, and perhaps more importantly, have made it easier to say with pride that you *teach* I-O.

I don't want anyone to assume that I'm saying that instructors at the graduate level do not care about teaching. Graduate-level professors have taught me more about teaching than anyone else has! I just get a little sensitive when my SIOP peers seem to hold faculty at PhD programs in greater esteem than those of us at undergraduate programs. There are a lot of us who chose

to work at undergraduate institutions. Some of our peers think we're crazy, and at times I agree. We chose a career that has the inherent challenge of maintaining a program of research while teaching 4 courses each semester because we want to be measured (and rewarded?) for our teaching first. It may sound like I have a chip on my shoulder, and perhaps I do, but that chip has gotten smaller and less annoying in the last couple of years. SIOP's increased attention to the teaching side of I-O has made that possible. I want to thank SIOP and the Education and Training Committee for that. At the SIOP conference this year, I know it was a lot easier for me to say to others, "I'm Peter and I like to teach undergraduate I-O."

As usual, if you have any questions or comments, please feel free to contact me at [bachiochip@easternct.edu](mailto:bachiochip@easternct.edu).

## **O\*NET 4.0 is now available!**

**The Department of Labor's revised  
Occupational Information Network (O\*NET)  
can be accessed online at  
<http://online.onetcenter.org/>**

## EDUCATION & TRAINING IN I-O PSYCHOLOGY

**Neil Hauenstein**

**Virginia Polytechnic Institute and State University**

**Dawn Riddle**

**University of South Florida**

Before introducing the column for this issue, I wanted to publicly thank **Laura Koppes** for all her work, in terms of both this column and as chair of the Education and Training committee. The idea for this column and the Division 14 Distinguished Teaching Award are among Laura's accomplishments in the past year. This column also marks **Dawn Riddle's** debut as coeditor of the Education and Training Column, and Dawn also replaces Laura as chair of the Education and Training Committee. I'm certain Dawn will carry on Laura's good works. As always, please feel free to contact Dawn ([riddle@luna.cas.usf.edu](mailto:riddle@luna.cas.usf.edu)) or me ([nhauen@vt.edu](mailto:nhauen@vt.edu)) if you have any thoughts and ideas about this column or more general issues about education and training.



Reading the column for this issue made me wax nostalgic for the days when my professor would bring the projector into the classroom to show a film. The odds of getting through the movie without the film breaking or the projector malfunctioning were near zero! At the risk of typing myself, I fought many a losing battle with those projectors when the professor would tap me to run the film—thank goodness for DVDs. So sit back, get your popcorn and soda, and let **Wendy Casper** and her friends take us to the movies I-O style.

### Feature Film as a Resource in Teaching I-O Psychology

**Wendy J. Casper**  
**University of Tulsa**

**Joseph E. Champoux**  
**University of New Mexico**

**John D. Watt**  
**University of Central  
Arkansas**

**Peter D. Bachiochi**  
**Eastern Connecticut State  
University**

**Deidra J. Schleicher**  
**University of Tulsa**

**Christopher Bordeaux**  
**University of Tulsa**

Educators in a number of disciplines have discussed the value of feature films as resources in innovative teaching, including counselor education (Higgins & Dermer, 2001), English as a Second Language (Kasper, 1999),

social and personality development (Boyatzis, 1994; Kirsh, 1998), and medicine (Crellin & Briones, 1995). Most relevant to I-O psychology, several authors have recently discussed the use of film in management education (Champoux, 1999; Hobbs, 1998; Williams, 1998), and articles that advocate using film as a teaching resource in this area can be readily found in numerous education and teaching journals including *Journal of Management Education* and *Teaching of Psychology*. Champoux (1999, p. 206) suggests that "film scenes can offer a visual portrayal of abstract theories and concepts taught in organizational behavior and management courses" that can significantly enhance undergraduate and graduate instruction. Scherer and Baker (1999), who used film as a core component of an organizational theory course, noted that "film provides a familiar attention-capturing visual medium to engage the student and encourage retention" (p. 143).

Films can be used to illustrate course content, promote a visualization of concepts and theory, provide a specific cultural focus, and, at the same time, provide an important entertainment value that can enhance undergraduate and graduate instruction. Films can be easily adapted for classroom use to increase student involvement (Bluestone, 2000; Fleming, Piedmont, & Hiam, 1990), promote critical thinking and analytical skills (Anderson, 1992; Gregg, Hosley, Weng, & Montemayor, 1995), and aid recall of course content (Higgins & Dermer, 2001; Scherer & Baker, 1999). Film-based assignments also have the advantage of being viewed as enjoyable and valuable by students, which can impact teaching evaluations (Boyatzis, 1994).

As educators who have extensively used feature films in our teaching of I-O psychology, organizational behavior, human resources, and management courses, we recently presented an Education, Teaching, and Learning (ETL) forum at this year's SIOP conference on the topic of film-based instruction (Watt, 2003). The session was extremely well attended, and the feedback from attendees both during and after the session underscored the interest that I-O educators have in using film as a teaching medium. In fact, ours was one of two film-related ETL forums this year that focused on the innovative use of film in I-O coursework (see Frye & Johnson, 2003). Given this apparent widespread interest among I-O educators in using this innovative teaching method in the classroom, we offer this article containing some of our collective knowledge gained from using film-based instruction. It is hoped that educators wishing to incorporate film into their teaching repertoire will find the content useful. Responses to a series of frequently asked questions are provided below.

### ***1. What are some of the benefits of using film as a teaching resource?***

We have found several benefits to using film in teaching, including (a) enhancing the accessibility of material to students, (b) enhancing student satisfaction and interest, and (c) tapping into students' analytic and application skills. First, some courses in which we used film included students with diverse



backgrounds in business and psychology. In these cases, film was particularly useful because it facilitated understanding the material equally well for those with little exposure to I-O psychology and those with previous knowledge. Film was also found to be very useful for students with little or no work experience, a common concern in undergraduate courses. Second, use of film often resulted in high student satisfaction. A number of educators received comments on their student evaluations about how much students enjoyed the use of film. One educator also collected student satisfaction data on all course learning activities and found that student satisfaction was highest for a project that involved an analysis of the film *Office Space* (Bachiochi, 2003). Finally, film use was also found to be an effective way to encourage students to use their analytic skills to apply the concepts and theories taught in class. This was particularly important for undergraduate students with few workplace experiences on which to draw. For these students, the films provided examples of application that their personal experiences had not yet developed.

## ***2. Are there any drawbacks to using film as a teaching resource?***

Although we strongly believe that the advantages of using film clearly outweigh any potential drawbacks, there are several concerns that deserve mention. First is the issue of time constraints. Occasionally, there are technical problems with media equipment that will complicate the use of film, so be prepared to be flexible. In addition, the “up front” work in locating appropriate films and clips can be very time consuming (although we hope to provide some assistance in this effort; see question 5 below). For instance, you may need to watch a film several times before using it for an out-of-class assignment in order to ensure that there are enough relevant concepts for student analysis. Additional time will also be necessary to make instructional decisions regarding which specific film clips to use from selected films, the length of the clips to be used (we recommend film clip lengths from 2 to 10 minutes, as this is sufficient to provide a good example without monopolizing class time), and the best placement of the clips within your lecture (e.g., before or after the introduction of a topic). Our experience has been that using film clips in the classroom often requires a little more time than expected, but that it is well worth it.

A second potential concern is using film clips that include profanity, racial or ethnic slurs, nudity, violence, or other offensive language or behavior. When using a film clip that may be viewed as offensive by some, we inform our students ahead of time and provide an opportunity for anyone uncomfortable with the content to leave the classroom (or arrive after the clip will be shown). This appears to be a reasonable solution, as most of us have never had a single student complain about offensive language or behavior in a film. If a suitable “nonoffensive” film clip is available that illustrates your point equally well, you may wish to select it instead. In addition, given social pressure that may exist to stay and/or not complain, we recommend that

instructors consider the “personality” of their classes, student maturity, as well as local norms related to any potentially offensive aspects (e.g., profanity) when making film clip choices. Additionally, educators should not underestimate the emotional impact that film (even brief clips) can have on viewers. For instance, the artistic war film *The Thin Red Line* (1998) is excellent for contrasting differences between people-centered and task-centered leaders, but many of the scenes are graphically violent and may be disturbing to students.

Finally, some educators have chosen not to use film in their classrooms due to fear of violating perceived copyright restrictions. These fears, however, are unwarranted. See question 4 for additional information regarding copyright issues involving film use.

### ***3. How does one go about integrating film use into teaching a course in I-O psychology?***

Although we use a number of different methods of film-based instruction in our classes, we recommend you experiment with different approaches to see what format works best for you. Most of us routinely use brief (e.g., 2- to 10-minute) film clips during our lectures to illustrate the topics and concepts we wish to cover during a particular lecture. Typically, this involves introducing the film clip (either before or after presentation of a given concept) and facilitating discussion based on the scene. You may also wish to show a given film clip a second time following classroom discussion in order to reinforce the material being addressed, or to illustrate how perceptions of behavior may change after learning the “science” behind some topic. Some general discussion questions that have proven useful include the following: (a) How is the content depicted in the film similar to or different from what a particular theory (e.g., expectancy theory, trait theories of leadership) states about this topic? (b) What does a particular theory suggest that may explain the behavior depicted in the film clip? (c) How would you critique particular people depicted in the film as workers in organizations?

One alternative to showing film clips in class is to have students view and critique a feature-length film (outside of class) using concepts learned in class. In this way the film can be a platform for integration of a semester’s topics in a single paper or project. Procedurally, students either rent the assigned film on their own or arrange to view it somewhere on campus (e.g., the library). Often, students will form groups to watch the film together. Detailed movie analysis assignments can be used to integrate the content of an entire course (e.g., How are course theories and concepts depicted in the film?). We recommend having students identify the topics portrayed in the film independently of the instructor, as this provides practice at applying course concepts. Unlike film clips shown in class that may address a single topic, full-length films used for outside analysis must incorporate multiple topics, which can make identifying them more challenging. Popular films

that we have found work well for this purpose include *Office Space* (1999), *Monsters Inc.* (2001), and *12 Angry Men* (1957).

#### **4. What copyright issues are raised by using film as a teaching resource?**

Champoux (2002) provides an excellent discussion of copyright issues as they pertain to use of film in the classroom, which can be retrieved from the Internet at the link below: <ftp://ftp.mgt.unm.edu/Champoux/FilmResearch/CopyrightIssues.DOC>.

Briefly, the Copyright Act allows showing copyrighted film scenes, but not an entire film, during the regular course of instruction. A student or students privately viewing a film at home for a class assignment also does not violate the Copyright Act. A reasonable interpretation of the Act suggests an instructor could assign an entire film as an outside assignment but cannot show the entire film during a class session.

#### **5. What are some good examples of films that are useful for teaching common topics in I-O psychology?**

Unlike our earlier counterparts, contemporary educators have a wealth of easily accessible and affordable films that can be applied to a wide variety of curricula. In fact, an educator is limited more by his or her imagination and unfamiliarity with specific film choices than by the availability of course-relevant film options. To help get the interested educator started, we have compiled a list (see Appendix) of several titles that we have found useful (Casper, Schleicher, Bordeaux, & Abalos, 2003).

### **References**

- Anderson, D. D. (1992). Using feature films as tools for analysis in a psychology and law course. *Teaching of Psychology, 19*, 155–158.
- Bachiochi, P. D. (2003). *Using the film Office Space for an I-O application paper*. Presentation in Watt, J. D. (Chair). *I-O at the Movies: Feature Films as Teaching Resources*. Symposium at the 2003 SIOP Conference in Orlando, FL.
- Bluestone, C. (2000). Feature films as a teaching tool. *College Teaching, 48*(4), 141–146.
- Boyatzis, C. J. (1994). Using feature film to teach social development. *Teaching of Psychology, 21*(2), 99–101.
- Casper, W. J., Schleicher, D. S., Bordeaux, C. R., & Abalos, A. F. (2003). *Film Use in I-O Coursework: On a Roll?* Presentation in Watt, J. D. (Chair) *I-O at the Movies: Feature Films as Teaching Resources*. Symposium at the 2003 SIOP Conference in Orlando, FL.
- Champoux, J. E. (1999). Film as a teaching resource. *Journal of Management Inquiry, 8*(2), 206–217.
- Champoux, J. E. (2002). Copyright Issues Raised by Using Film as a Teaching Resource. Available at <ftp://ftp.mgt.unm.edu/Champoux/FilmResearch/CopyrightIssues.DOC>.
- Champoux, J. E. (2003). *At the movies: Cinema in our classrooms*. Presentation in Watt, J. D. (Chair). *I-O at the Movies: Feature Films as Teaching Resources*. Symposium at the 2003 SIOP Conference in Orlando, FL.
- Crellin, J. K., & Briones, A. F. (1995). Movies in medical education. *Academic Medicine, 70*(9), 745.

- Fleming, M. Z., Piedmont, R. L., & Hiam, C. M. (1990). Images of madness: Feature films in teaching psychology. *Teaching of Psychology, 17*, 185–187.
- Gregg, V. R., Hosley, C. A., Weng, A., and Montemayor, R. (1995). *Using feature films to promote active learning in the college classroom*. U.S. Department of Education, Office of Educational Research and Improvement. Washington, DC: Eric Document No. 389367s.
- Frye, C. M. & Johnson, C. D. (2003) (Cochairs). *Picture this! Using feature films to teach I-O competencies*. Symposium at the 2003 SIOP Conference in Orlando, FL.
- Higgins, J. A. & Dermer, S. (2001). The use of film in marriage and family counselor education. *Counselor Education and Supervision, 40*(3), 182–192.
- Hobbs, R. (1998). Teaching with and about film and television: Integrating media literacy education. *Journal of Management Development, 17*(4), 259–272.
- Kasper, L. F. (1999). Film imagery: A visual resource for clarifying content and developing academic writing style. In L. F. Kasper (Ed.) *Content-based ESL Instruction*.
- Kirsh, S. J. (1998). Using animated films to teach social and personality development. *Teaching of Psychology, 25*(1), 49–51.
- Scherer, R. F., & Baker, B. (1999). Exploring social institutions through the films of Frederick Wiseman. *Journal of Management Education, 23*, 143–153.
- Watt, J. D. (2003). (Chair). *I-O at the Movies: Feature Films as Teaching Resources*. Symposium at the 2003 SIOP Conference in Orlando, FL.
- Williams, O. F. (1998). *The moral imagination: How literature and films can stimulate ethical reflection in the business world*. University of Notre Dame Press: Notre Dame, IN.

Appendix  
Useful Movie Titles With Points Illustrated

Topic	Film	Clip	Point Illustrated
Selection procedures	<i>The Game</i> (1997)	Selection based on various personality tests including the MMPI (item: I feel guilty when I masturbate), confusing words and images that purportedly test reaction time, and physical ability tests.	Examples of various types of employment testing (e.g., personality, physical ability, reaction time)
	<i>Office Space</i> (1999)	Consultants interviewing an office worker for his own job.	Example of collecting data on scope and purpose of job duties in an interview
	<i>Armageddon</i> (1998)	Selection based on physical and mental tests (needle scene, “rubber room” scenes)	Examples of different selection procedures—physical ability and personality traits required for survival in space; also illustrates projective tests
Vocational preferences	<i>Office Space</i> (1999)	Employees are talking about their HS guidance counselor, who used to ask “what would you do with a million dollars?”	Illustrates the choosing and evaluating of vocational paths

Topic	Film	Clip	Point Illustrated
Cognitive ability	<i>Good Will Hunting</i> (1997)	Will Hunting solving mathematical problem that no one else can solve	Example of high “g” person who is underemployed
	<i>Forrest Gump</i> (1994)	Forrest’s success in the military: “WHY DID YOU PUT THAT WEAPON TOGETHER SO QUICKLY, GUMP?!” “Because you told me to, Drill Sergeant?” (GOD DAMMIT GUMP, YOU’RE A GOD-DAMNED GENIUS!)	Example of low “g” person who is very successful in the right employment context; also, tacit knowledge
Integrity/Polygraph testing	<i>Meet the Parents</i> (2000)	Lie detector with fiancé’s father	Example of how the lie detector can be used
Personality	<i>When Harry Met Sally</i> (1989)	Sally and Harry driving in car at beginning of movie	Example of two very different personalities; Useful to compare and contrast Harry and Sally based on the Big 5
	<i>Point of No Return</i> (1993)	First outing: Assassination in restaurant	Example of job (assassin) where personality is very important (i.e. low neuroticism, composure under stress)

## Appendix (continued)

Topic	Film	Clip	Point Illustrated
Performance appraisal and management	<i>Office Space</i> (1999)	Boss discussing wait staff's "pieces of flair"	Example of how performance feedback is delivered; also, task versus contextual performance (which is "flair"?)
	<i>Matrix</i> (1999)	Neo is being scolded by his boss for being late (again)	Example of disciplinary performance appraisal (i.e., do it again and you're fired); also, counterproductive behavior
ADA	<i>Philadelphia</i> (1993)	Meeting with lawyer about discrimination; discussion of men at his firm of his AIDS and status as gay male	Example of ADA-based discrimination; could also be used to talk about sexual orientation as a (non)protected class
Discrimination/affirmative action (race)	<i>Remember the Titans</i> (2000)	Early scene of Black coach entering White school; end scene of White coach losing his job	Example of affirmative action based on race as portrayed in the media
Discrimination/affirmative action (sex)	<i>GI Jane</i> (1997)	Jane discussing job opportunity with significant other; Jane discussing special treatment with commanding officer	Example of affirmative action based on sex as portrayed in media

Topic	Film	Clip	Point Illustrated
Title VII (religion)	<i>Contact</i> (1997)	Jodie Foster being interviewed based on belief in God “Do you believe in God, Doctor?”	Example of religion-based discrimination; useful to discuss when it is legitimate to have an exemption for religious institutions, and so forth
Job satisfaction	<i>Patch Adams</i> (1998)	Scene of Patch having a great time entertaining a group of children recovering from chemotherapy	Example of high job satisfaction; also demonstrates intrinsic motivation, and concept of “fit” with job
	<i>Liar Liar</i> (1997)	Scene in which Jim Carrey wins the case, but is disgusted with himself—he did his job well, but couldn’t stomach the implications	Example of low job satisfaction; illustrates that job satisfaction does not just come from external rewards but intrinsic factors are important and that satisfaction is not necessarily related to job performance
Leadership	<i>Braveheart</i> (1995)	Mel delivers a stirring speech that transforms Scotsmen who were previously reluctant to fight into a frenzied mob intent on mass destruction	Example of charismatic leadership; also, issue of leader emergence (contrast Mel’s emergence with the formal leadership role of the other 3 generals)



## Appendix (continued)

Topic	Film	Clip	Point Illustrated
Groups and social influence	<i>12 Angry Men</i> (1957)	Scene in the washroom where a juror tells Henry Fonda he could be a great salesman because he does the “soft sell” approach (or the movie in its entirety, to really see his leadership unfold)	Example of situational leadership theories (the “soft sell” works better here than the “hard sell” yelling of the other jurors); contrasted to Mel’s approach in <i>Braveheart</i>
	<i>Anti-Trust</i> (2001)	Various scenes of Milo’s friends trying to convince him to go/not go to a job interview with a Bill Gates-type (seen by his friends as “selling out to the man”); scenes showing extreme acts the employees will commit for the company	Illustrates the influence that peer groups can have on decisions to seek or accept employment opportunities; also, the “dark side” of commitment/conformity (to the organization)
	<i>12 Angry Men</i> (1957)	The beginning, where the jury comes together for the first time and starts getting “organized” for their task	Illustrates the defining characteristics of groups, group structure, stages of group development; also social loafing, group polarization, conformity, and groupthink
	<i>Office Space</i> (1999)	Scene in which three friends are discussing the consultants’ impending visit	Illustrates the effect that peer groups and rumor can have on productivity, and so forth

Topic	Film	Clip	Point Illustrated
Obedience	<i>A Few Good Men</i> (1992)	Tom cross-examining Colonel Jessup (Jack Nicholson) about the “Code Red” done to Willie Santiago; Colonel Jessup admitting he ordered the Code Red “You can’t handle the truth”	Example of how authority figures drive obedience even when it is harmful to others; also, how military “creates” obedience (e.g., uniform, depersonalization of enemy)
Accidents, safety, and stress	<i>Rudy</i> (1993)	Rudy’s friend is killed in plant accident	Example of results of lack of compliance with safety regulations
	<i>Crocodile Hunter-Collision Course</i> (2002)	Steve Irwin wading in a crocodile-infested pond in hopes of netting and extracting ill-tempered juvenile crocodiles—Steve and a pal are also featured diving across a crocodile to prevent its escape back into the water	Example of job where safety risks are high; also, risk-seeking individuals as a good “fit” for such jobs
	<i>Office Space</i> (1999)	Scene in therapist’s/hypnotist’s office	Example of possible outcomes/physical symptoms of work stress

## Appendix (continued)

Topic	Film	Clip	Point Illustrated
Counterproductive behaviors at work	<i>Office Space</i> (1999)	Planning and executing employee theft; loafing at and absence from work; destruction of the printer at end; explosion at company	Example of employee theft, violence, and withdrawal behaviors; also, nicely illustrates that perceptions of injustice relate to theft, not always result of being a "bad" person
Work and family issues	<i>Striptease</i> (1996)	Scene in which Demi Moore cannot get custody of her daughter because of her occupation (stripper)	Example of how low social status of stripper occupation causes custody difficulties; plight of single mother
	<i>Jerry Maguire</i> (1996)	Tom and Renee scene in the back yard: "Why don't we call this next business trip what it really is...a nice long break"	Example of work interfering with family and vice versa—also using one to escape the other (compensation theory)
Compensation/comparable worth	<i>Jerry Maguire</i> (1996)	"Show me the money" phone conversation; initial low contract offering; Tidwell's injury; great contract offering	Example of factors that influence salary decisions

# MANAGING FOR RESULTS

## **New!** **Organizational Influence Processes**

Second Edition

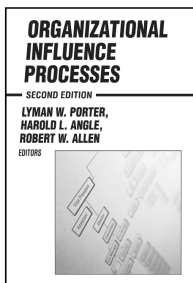
**Lyman W. Porter,**  
**Harold L. Angle,** and  
**Robert W. Allen,** Eds.

With more than two-thirds fresh material, the new, updated edition of this book provides an overview of the most important scholarly work related to the exercise of influence by individuals and groups within organizations.

576 pp.

0-7656-1134-1 Cloth \$94.95

0-7656-0999-1 Paper \$44.95



## **Managing Emotions in the Workplace**

**Neal M. Ashkanasy, Wilfred J. Zerbe,** and  
**Charmine E. J. Hartel,** Eds.

"Offers a vivid snapshot of the current landscape of research on this vital topic, and provides breadth without sacrificing depth."  
— Blake Ashforth,

Arizona State University

376 pp.

0-7656-0937-1 Cloth \$79.95

0-7656-0938-X Paper \$34.95

## **New!** **Knowing in Organizations** A Practice-Based Approach

**Davide Nicolini, Silvia Gherardi,** and  
**Dvora Yanow,** Eds.

Experts in a variety of fields from the U.S. and abroad focus on organizational learning as a collective, social, and not entirely cognitive activity.

288 pp.

0-7656-0910-X Cloth \$69.95

0-7656-0911-8 Paper \$29.95

## **Handbook of Workplace Spirituality and Organizational Performance**

**Robert A. Giacalone** and  
**Carole L. Jurkiewicz,** Eds.

Articulates a new approach to successful organizational performance that connects personal values and convictions to mainstream organizational research.

544 pp. 0-7656-0844-8 Cloth \$99.95

## **Embracing Uncertainty** The Essence of Leadership

**Phillip G. Clampitt** and **Robert J. DeKoch**

"A must-read for those who aspire to lead."  
— Jeff Bleustein,  
CEO, Harley-Davidson

224 pp.

0-7656-0773-5 Cloth \$69.95

0-7656-0774-3 Paper \$27.95

*M.E. Sharpe* PUBLISHER

**TO ORDER:** Call 800-541-6563 or 914-273-1800 • Fax 914-273-2106 • [www.mesharpe.com](http://www.mesharpe.com)

## The Organizational Frontiers Series

**Robert D. Pritchard**  
**University of Central Florida**

As of the SIOP conference, **Neal Schmitt's** term as editor of the SIOP Organizational Frontiers Series ended, and I took over the job. As one of my first official actions, I want to thank Neal for his 5 years of dedicated service as editor, his previous years on the Editorial Board, and the fine work he has done in the production of many excellent Frontiers volumes. During Neal's tenure, a number of other people have served on the Editorial Board. These include **Angelo DeNisi, Bob Dipboye, Jennifer George, Katherine Klein, Rich Klimoski, and Cheri Ostroff**. Thanks to all of you for your stimulating ideas and hard work.

I was also on the board during this time as were several of the current members of the board. The current members are **Fritz Drasgow, Michael Frese, Michele Gelfand, Steve Koslowski, Ed Salas, and Lois Tetrick**.

Finally, I want to thank all the editors and authors who put so much effort into these volumes. This is truly a labor of love, especially when all royalties for Frontiers books go to SIOP.

### New Volumes

Four new Frontiers volumes have come out recently. A brief description of each is given below. These volumes can be purchased from Jossey-Bass or directly from SIOP, where SIOP members get a 20% discount. The link to the SIOP order form, where there are links to more info for each book including chapter titles and authors is <http://www.siop.org/bookorder.htm>.

*Work Careers: A Developmental Perspective*, edited by Daniel C. Feldman.

*Work Careers* brings together a stellar panel of experts from the fields of I-O psychology, counseling and clinical psychology, social psychology, organizational behavior, and human resource management. This volume offers a comprehensive exploration of how an individual's career unfolds from early childhood through retirement. Based on the most recent findings and current research, the volume also focuses on changes in the societal and organizational contexts of career development and reveals how context shapes and constrains individual career decisions.

*Personality and Work: Reconsidering the Role of Personality in Organizations*, edited by **Murray R. Barrick** and **Ann Marie Ryan**.

The subject of personality has received increasing attention from I-O psychologists in both research and practice settings over the past decade. But while there is an overabundance of information related to the narrow area of personality testing and employee selection, there has been no definitive source offering a broader perspective on the overall topic of personality in the

workplace. *Personality and Work* at last provides an in-depth examination of the role of personality in work behavior. An array of expert authors discuss the connection of personality to a wide range of outcomes beyond performance, including counterproductive behaviors, contextual performance, retaliatory behaviors, retention, learning, knowledge creation, and the process of sharing that knowledge. Throughout the book, the authors present theoretical perspectives, introduce new models and frameworks, and integrate and synthesize prior studies in ways that will stimulate future research and practice.

*Health and Safety in Organizations: A Multi-Level Perspective*, edited by **David A. Hofmann** and **Lois E. Tetrick**.

*Health and Safety in Organizations* offers a framework integrating various aspects of organizational health and a timely examination of the most current individual, group, and organizational health research. With contributions from some of the country's most renowned experts on the topic of health in the workplace, this volume explores such vital issues as individual and organizational effects, improving worker safety, designing healthy work, group influences on health, antisocial work behavior, the influence of leadership on occupational health and safety, strategic HRM and organizational health, work and family interface, and workplace health promotion.

*Managing Knowledge for Sustained Competitive Advantage*, edited by **Susan E. Jackson**, Michael A. Hitt, and Angelo S. DeNisi.

Knowledge management is a topic of steadily increasing interest to today's organizations. To date, however, the field of I-O psychology has not yet applied its unique knowledge and expertise to the problem of competing through knowledge. This volume addresses the problem by presenting a framework—derived from the strategic management literature—for competition based on knowledge. Focusing on the role of knowledge in human capital and human resource management, *Managing Knowledge for Sustained Competitive Advantage* explains why many scholars believe it is the direction for competition in the future and shows how I-O psychologists can not only contribute to our understanding of knowledge-based competition but also to the ability of companies to succeed with it.

### Change in Publisher

One bit of news is that SIOP is changing the publisher of the Frontiers Series. Jossey-Bass decided they did not want to continue with the series. An RFP from SIOP resulted in Lawrence Erlbaum (LEA) being selected as the new publisher. This has been and continues to be a transition with many issues to resolve and thanks go to **Bill Macey** who has done the work to make this happen.

Ann Duffy will be our new contact at LEA. She has had many years of experience publishing I-O and management books, and I look forward to working with her. There are two volumes currently under contract with Jossey-Bass, *The Dark Side of Organizational Behavior* edited by Ricky

Griffin and Anne O'Leary-Kelley, and *The Psychological and Organizational Bases of Discrimination at Work* edited by Bob Dipboye and **Adrienne Colella**. These should go to press in the next few months and whether they will be published by Jossey-Bass or LEA is still under discussion.

### **Mission of the Series and Editorial Policy**

The primary mission of the Organizational Frontiers Series has been to do volumes on important current topics, with outstanding editors and authors, in a way that expands our knowledge. I certainly plan to continue this policy. One area I especially want to target is for all Frontiers volumes to present an extensive statement of where future scholarship in that area should focus. This has been done in past volumes, and I plan to emphasize it even more. Such a statement about future scholarship includes theoretical and conceptual issues, specific research questions, methodological issues, and any other issues that need to be addressed to advance this topic. A Frontiers volume should represent the thinking of the best people in the field, and these people should give us the benefit of their ideas on such future scholarship. What I have in mind is that people who wanted to do research in the area covered by the volume could read this material and use it as the foundation of their own research. To the extent this happens, the Frontiers volumes will have a major impact on future research and scholarship.

### **Submitting Frontiers Proposals**

Frontiers volumes come from two sources. The Editorial Board generates ideas, and individuals submit proposals to the Editorial Board. If you have an idea for a good Frontiers volume, by all means submit it. Start with a 1–2 page summary of the idea for the book, the need for such a volume, and the topics the volume would cover. The board's review philosophy is developmental in that if we think this short proposal is a good idea, we will offer suggestions about how to expand this initial idea into a complete proposal.

I am also working on a set of materials with more detail on editorial policy, submission information, and example proposals. The idea is to give these materials to someone interested in doing a Frontiers volume to guide them in the development of proposals. If you want more information or have an idea for a volume, please contact me. With my move this summer from Texas A&M University to the University of Central Florida, my e-mail address will change, but mail sent to [rdp@psyc.tamu.edu](mailto:rdp@psyc.tamu.edu) will be forwarded.

## Publish Early and Often

Michael B. Hargis, Angela K. Pratt, and David V. Kuttner  
Wayne State University

As scientists-practitioners, one of the key roles we play as I-O psychologists is developing new knowledge that can help people in organizations work more effectively, efficiently, and hopefully with a higher degree of satisfaction. The only way that the new knowledge can contribute to the existing knowledge base and help people's lives is through conference presentations, and, more importantly, through publication. Publications also play a significant role in determining the ease with which one will land a job (either academic or applied) upon graduation.

Given the importance of publishing, for both a new academic's career prospects and for the advancement of science, we decided to investigate the strategies that may lead to successfully publishing as a graduate student. To that end, we contacted several individuals currently working as I-O psychologists who were prolific as graduate students in an attempt to find out the type of strategies they used to successfully publish as graduate students. Strategies recommended by **Gilad Chen** (assistant professor, Georgia Institute of Technology), **Lynn McFarland** (assistant professor, George Mason University), and **Rob Ployhart** (assistant professor, George Mason University) are described below.

**1. Learn early about the research and publication process.** From the time you begin to develop a research idea to the time it is published could take years (Chen). Due to the slow and arduous nature of the research process, Robert Ployhart suggests the importance of having a sense of time and urgency to help keep projects continuously moving forward. Recognize the importance of setting deadlines for yourself...and make sure to meet them because there are consequences if you don't.

**2. Proactively pursue and participate in research.** This means actively participate in research projects early on in graduate school. In addition, you should approach faculty to see what there is you can do rather than wait to be invited to work on a project. Also, start developing your own research ideas, and even design and execute your own studies to examine your ideas (Chen).

**3. Work with multiple faculty (and other students) who publish frequently.** Graduate students need to realize the importance of working with faculty who actively publish. Students are much more likely to publish when working with a professor or other students who have already learned the "art" of publishing and who are actively publishing their research (Chen).

Beyond simply increasing the likelihood of successfully publishing, working with multiple faculty will also provide the opportunity to learn different skills from each faculty member you work with and also learn different areas of I-O (McFarland).



**4. Conduct your own research—on areas you find personally interesting.** While it is critical to work with other faculty and students during graduate school, it is also important to spend time developing your own program of research based on your specific interests. Of course, it is okay to ask for faculty guidance, but you should do most of the work and take responsibility for completing the project yourself.

**5. Work on multiple research projects.** The likelihood of publishing increases, to a point, when working on more than one research project. If one project does not work out well, it is important to have other options. However, the process of working on multiple projects can lead to stretching yourself too thin—so be cautious about taking on too many projects (Chen). Lynn McFarland further suggests that students need to ensure that the projects are at different stages of the research process. She suggests that at any given time, students should have at least one study in the data collection stage, one being written up, and one under review. This process will enable students to never wonder what the next project will be. Further, it will lead students to work towards developing a stream or program of research focusing on single areas.

**6. Do both lab and field studies.** Each type of study has trade-offs in terms of external and internal validity. By conducting both types of studies you can combine studies (lab and field) into a very solid and publishable paper! Obviously, it is exceedingly difficult to obtain access to organizational data, but if you can do it, the rewards could be a publishable paper (McFarland).

**7. Get involved in both long-term and short-term projects.** Some projects are clearly long-term ones, while others will have quick results. Eventually your involvement in long-term projects may pay off but that might be at the cost of doing other things. Thus, it is fine to commit to long-term projects, but always ensure you are also working on projects that will get done sooner rather than later (McFarland).

**8. Spend time working on papers that will lead to publication, rather than only SIOP presentations.** One possible way to accomplish this goal is to use SIOP as a motivating force to get the full draft of the paper complete, and when submitting the paper to SIOP, also submit the paper for publication (McFarland). Rob Ployhart further emphasizes the importance of being outcome oriented with research. Recognize the ultimate objective is to advance the state of science, so we all need to publish. This requires us to submit our completed research to journals. It is also important to note that almost every paper can find a home some place (it just might not be in one of the top journals). Never give up—even rejections provide good learning opportunities!

**9. Get data where you can find it.** For example use existing datasets (either data available from peers, faculty, or even published data) to examine interesting and important questions (Ployhart).

**10. Take advantage of class papers.** Utilize the papers from your class as first drafts for journal articles or as literature reviews for future projects.

The effort put into a class paper can't help your career unless you turn it into a published paper (Ployhart).

Obviously, conducting and publishing meaningful research can be a long and challenging process but one that is necessary if you plan to work as an academic or practitioner. As mentioned previously, the publication and presentation of research findings is the driving force behind the advancement of our field. Furthermore, selection and tenure committees often consider publications in reputable journals as an important indication of research productivity and as a way to gauge merit with respect to tenure decisions. Therefore, it is important to start conducting and publishing research early and continue the publication process throughout one's career. We hope that the above list of strategies used by individuals who were able to successfully publish their research as graduate students and as junior faculty will serve as a useful guide for others.

The background of the advertisement features a faded image of a group of people in business attire, possibly in a meeting or office setting. The word "JobNet" is written in large, white, semi-transparent letters across the top half of the image.

**EASY! CONVENIENT! EFFECTIVE!**

*"...the SIOP listing process was easy and enabled us to find a great applicant for the position. Thank you for the service."*

*—Tanya B. Kiefer  
TIAA-CREF*

**[www.siop.org/jobnet](http://www.siop.org/jobnet)  
Bringing the World  
Closer to You**



### Publishing as a Consultant: Challenges and Strategies

Lynn A. McFarland  
George Mason University

One of the most common reasons I hear from students for choosing applied over academic jobs is that they don't want to spend the rest of their lives trying to publish. When I hear this, I'm quick to point out that some of the most successful practitioners publish regularly. However, trying to conduct and publish field research while working in applied settings is not always easy. There are countless obstacles encountered when one attempts to collect field data and publish the results. So, why would a practitioner choose to pursue research opportunities? And, how do practitioners do it? To find answers to these questions, I interviewed a few I-O psychologists who have managed to publish while working a "real" job.

Four consultants with successful publication records agreed to speak with me about these issues: **Gary Carter** (Personnel Decisions Research Institutes, Inc.-PDRI), **Mark Schmit** (Gantz Wiley Research), **Josh Sacco** (Aon Consulting), and **Jeff Weekley** (Kenexa). These individuals are in different stages of their careers but have all published applied research while working as practitioners. They have published in journals such as *Journal of Applied Psychology*, *Personnel Psychology*, *Academy of Management Journal*, and *Human Performance*, just to name a few. Clearly these individuals are in a position to offer some insights about publishing research while working as a consultant. In addition, their advice is not only relevant to practitioners; many of the issues they raise apply to anyone who attempts to publish field data.

#### Benefits of Conducting Research

Practitioners rarely receive formal rewards from their employers for publishing. However, presenting and publishing research can be a great way for an organization to increase its visibility. In addition, when bidding on proposals, one often must include bios and it may help to show one is involved in the field through research. Also, as Mark pointed out, his clients are often in the profession, and they are familiar with published research. Therefore, publishing is a way of demonstrating to his clients that his organization is on the cutting edge; this may make the difference between getting a client's business or not. Recognizing this, some organizations provide incentives for research activity to encourage practitioners to engage in such endeavors. For

instance, consulting firms may consider research activity in the performance evaluation. This is considered professional development and can indirectly contribute to one's status in the organization. In addition, although rare, some organizations offer bonuses to those who present and publish research.

Practitioners also have personal reasons for wanting to conduct research. The knowledge that one is contributing to the profession can result in personal satisfaction. Certainly, seeing one's name in print is always welcomed and can help one achieve personal visibility, which may result in career advancement and more career choices.

Those interviewed also noted that research can benefit the client. The organization that provides data for a research project may learn some things from the information gathered that may be used to improve the workplace. This may help to strengthen and further the consultant-client relationship.

Now that it's clear why practitioners may choose to engage in research, let's take a look at some of the challenges often faced by practitioners when conducting research. Then, we'll examine ways to overcome these challenges.

### **Challenges Faced by Practitioners Conducting Field Research**

**Initiating data collection.** Most of those I spoke with indicated they really do not need to "convince" clients to allow them to collect data for research purposes. As Gary noted, typically, the research he seeks to conduct has applied value, so the client benefits from learning the results of such studies. However, in some instances, clients may be concerned about anonymity, particularly if the results are not favorable. In such instances, the researcher needs to make the applied value of the research clear (perhaps by reframing the research question to examine an issue of particular importance to the client) and do everything possible to ensure the client's name is protected (e.g., ensuring the organization is not mentioned in the paper).

Although most clients see the value in research and are willing to allow consultants to collect additional measures, the problem often faced is how much data the client is willing to collect. For instance, process or theoretical measures (e.g., motivation in a study examining applicant and incumbent differences in test performance; measures of cultural dimensions in a cross-cultural study), while important from a research standpoint, may not be seen as important to a client. Such measures may not only add to the length of data collection, but some of the questions asked may be considered sensitive or inappropriate. In such instances, the researcher has to determine how to best balance the client's concerns, the length of the measures, and the research questions. Changing the research question slightly may help, as this may change the nature of the measures that need to be collected and the time it will take to administer them.

**Data collection.** This is one of the more problematic aspects of the applied research process, for several reasons. First, scheduling data collection can be challenging. Employees already have so many demands on their time, it's difficult to schedule data collection sessions that work for many people.

Second, even if scheduling is possible, there's always the issue of how much time people are willing to take to participate in research. Therefore, it's wise to limit the measures to the essentials. Third, attrition is a big problem. Many people may only participate in part of the study and fail to respond to some of the measures. This will cause obvious problems later when the data are analyzed and may make it difficult to publish the results.

To address these issues, the key is to limit the questions to only those that are essential. This will reduce the amount of time it takes for participants to respond to the measures and increase the likelihood they'll stay in the process. This means that researchers must give considerable thought ahead of time to the measures they need to include, in order to answer the appropriate research questions. This also requires them to stay current with the literature so they know what these questions are.

Another way to get around some of these problems is to use archival data. Then, there's no need to battle scheduling issues or to figure out how to find the time to do it. However, the use of such data does not allow for the assessment of process variables and problems of missing data still apply. Another potential problem is the data collection strategies the organization may have used. For instance, Josh pointed out that, when an organization validates a variety of tests, they may only administer 2 or 3 tests to each participant to save time. Such a data collection strategy can severely limit a researcher's use of the data because it makes multivariate analyses nearly impossible.

***The review process.*** Publishing field data can be difficult for anyone, not just practitioners. Here are some of the major issues faced by practitioners trying to get applied research through the review process.

First, a major criticism of many field studies is the lack of process measures. Consultants do not fail to recognize the importance of process measures, but it's often very difficult to collect these kinds of data.

Second, a number of those I spoke with indicated they often get criticized for not having construct validity evidence for their measures. Keep in mind that consultants often create the measures their clients use. Therefore, most of these measures have not been widely researched. One way to get around this is to team up with an academic and administer the proprietary measure with well-known measures and do a construct validity study, often using college students in the lab. This takes more time, but if these measures are used in multiple research projects, the time investment would be well worth it.

Third, reviewers often suggest that the study should have used a particular methodology that is not feasible in field contexts. For instance, let's say a client wants to administer two tests and, because of time constraints the tests need to be administered on different days. For test security reasons, the client wants the tests administered in the same order to all applicants (i.e., all applicants take Test A on day 1 and Test B on day 2). Clearly, this is the best course of action from the client's perspective because this procedure ensures test security. However, a reviewer may see this procedure as limiting internal

validity. After all, perhaps the order in which the tests were administered affects the study results. Since all applicants were administered Test A first, the practitioner has no way of addressing this concern. This is just one of the trade-offs that must be made when conducting field research. Therefore, practitioners must often face the dilemma of using procedures that will increase internal validity but may not be easily justified in applied contexts. As Gary is quick to point out, a practitioner must ultimately use procedures most appropriate for the client, as this is job one.

Finally, since field studies are just more “messy” than lab studies, there are a number of more minor issues that seem to arise with this type of research. For instance, when using archival data, it’s often difficult to figure out the precise data collection procedures used or the particulars about the sample. This can make reviewers very uneasy (and rightfully so). In addition, as mentioned earlier, it’s difficult to get everyone to participate so missing data is often a problem. Most of these issues are raised as concerns by reviewers and are generally difficult to address, particularly since the data has already been collected.

***Finding the time.*** By far, the biggest challenge faced by those in consulting who engage in research is trying to find the time to do it. This is a challenge at every stage of the research process. As Jeff points out, there is little time to anticipate research questions or to do the necessary literature review. As a result, data that could have addressed an important research question is gathered, but because of lack of time to consider research issues, a key measure may have been excluded. Just a little more forethought could have resulted in the collection of publishable data, but this kind of forethought requires time—something consultants are often short on.

Time is also a constraint when preparing the data for publication. As Jeff noted, writing a tech report and writing a research paper are very different. It is not possible to simply use the tech report as the basis for a research paper. Even once a paper is submitted for publication, there’s little time to address reviewers’ concerns even if the response was favorable.

Why is there so little time for consultants to work on research? Most consulting firms support research in theory but do not allow consultants to take the time during the work day to spend on research. Therefore, consultants usually end up working on research on their own time (e.g., weekends or after work).

So how do consultants find the time to conduct and publish research? In the following section I review some of their strategies for addressing these challenges.

### **Meeting the Challenges**

Those I spoke with offered a number of helpful suggestions for dealing with challenges that arise when trying to conduct research while working as a practitioner. Some of these suggestions apply to anyone doing field research while others are more specific to the circumstances of those working as consultants.

**1. Show clients the value of applied research.** If a client seems hesitant to allow you to collect data or use archival data for research purposes, explain

to the client how this research will benefit the organization. Offer to write a tech report (free of charge) outlining the results and recommendations based on the study's findings. As Josh pointed out, most clients need ROI information on the services and products consultants provide. Therefore, they need to collect outcome data to justify costs. This provides consultants with an excellent opportunity to do applied research. When approaching the client about research, be sure to suggest these types of outcome measures be collected and the results shared with management to show how the expense was worthwhile.

**2. Include clients as coauthors on papers that result from the research.** This may be beneficial for two reasons. First, the client may want the visibility of a conference paper or publication and would be much more willing to allow you to collect data if someone from the company will also have his or her name on the paper. Second, if someone from the organization is a coauthor, this generally means you can expect more input from this person; thus making the client more likely to help you get what you need. This is also true if you're using archival data. The client should know exactly where the relevant data is and can answer your questions about the procedures used. Having a person from the client's organization as a coauthor will increase the likelihood you'll be able to get this information because this individual will be personally invested in the study. This is a win-win situation because you're more likely to obtain useful data and the client gets name recognition by ensuring representation on the paper.

**3. Before a project begins, think about interesting research questions.** Just take some time to think about the data that will be collected and how these data might answer interesting questions. Is there another short measure that could be added that would make this research publishable? The addition of only one or two items may make all the difference, so try to give this some thought beforehand.

**4. Do a cost-benefit analysis to determine what measures to use.** Consultants must constantly make trade-offs when trying to collect data. As Mark suggests, time and money are two critical factors that a client will consider when deciding whether or not it is worthwhile to collect data for research purposes. Ultimately, the practitioner needs to think about which measures will be the biggest bang for his or her buck. What measures are interesting but require little time? Try to balance both research needs and practicality. Hopefully, this will result in the collection of data that can answer an interesting research question.

**5. Be opportunistic.** Given how little time consultants have to work on research, they need to be opportunistic. This means, instead of waiting or searching for data to answer a specific question, take a look at data you have or are about to collect and think about how those data may be used to answer interesting research questions.

**6. Choose projects carefully.** Not all data are publishable. Since time is limited, only choose research projects that answer interesting, high impact



questions. In addition, choose projects where the data collection is “clean.” This means that there is little missing data, large sample size, and so forth. These characteristics will also make the data more publishable. In addition, focus on only one or two research projects a year. This way, it’s more likely you’ll get it done. The last thing you want to do is spread yourself too thin and end up getting nothing out the door.

**7. Publish data from an on-going project.** The benefit of doing this is that you’re much more familiar with your data (as compared to when archival data is the basis of a study) and much of the data cleaning and analysis will already be done. Therefore, much of the work you’re doing for the client will also contribute to getting the study data analyzed.

**8. Use travel as an opportunity to work on research.** Consultants often spend considerable time traveling for work. There’s little else to do on the plane when traveling to the destination or during the evenings in the hotel. Use this time to read articles or work on the paper itself. Since this is already time you’re not spending with your family, you may as well use it as a chance to make progress on research.

**9. Partner with academics.** Most of those I spoke with suggested it’s a good idea to work with academics on research projects. Academics are directly rewarded for publishing and therefore are able to spend considerably more time on research activities. In addition, if you have a data set that addresses a question in a particular area, try to work with an academic who has a history of publishing research in that area. This way, you won’t need to become an expert and read all the literature in that area (which you probably can’t do given the limited amount of time you have to devote to such things). Another reason it’s a good idea to partner with someone in academics is because, since these individuals are conducting a lot of research (and are presumably submitting their work for publication), they have a very good idea of what issues reviewers may raise with the study you’re working on. Hopefully, these issues can be pre-empted.

**10. Have patience.** As anyone who publishes will tell you, the research process can be frustrating. There may be problems during data collection, or you may get a particularly nasty review. When these problems arise, keep in mind that these snags are inevitable. Take them with good humor, and try to get past them as quickly as possible.

## Conclusions

There are a number of obstacles practitioners may encounter when trying to collect and publish field research. Although at times frustrating, conducting research can yield tremendous benefits. Not only will you have the personal satisfaction of knowing you’ve contributed to the field, but there are also external rewards. The name recognition that comes from presenting and publishing research may lead to more business and increase your marketability. Hopefully, this article has provided you with a few tips that will make the research process go a little more smoothly.



# ***HumRRO***

***Human Resources Research Organization***

*Meeting Tomorrow's  
Challenges with  
Customized Solutions Today*



***Human Resources Research Organization***

Corporate Headquarters • 66 Canal Center Plaza, Suite 400 • Alexandria, VA 22314-1591

(703) 549-3611 • Fax (703) 549-9025 & (703) 548-5574

[www.humrro.org](http://www.humrro.org)

Virginia • Kentucky • California

## **SIOP Professional Practice Series: Introducing the New Editorial Team and a Request for Proposals**

**Allan H. Church**  
**PepsiCo, Inc.**

**Janine Waclawski**  
**Pepsi-Cola North America**

At the 18th Annual SIOP Conference in Orlando Florida this year, the editorial baton for the SIOP Professional Practice book series officially changed hands from outgoing Editor **Eduardo Salas** and his team of the last several years, to incoming coeditors Janine Waclawski and Allan Church and their newly formed editorial board. Before describing our vision and guiding principles for the series going forward, however, we would like to take this opportunity to thank Eduardo and his board for doing a great job with the series during their tenure. They have delivered some very practical volumes which have been very well received in the field. We hope to be able to continue this trend during our tenure with the series over the next 5 years. In a future issue of *TIP* we will provide a more detailed update on those volumes currently in the works as well as new ideas that have been raised in an effort to bring volume editors and potential authors together.

### **Professional Practice Series—2003 Incoming Editorial Team**

#### ***Co-Editors (2003–2008)***

Janine Waclawski, Pepsi-Cola North America  
Allan H. Church, PepsiCo Inc.

#### ***Board Members (2003–2005\*)***

**Dave Bracken**, Mercer-Delta Consulting  
**Bernardo Ferdman**, Alliant International University  
**Michael Harris**, University of Missouri–St. Louis  
**Allen Kraut**, CUNY Baruch and Allen Kraut Associates  
**Jennifer Martineau**, Center for Creative Leadership  
**Steven Rogelberg**, University of North Carolina at Charlotte  
**John Scott**, Applied Psychological Techniques, Inc.  
**Carol Timmreck**, Shell Oil Company

---

\* Editorial Board members serve initially for a 3-year term with the option to continue for the remaining 3 years with the series editors. Board membership may flex depending on the number of proposals and manuscripts submitted, as well as interest levels of experienced authors and editors who would like to contribute to the series.

## Professional Practice Series Vision

Our vision statement for the Professional Practice Series for the next 6 years is as follows:

*To develop and publish high quality, practitioner focused volumes grounded in sound theory and application that promote excellence in professional practice. These volumes will serve the needs of a broad range of organizational practitioners, HR professionals, managers, and students, and will positively contribute to SIOP's reputation and financial stability.*

The series editors and Editorial Board members welcome all ideas, thoughts, suggestions, and proposals from members and nonmembers alike that support this vision and will contribute to the continued success of the series. If you would like to discuss an idea for a volume, or even a specific chapter or content area of interest, please let one of us know. We will be more than happy to provide direction, offer helpful and constructive feedback on ideas, and work with you to either develop a specific volume proposal, or connect you with others that might be working on a related idea already. If you would like a copy of the official proposal guidelines, please contact the coeditors Janine Waclawski (janine.waclawski@pepsi.com; 914-253-2479), or Allan Church (allan.church@pepsi.com; 914-253-2236) for more information.

In the meantime, listed below are some of the most recent volumes of the Professional Practice Series for those who might have missed any of them. They can be obtained either directly through the SIOP office (at a 20% member discount) or through any standard online and/or in-store retailer (e.g., amazon.com, Barnes & Noble, Borders, etc.). And remember, all the profit from these books goes directly to the Society—the volume editors and authors do not receive any royalties. As with the SIOP Frontier Series, these volumes represent significant contributions to the Society from our members.

## Recently Published Volumes

Since late 2001 the Professional Practice Series has published five new volumes. A brief description of each is provided below for those who wish to complete their collection. Look for **E. F. Holton** and **T. T. Baldwin** (Eds.), *Improving Learning Transfer Systems in Organizations* coming in July 2003.

*Resizing the organization: Managing Layoffs, Divestitures and Closings* (December 2002) **K. De Meuse** and **M. L. Marks** (Eds.). This volume provides a wealth of theoretical information, best business practices, and winning techniques for executives who must guide their companies through the often difficult processes of mergers, acquisitions, downsizings, and other transitions. *Resizing the Organization* is a field guide for applying industrial

and organizational psychology theories and practices to the management of change strategies.

*Implementing Organizational Interventions: Steps, Processes, and Best Practices* (April 2002) **J. Hedge** and **E. D. Pulakos** (Eds.). This book offers practical models, strategies, and guidance for effective implementation of organizational interventions. It also provides advice for dealing with the myriad challenges that affect a wide range of organizational interventions—such as staffing systems, performance management, reward systems, and organizational strategy—and shows how to successfully implement them. In addition, the book is filled with practical lessons learned from real-life intervention experiences.

*Organization Development: A Data-Driven Approach to Organizational Change* (November 2001) J. Wacławski and A. H. Church (Eds.). The thirteenth volume in the Professional Practice Series offers practitioners a comprehensive resource for understanding the theory and practice of OD and demonstrates its organizational effectiveness. The book offers a fresh source for exploring the primary theoretical influences on OD, shows how data-driven OD methods can be applied across a wide variety of organizational settings, discusses the major issues and trends in the field, and includes a wealth of helpful models and practical suggestions for applying these techniques in organizations.

*Creating, Implementing, and Managing Effective Training and Development: State-of-the-Art Lessons for Practice* (November 2001) **K. Kraiger** (Ed.). The twelfth volume in the Professional Practice Series is a hands-on resource that offers practitioners a compendium of the most-current theory and research concerning training and organizations. The book takes a multidisciplinary approach and contains chapters from practitioners and researchers who provide state-of-the-art information, suggestions, principles, and guidelines from a wide range of disciplines.

*The 21st Century Executive: Innovative Practices for Building Leadership at the Top* (November 2001). **R. Silzer** (Ed.). The eleventh book in the series is a comprehensive resource that offers seasoned guidance and current practices on the important issue of executive effectiveness and success. While most books on the topic focus on CEOs, this volume puts the spotlight on a larger group of executives—general managers, corporate officers, and heads of major organizational functions and business units—and offers a broad range of perspectives on how to build effective executive leadership.

# full-service-e-testing

# pan

## Performance Assessment Network

Visiting pan

pan Box

Testing

- Ⓢ Wide array of assessment products with convenient e-commerce
- Ⓢ Secure, completely automated testing protocols
- Ⓢ Bundled products - no separate purchases of manuals, booklets, or shipping required
- Ⓢ Accessible from any PC or Internet device, anytime, anywhere
- Ⓢ Instant ordering, administration, scoring, report delivery, and archiving
- Ⓢ Experience state-of-the-art functionality in your unique *pan Box* environment, the on-line workshop designed exclusively for testing professionals
- Ⓢ Register on-line for your FREE *pan Box* today - and welcome to the future!

Ⓢ [www.pantesting.com](http://www.pantesting.com)

+ 1 877 449 TEST

Ⓢ + 1 317 566 3270

# **Facing the Obligation and Challenges of Professional Development**

**Mort McPhail**  
**Jeanneret & Associates, Inc.**

**Deborah Ford**  
**CPS Human Resource Services**

**Joan Glaman**  
**The Boeing Company**

**Ted Hayes**  
**Transportation Security Administration**

**Nancy Tippins**  
**Personnel Research Associates, Inc.**

For those of you who missed our exhilarating article in the last *TIP*, the Ad Hoc Committee on Professional Development (formerly the Ad Hoc Committee on Professional Development Workshops) has been working to offer SIOP members learning experiences to help them remain abreast of advances in the field. This objective usually translates into coordinating opportunities for earning continuing education (CE) credits, such as those offered through the Master Tutorials at the SIOP conference in April.

## **Our Ethical Obligation to Develop Professionally**

In our last article, we described the widespread need for many SIOP members to earn CE credits in order to maintain their license. The committee appreciates the practical importance of having enough appropriate opportunities to earn a sufficient number of CE units. However, the importance of professional development exceeds CE credits. APA's *Ethical Principles of Psychologists and Code of Conduct* (APA, 1992, 2002), to which SIOP members are committed, underscores this point. APA's *Principles* highlight the importance of professional development beyond the need to maintain licensure. The 1992 Code addresses professional development in two places—General Principle A and General Standard 1.05. Both the principle and the standard reinforce the need for ongoing education and maintaining competence. The 2002 *Ethics Code*, slated to become effective on June 1, 2003, is less verbose on the subject of professional development, but Standard 2.03 clearly and simply states, "Psychologists undertake ongoing efforts to develop [emphasis added] and maintain their competence." The *Ethics Code* calls us not to be content with our current knowledge and skills but to continue to grow professionally as part of our ethical obligation.

## The Growing Challenge

In the October 2002 issue of *TIP*, **Thomas Becker** from the University of Delaware submitted “A Mostly Informal Analysis of Our Marketplace for Ideas.” This article highlighted the constant progression and development within the field of I-O psychology, which necessitates a certain degree of dedication, diligence, and commitment to continuous learning. Taking a cue from Becker, we conducted our own informal review of the proliferation of I-O literature published over the years.

Using PsycINFO, the APA electronic literature search engine, we found that between 1990 and 2001, over 200 articles were published in *Leadership Quarterly*, nearly 400 in *Journal of Business and Psychology*, and over 300 in *Personnel Psychology*. We also performed a simple search for general terms, to demonstrate the growth of our body of knowledge, the results of which are displayed in Table 1. The number of hits for key topics between 1990 and 2001 vastly exceeds those for the years 1978 to 1989. Researchers are refining techniques, developing new solutions, publishing more than ever, and enhancing the overall profession. It is our challenge and obligation to keep abreast of these developments.

Table 1

*Keyword Search in PsycINFO*

Keywords	1978–1989	1990–2001
Personnel Psychology	190	483
Industrial Psychology	201	417
Organizational Psychology	199	559
Job Performance	77	174

### One Possible Avenue of Development & CE Units: Local Organizations

Considering the growth in our profession, a considerable challenge exists to meet this responsibility. One avenue for professional development opportunities—and CE units—that many of you may be able to pursue is participation in local and regional applied psychology organizations. These organizations serve a vital role for I-O psychologists. These local organizations—including city or regionally based I-O groups and the regional Personnel Testing Councils (PTC)—provide both professional development and social networking opportunities for their memberships. Like the larger professional societies (APA, SIOP, IPMAAC, etc.), local organizations are nonprofit and rely on volunteers to provide and maintain the professional activities for their

memberships. However, because these organizations are smaller, they often lack both staff and budgetary resources. Coupled with their independence from APA, this lack of resources may afford little opportunity for local groups to start or maintain the level of certification necessary to offer continuing education credits through APA. In a 2002 survey of regional PTC's, it was found that some (e.g., Atlanta's) offer state-accepted continuing education credits. However, most do not.

A potential solution is for SIOP to join with these organizations to cosponsor workshops outside of SIOP's annual conference. By carefully following the requirements imposed by APA, such cosponsored workshops would be "CE eligible" and carry APA's certification. Such cosponsored programs might include one that has already been presented as a SIOP tutorial or workshop. In order to avoid possible conflicts with our annual conference, the cosponsored events would occur by agreement at times other than April. We recommend that those of you who are involved in such local or regional groups to contact SIOP about arranging such events.

In keeping with SIOP's commitment to lean and efficient administration, the Ad Hoc Committee was reviewed for sunset this year. Because the original purpose of this committee has been fulfilled, it was our recommendation that the ongoing responsibilities of the committee be assigned to the existing standing committees for Program and Continuing Education. The Executive Committee agreed, and as of this April, the Ad Hoc Committee on Professional Development has been dissolved. SIOP continues to be committed to providing and enhancing professional development opportunities to its members. Please continue to share your ideas with any member of SIOP's Executive Committee and the chairs of the Program and Continuing Education and Workshops Committees to ensure SIOP's members have access to meaningful developmental opportunities .

## **Deadline for Conference Submissions is September 17, 2003**

Beginning **July 30, 2003**, submissions  
can be easily made online at  
<http://www.siop.org/program/submissionentry.asp>



**Boris Kabanoff and Mark A. Griffin**  
**Queensland University of Technology**



This installment of the **Global Vision** column represents a little bit of a departure from our focus on international research collaboration but not a total departure. The focus here is on “expatriation” rather than (or perhaps as well as) on collaboration; nevertheless, it continues our theme of “the international dimension” in I-O psychology. When we learned some 6 months (or so) ago that **Carol Kulik** had accepted an appointment at Melbourne University we thought it provided this column with the chance to get a slice of “reality” of what it means for an I-O professional to change university systems and countries. Carol is a well-known researcher and to our knowledge the “highest profile,” North American I-O scholar to relocate to Australia. Given this, it seemed like a natural opportunity to get her perspective on both the adjustment required of her as an individual and on differences between the U.S. and Australian academies. As members of the Australian system, we thought we might gain from an “outsider’s” initial impressions of our academic system and culture, which is second nature to us. Indeed we are intrigued by Carol’s rather positive assessment of the Australian PhD process in her article, even as we, in our institution at least, work on bringing our PhD practices somewhat closer to the U.S. model. On the other hand, for our non-Australian readers, particularly Carol’s North American colleagues, we thought it would offer them an “insider’s” view of a system, about which, in our experience most Americans have a generally positive, but at best very hazy understanding. We (Mark and Boris, that is!) apologise if this latter observation sounds like a classic piece of stereotyping and we won’t even bother to try and justify it, but if it is stereotyping, at least its motivation is affectionate.

So, it is with great pleasure that we bring to you the story of “Carol in Oz Land.”

### **Carol in Oz Land: An American Academic Moves to Australia**

**Carol T. Kulik**  
**University of Melbourne**



About a year ago, as I was preparing to move to Melbourne, several of my North American colleagues asked me

“Why Australia?” There are many reasons why I decided to make the move. I could tell you about Australia’s incredible scenery or Melbourne’s numerous restaurants and cafes—but I’ll save the travel endorsements for a discussion over lattes at the next SIOP conference. Here, I’ll focus on the primary research-related reason.

Over the last 10 years or so, my research has focused on organizational efforts to manage diversity. We know that diversity in groups and organizations often has undesirable effects—less group cohesiveness, more tension, lower commitment. I’ve been studying how organizational interventions (e.g., diversity training, mentoring programs) can help to mitigate some of these negative outcomes and capitalize instead on the benefits that a diverse workforce can bring. In the U.S., my focus was on what I call “domestic” diversity. I was primarily interested in understanding how U.S. organizations could manage the effects of age, gender, race, and other demographic differences within their workforce.

However, these domestic diversity issues are not only a concern to U.S. organizations. Many countries are experiencing parallel challenges associated with aging workforces, increased female employment in traditionally male occupations, and greater racioethnic diversity resulting from changes in immigration patterns. I’ve become increasingly curious about how different countries manage diversity and how their particular approaches to diversity management are influenced by their history. American diversity research articles usually open with a standard compare-and-contrast between affirmative action programs as they were practiced in the U.S. during the 1960s and the 1970s and today’s broader diversity management programs. That’s a 30-year timeline that traces a movement from the passive nondiscrimination demanded by U.S. equal opportunity law to the more proactive diversity management efforts common in today’s organizations. In Australia, Commonwealth legislation outlawing racial discrimination was enacted in 1975 (a full decade after the Civil Rights Act appeared in the U.S.), and legislation outlawing discrimination based on sex was not enacted until 1984 (de Cieri & Olekalns, 2001). However, the term “diversity management” was already appearing in the Australian literature in 1991 (Teicher & Spearitt, 1996). While some authors have criticized Australian businesses for being slow to make diversity a top priority (D’Netto & Sohal, 1999; Teicher & Spearitt, 1996), what I have found most interesting is this rapid (to my observer’s eyes) transition from an equal opportunity focus to a diversity focus—with substantially less of the affirmative action debates and legal disputes so common in the U.S. news.

So, that’s one of the main reasons I moved to Australia. I wanted to see how diversity management in the *here-and-now* differed from diversity management in the *there-and-now*. I didn’t think that learning about national differences in diversity management was something I could do effectively if I

was anchored in only one national context. But this brings me to the usual subject of this column—"international collaboration." I can bring two distinct meanings to the term "international collaboration." It might mean "collaboration across geographic boundaries" and reflect my efforts to maintain collaborative relationships with my North American colleagues. Or it might mean "collaboration across cultural boundaries" and therefore reflect my efforts to initiate research locally and build new collaborative relationships within Australia. I'll tell you about both.

Before I left the U.S. almost a year ago, I was very concerned about maintaining my North American network. I invested a good deal of effort in strategizing ways to maintain ties to North American academic libraries and professional associations. These concerns, in general, were unwarranted. I have found international collaboration, in the geographic sense, to be a nonissue.

I hasten to add: a nonissue, for me, in my current career stage, and at my institution. As a relatively senior academic, I've spent the last 15 years or so developing collaborative relationships with students, colleagues, and coauthors. I am fortunate that my department at the University of Melbourne values my international connections and encourages me to attend conferences in the U.S. and maintain my relationships with U.S.-based associations like SIOP and the Academy of Management. Much of my collaborative writing was already being conducted via e-mail—it was only a small incremental step from spanning the west and east coast of the U.S. to spanning the (virtual) distance between the U.S. and Australia. Almost all of the submissions I receive and the correspondence I send in my role as senior associate editor at the *Journal of Management* is by e-mail. In fact, I'll share a dirty little secret—living in Australia has made me a more reliable colleague to my North American collaborators. Thanks to the International Date Line, promising something by 5 PM means that I really have until early the next morning! The reality is, most of these resources would be less available to a more junior person. I'm sure it is much more challenging to initiate international relationships than it is to maintain relationships that are already firmly established.

Which brings me to the second meaning of international collaboration—"collaboration across cultural boundaries." Remember that my primary research goal is to examine diversity management as practiced by Australian organizations. What's it like for an American born-and-bred academic to research diversity issues in Australia? There have been a few surprises along the way. Being an academic, my favorite haunt in any country is the university library, and my first priority was learning the Australian literature on managing diversity.

Great Britain and the U.S. are frequently described as two countries separated by a common language, but the same could be said of the U.S. and Australia. Most of the time, my American English ("cookie" instead of "biscuit" or "trash" instead of "rubbish") just makes Australian listeners smile.

But there is, in fact, a language barrier that can compromise my research efforts if I'm not vigilant. In my library searches, I can miss the Australian literature on "carers" of people with disabilities if I only use the American term "caregivers." I'll miss the Australian literature on "induction" of diverse recruits if I only use the term "socialization" (or even socialisation!). And my search of "compensation" will bring up only articles related to workers' compensation, and not the literature on "remuneration" that I really wanted.

Once I've gotten the search terms sorted out (usually by conducting an informal poll with my Australian colleagues over lunch), a second challenge is accessing the Australian literature. The University of Melbourne has a terrific library, with great electronic resources and a variety of indexing and searching tools. But when I use these tools to search the academic literature, I'm most likely to access American and European journals. For example, the *Asia Pacific Journal of Human Resources* (a good source of human resource research focusing on Australasian contexts) doesn't appear in these electronic indexes at all. And even if I use Lexis/Nexis and specify only Australian newspapers, the articles often describe business practices at large international companies and not the smaller Australian businesses I'm really after. It's actually been easier for me to monitor the American literature on managing diversity (including current news events) than the Australian literature. I'm learning, but slowly, to use newsalert services (e.g., CCH Australia) and local professional organizations (e.g., the Australian Human Resources Institute) to learn more about the current diversity issues facing Australian companies. I'm also beginning to meet local academics interested in diversity issues, and their recent publications are effective portals into the broader literature.

One of my responsibilities at the University of Melbourne is mentoring doctoral students in the human resource management area, and that's been a great way for me to learn about diversity issues in Australia. The students here are studying a range of diversity issues spanning gender, disabilities, sexual orientation, and a host of other demographic dimensions—not so different from the topics my students were addressing in the U.S., but with their own unique viewpoints. Doctoral student education operates very differently in the U.S. and Australia. At the U.S. institutions in which I've worked, students usually spend 2 years on coursework before moving on to develop a dissertation proposal. In Australia, doctoral students begin work on their theses almost immediately. They might take classes in statistics or content areas as needed, but there is little standard coursework required of all students. Given my American training, this system appeared to me to be rather like being thrown into the deep end of the pool to learn how to swim—and I was more than a little skeptical. But after an admittedly brief experience in the Australian system, I'm seeing the advantages it can offer. Students come into the doctoral program with a clearer sense of what they want to study. They immediately begin to satisfy that interest by getting involved in a focused

area of research. I suspect that over the long haul (and we all know that getting a PhD can be a very long haul) the Australian system may be more effective in maintaining student motivation and involvement. And it may, in some respects, produce PhD theses that have a more immediate impact. Part-time enrollment in a PhD program is much more common in Australian universities than in U.S. institutions, and many students use their current or former employer as a field site. Students, therefore, are often in a position to stimulate and direct organizational change.

I've also initiated a few collaborative projects with my Australian colleagues. In these research projects, I'm not yet learning about the content of diversity management in Australia—but I'm learning a whole lot about the process of studying diversity management in Australia. For example, it's hard for me to construct a survey on diversity issues without asking participants to self-categorize in terms of race—that final survey page asking for demographics looks funny to me without the standard race question. However, respondent race is rarely asked in Australian surveys—even in the national census. In Australia, where 25% of the workforce was born outside the country (de Cieri & Olekalns, 2001), it's considered much more informative to ask where the respondent (or the respondent's parents) was born. That's gotten me thinking about the classic distinctions we make in the diversity literature between primary and secondary dimensions—and the role we researchers play in establishing and maintaining those distinctions. I can't yet report on my experiences collecting data—the projects are still in the planning stages. I can say that local organizations, in general, seem to be highly supportive of academic research. Australian employees are less frequently surveyed than their U.S. counterparts. Perhaps that makes them less cynical about the value of survey participation—local response rates tend to be higher than what I'm used to seeing in the U.S.

But probably the most critical thing to mention is the fact that I am currently living the very phenomenon I study. A standard diversity training exercise is to send trainees out to an environment where they can have first-hand experience with being different (e.g., male trainees go to a obstetrician's office; Christian trainees visit a mosque). I've been living a 10-month version of that exercise. I've never before been so easily sorted into a single category ("Oh, she's American!"). My numerical distinctiveness made all of the usual settling-in activities (renting a place to live, opening a bank account, getting a drivers license) take on new levels of scrutiny and self-awareness. And, just as the research indicates (e.g., Kanter, 1977), that distinctiveness comes with advantages and disadvantages. As soon as the waiter hears my American accent, I am forgiven for not knowing I was supposed to order at the counter before sitting down. But I still struggle with that awkwardness at the end of the meal about whether I should tip (following my American instincts) or not (following Australian practice)—and, whatever choice I

make, I worry about the impact it has on Australian impressions of American diners. It has made me a better diversity teacher, since more of my in-class examples can be drawn directly from personal experience. We'll see if it makes me a better diversity researcher as well.

Are there some research topics that are context-free? There must be—although I'm hard-pressed to think of any at this moment. I know that my particular research interest (diversity management) is not context free—and I'm looking forward to seeing what studying diversity in North American and Australian contexts can tell us about effective diversity management *across* contexts.

## References

DeCieri, H., & Olekalns, M. (2001). Australia. In M. Patrickson & P. O'Brien (Eds.), *Managing diversity: An Asian and Pacific focus* (pp. 21–36). Milton, Qld: Wiley.

D'Netto, B., & Sohal, A. S. (1999). Human resource practices and workforce diversity: An empirical assessment. *International Journal of Manpower*, 20(8), 530–547.

Kanter, R. M. (1977). *Men and women of the corporation*. New York: Basic Books.

Teicher, J., & Spearitt, K. (1996). From equal employment opportunity to diversity management: The Australian experience. *International Journal of Manpower*, 17(4/5), 109–133.

## SIOP MEMBERS SAVE 20%!

### ***Books Available From SIOP..***

#### **Handbook of Research Methods in Industrial and Organizational Psychology**

(2002) Steven G. Rogelberg (Ed.)

A comprehensive and contemporary treatment of research philosophies, approaches, tools, and techniques indigenous to I-O psychology. An excellent modern complement to other more content-based handbooks.

\$131.95 *SIOP Member Price \$105.56*

#### **Handbook of Psychology**

#### **Volume 12: Industrial and Organizational Psychology**

(2002) Walter C. Borman, Daniel R. Ilgen, & Richard Klimoski (Eds.)

Offers comprehensive coverage of personnel selection, recruitment, training and development, motivation, personality, leadership, teams, stress, judgment, ergonomics, diversity, customer service, and other core topics.

\$150.00 *SIOP Member Price \$120.00*

**ORDER BOOKS ONLINE AT [WWW.SIOP.ORG](http://WWW.SIOP.ORG),  
BY PHONE (419) 353-0032,  
OR BY E-MAIL [BOOKS@SIOP.ORG](mailto:BOOKS@SIOP.ORG).**

## THE HIGH SOCIETY

### News of the Day

Paul M. Muchinsky

The University of North Carolina at Greensboro\*



1. Urban unrest has finally abated in Testosterone, Texas. Two rival street teams, The Bone Crushers and The Killers, had been openly engaged in team warfare for over one week. The civil unrest supposedly began when members of The Bone Crushers team posted a message on their Web site that stated, "There is no 'I' in our team." The Killers allegedly called a hasty team meeting to vote on changing the spelling of their name to "The Kyllers." However, the idea for the proposed change in spelling died in a subcommittee vote. Meanwhile, Mayor Alicia Falcone praised the coordinated gangwork of members of EMT, fire, and SWAT gangs in restoring peace to the city. She said the lawlessness teams bring to the city must never rear its ugly head again.

2. A distinguished panel of scholars recently ended a weeklong conference held in Washington, DC. The purpose of the conference was to establish which revolution had the greatest impact on changing the course of history. Preconference favorites were the French Revolution, the American Revolution, and the Bolshevik Revolution. To the surprise of only a few, the American Revolution was rated as the single most influential revolution in history. However, the stunner of the conference was the identity of the second most influential revolution, which was judged to be the Cognitive Revolution. Noted Harvard historian J. Quigley Farnsworth stood before the cameras in the media room immediately following the release of the panel's findings. Appearing befuddled, Farnsworth said, "I feel so stupid. I had never even heard of the Cognitive Revolution before. I must be living in a paper bag." However, not all panelists were in agreement with the findings. Karl Marx III expressed great dismay over the Cognitive Revolution not having been ranked first. He shouted into the microphone while pumping his clenched fist above his head, "How many more of my comrades must die before the Cognitive Revolution is granted its rightful place in history? I will no longer participate in these rigged capitalist elections!" Marx concluded by saying, "From now on I will follow my own schemas." He then set off to find some BARS to drown his sorrows.

---

\*Unamused, indifferent, or entertained readers can contact the author at [pmmuchin@uncg.edu](mailto:pmmuchin@uncg.edu).



3. All legal eyes are focused on Downers Grove, Illinois this week. Mildred Brown, a former employee of Teleturbine, is suing her former employer for wrongful discharge. According to Ms. Brown's attorney, the stated corporate policy of Teleturbine is to require each employee to be evaluated yearly using a 360° feedback instrument. Teleturbine conducted such an evaluation of Ms. Brown last year and subsequently terminated her for poor job performance. It is Ms. Brown's contention that because she had no subordinates, she was in fact the recipient of 270° feedback, not 360° feedback. She further contends that if she had subordinates, they would have attested to her value as an employee. It is her position that 270° feedback presents a biased and discriminatory evaluation of her performance. Daniel J. Daniels, lead attorney for Teleturbine, said the case has no merit. It is the company's position that because the cosine of 270° is zero, Ms. Brown has absolutely nothing to complain about.

4. It is a case of David versus Goliath in Stamford, Connecticut. Effie O'Leary, an 82-year old retired elementary school teacher, is picketing the corporate headquarters of WalkerThompsonInc. Frail and no longer in the best of health, Ms. O'Leary is protesting the corporation's name. WalkerThompsonInc was created through the merger of Walker Industries and Thompson Technology. It is Ms. O'Leary's position that the construction of the name WalkerThompsonInc violates the principles of spelling, punctuation, and capitalization that she taught over her 47-year career as a third-grade teacher. Ms. O'Leary is demanding the new name be linguistically correct, and is suggesting the name be changed to "Walker and Thompson, Inc." Corporate spokesperson Wendy Sullivan says the spelling of the name is designed to convey solidarity, cohesiveness, and unified power of the company following the merger. While the company is aware of the linguistic incorrectness of its name, Ms. Sullivan said, "The illusion of implied substance always trumps improper style." When Ms. O'Leary was asked what most troubled her about the hybrid name, she replied, "ItJustSucks."

5. In a rare display of editorial unity, the three major publishing style manuals (American Psychological Association, Modern Language Association, and the *Chicago Manual of Style*) issued a joint communiqué condemning the use of colons by authors in the titles of publications. The three style manuals allege the use of colons leads to excessive verbiage by authors in titles of their published works. They state use of colons transforms what should be an informative title into a veritable description of the work. The style manuals encourage reviewers to perform colonoscopies on submitted manuscripts, but colonectomies should be performed only by trained editors.

6. Noted psychometrician Harold Wallace recently attended a professional conference in Iron Fork, Montana. During a break in the conference proceedings, Wallace decided to attend a local high school baseball game. Unbeknownst to Wallace, the game featured a team that had lost an incredi-



ble 134 games in a row, the Allentown Knights. Their opponent for the game was the powerful Iron Fork Timber Rattlers. The outcome of the game was never in doubt, with the Timber Rattlers taking a commanding 41-3 victory over the hapless Knights. It was at this time when Wallace overheard the wife of the coach of the Knights, Bubba Morton, say, "Oh dear. This looks like consecutive loss number 135 to me." Wallace was taken by the depth of the woman's apparent emotional anguish. He quickly set about performing some statistical corrections to the final score of the ballgame. Wallace thought he could brighten Coach Morton's day by informing him of some good news. Wallace approached Morton and said, "Coach, if you correct for the fact that the length of play of this game was restricted to only 9 innings, and you correct for the 17 errors your team made, plus another 23 mental errors, and you correct for the fact that the other team was bigger, faster, stronger, and better than yours, your Knights actually won the game by a score of 373-346." Coach Morton replied, "Correct this," made an obscene hand gesture, and deposited a large quantity of expectorant on the ground. Wallace returned to the convention in a state of complete mental disarray, claiming, "I never knew my ideas were useless outside of academia." However, he was soon on his way to enjoying the annual equation writing contest, a traditional highlight of the conference. He quickly forgot about his brush with reality.

7. The city of Philadelphia recently hosted a very special festival. It celebrated the 40th anniversary of the release of the song "The Twist," originally recorded by native Philadelphian Chubby Checker. Vocalists performed the song and many of its successors, including "Let's Twist Again" and "Twist and Shout." A local radio station invited various professional groups around Philadelphia to offer their services to enhance contemporary appeal of the song. A group of local chiropractors proposed a modification of the dance that reduced the likelihood of lumbar injury among an aging rocker population. Local barbers offered to bring back the hair style worn by Chubby Checker when he first recorded the song—cut close on the sides but piled high on top. Several local I-O psychologists did their thing by suggesting new lyrics for the song. Long the trademark of our profession, several multisyllabic words were proposed to make the title and lyrics sound more self-important. They retitled the song to become "The Reciprocating Spiral Circumplex." While the original melody and beat of the song remained riveting, vocalists reported the new lyrics were particularly tricky to sing, especially on the downbeat. Internal rhyming and harmonizing became completely out of the question. When asked what he thought of the new title and lyrics for his signature song, Mr. Checker replied he didn't even know what a circumplex was, let alone a reciprocating spiral one. City officials affirmed their intention to hold a second festival in another decade to mark the golden anniversary of the song. Wheelchairs will be provided to the general public,

while I-O psychologists will be provided with mobile self-propelled sedentary non-licensable transports.

8. Warren Dibble, an I-O psychologist in Buffalo, recently demonstrated the power of civic activism. All Dibble had to do was glance at the headlines of the local newspaper to be spirited into overdrive. Reading that utility workers in the city were threatening to go on strike in the midst of a bitterly cold winter, Dibble barged into the chambers of the Buffalo City Council while it was in session. Grabbing the microphone he pleaded the moral injustice of a labor strike by utility workers. Dibble proclaimed the lives of thousands of residents could be imperiled by such action. He demanded council members respond to his questions. "Who will attend to  $SD_v$ ? Who will validate the 40% rule? How will we know if the utility function is linear? You cannot allow them to go on strike," Dibble exhorted. Dwayne Hickey, President of Union Local 17 of the Federated Utility Workers of America, who was in attendance at the meeting, was so moved by Dibble's impassioned plea that he vowed to reconsider his union's planned strike. Hickey said, "The Doc asked some questions I hadn't considered before. I don't want anything bad to happen to Este Whye or anyone else. I guess we'd better think this thing over." Council member Gwen Mangrum described Dibble's questions as "unorthodox, but obviously effective" in getting the union to reassess its position on a labor strike. She concluded by saying, "I thought I knew what utility workers did, but I guess I have a lot to learn."

9. The Doctoral Advisory Committee of Victoria Henderson eagerly awaits next Tuesday. Victoria is regarded as the best graduate student in the I-O program. Next week she will propose her dissertation idea to her advisory committee. Victoria has been working feverishly on her research idea. Rumor has it she will be proposing an elaborate model that purports to integrate motivation, leadership, job satisfaction, teamwork, and organizational justice. Her model supposedly is replete with postulates, tenets, and axioms, as well as a profusion of intervening variables. However, no one is certain what Victoria will be proposing because she is very furtive about her work. She never talks about her research ideas and always carries her notes with her to avoid prying eyes. Her committee is greatly anticipating next Tuesday because they will finally witness the arrival of Victoria's secret super model.

10. Our Web site address, [www.siop.org](http://www.siop.org), in Morse code would be: dot dash dash dot dash dash dot dash dash dot dot dot dot dot dash dash dash dot dash dash dot dot dash dash dash dot dash dot dash dash dot. If you need a mnemonic device to help you learn the code, say the words to the melody of "Jingle Bells." It actually helps. Really.

## SPOTLIGHT ON LOCAL I-O ORGANIZATIONS

**Michelle A. Donovan**  
**Intel Corporation**



In this month's issue we go to "The Motor City" to focus on the Michigan Association of Industrial-Organizational Psychologists (or MAIOP for short). As you'll see in Shin-Chin and Sandy's description below, MAIOP is an incredibly organized group of individuals. (Members update their contact information on the MAIOP self-service portal and pay their dues online at PayPal! This is more organized than some HR departments I've seen!) They are also a lively bunch that enjoys socializing (Notice the reference to cocktail hour in their opening sentence!) and learning how to truly balance the science and practice of I-O psychology through their quarterly dinner meetings, roundtables, and workshops. Read on for more details.

### **MAIOP: Michigan's Forum for Scientists, Practitioners, and Students**

**Shin-Chin Lee**  
**Wells Fargo**



**Sandy Fiaschetti**  
**DaimlerChrysler Corporation**



Michigan Association of Industrial-Organizational Psychologists (MAIOP) means cocktail hour and dinner to many I-O psychologists in Michigan. Besides "having a good time," members also enjoy an event following dinner. Typically, that event takes the form of presentations related to the science and practice of I-O (e.g., Frank Yates on decision making, **Ron Ash** on job analysis, **Art Gutman** on legal issues, etc.). Once a year, members also participate in the, if not world famous at least "Michigan famous," Roundtable where 4-5 topics are entertained, and lively debate and discussions rule the night. Previous Roundtable topics included *Behavioral Interviewing*, *Successful Consulting*, *Teams: Facts and Fads*, *Using 360s*, *Organizational Change*, and *Reducing Adverse Impact in Selection*.

In addition to quarterly dinner meetings, MAIOP hosts a series of workshops. In January 2002, **Ralph Mortensen**, a veteran executive coach and MAIOP past president, facilitated a workshop titled "*Coaching Essentials for I-O Psychologists (Don't Try This At Home)*." This workshop emerged as a follow-up to a very successful dinner meeting on executive coaching.

All events are posted on [www.maiop.org](http://www.maiop.org) for members and “passers-by.” A key part of our recruitment drive is converting the “passers-by” to full members before attending the events. Wait—did we say “before?” Yes, indeed. The lure is the discount they receive for the events as full-fledged members.

MAIOP has a dedicated base of student members who travel from near (Detroit) and far (Lansing, Mt. Pleasant). MAIOP meetings are held in the far west corner of Metro Detroit to accommodate our friends from “the other side of the state.” In February, we host a student paper competition. The winner receives a stipend to be used toward the SIOP conference and presents his or her paper at the March MAIOP meeting. Every May, MAIOP hosts the *Career Workshop*, inviting local employers to speak to students and other “job-seekers” to share job opportunities and tips for getting a job. In fall 2002 we launched a partnership with local universities to cosponsor student memberships. Since then, we have seen even more student memberships.

Another sign that students are a large part of the organization is the fall 2002 election of the first student Member-At-Large. **Jaclyn Nowakowski** (Michigan State University) joins board members **Greg Huszczo** (Eastern Michigan University), President; **Michele Jayne** (Ford Motor Company), Past President; **Margareth Bastos** (Ford Motor Company), President Elect; **Shin-Chin Lee** (Aon Consulting), Secretary-Treasurer; **Laura Lee** (Aon Consulting), Secretary-Treasurer Elect; **Sandy Fiaschetti** (DaimlerChrysler AG), Member-At-Large; and **Jack Smith** (The Kingwood Group), Member-At-Large.

The board conducts most of its business via e-mail. When it takes 5 days to reach consensus on who will transport the audiovisual equipment to a dinner event, it is not because the board is indecisive. No, no, never. It must be the speed of the Internet. Of course, the reality is, MAIOP is a volunteer organization (as Michele Jayne, our past president, likes to remind us) and everyone is busy. To that end, MAIOP has made the Web site a self-service portal where-by members can update their contact information and find other members, without having to bother the secretary-treasurer. In addition, it has employed Evite as the means to announce meeting events (and to track RSVPs and dinner choices). Further, MAIOP conducts its financial business on PayPal. All these changes reduced the secretary-treasurer’s job from an FTE to a casual part-timer. That’s a good thing because recently Shin Chin-Lee, secretary-treasurer, has left the state and consequently MAIOP, (Would you believe she wouldn’t continue as our secretary-treasurer from her new job in Iowa!?) leaving the newly reduced workload to Secretary-Treasurer-Elect Laura Lee.

Before the days of PayPal, e-mail (When was that?), and even MAIOP boards,<sup>1</sup> many opportunities existed (and still do) for I-O graduate students

---

<sup>1</sup> The authors thank **Alan R. Bass**, the first MAIOP president (1980-81) and Professor Emeritus from Wayne State University for providing the MAIOP history (and of course for being instrumental in starting MAIOP!).

and full psychologists alike to apply their science in many different industrial settings, with the auto industry being the primary setting in Detroit. These “MAIOP precursors” were instrumental in the formation of the vibrant organization we know today as MAIOP. Local psychologists built associations between industry and academia to discuss the science and local practice. Throughout the 1960s and 1970s, Michigan I-O psychologists gathered informally to discuss opportunities and to have dinner and discussion with visiting prominent psychologists (e.g., **Marv Dunnette, Doug Bray, Fred Fiedler**). Those informal meetings grew such that in May 1979, the first official MAIOP meeting was held. Our first Executive Committee (1980–81) reflects a rich mix of academic (Wayne State, Michigan State), automotive (General Motors), and other industry affiliations (Ernst & Young, Detroit Edison). That variety has lasted and sustained MAIOP’s value through present day.

So if you’re ever passing through Michigan (no doubt for your winter vacation), remember to check [www.maiop.org](http://www.maiop.org): We may have a workshop or dinner going on. Guests are always welcome with a MAIOP member! And if you’re currently in Michigan and not a MAIOP member, contact us to check us out and become a member. The camaraderie and learning are unparalleled.

### **Future Spotlights on Local Organizations:**

Stay tuned for the October *TIP* issue when we profile **MPPAW...the Minnesota Professionals for Psychology Applied to Work**. I’m looking forward to jumping from “the Motor City” to the Twin Cities (As those who know me best know I’m a true Minnesotan at heart!) to explore this hotbed of I-O psychology activities happening in the Midwest.

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](mailto:michelle.a.donovan@intel.com).



## Web Services

**R. Jason Weiss**

**Development Dimensions International**

HTML, ASP, XML...Isn't it funny how so many of the technologies that fueled the expansion of the Web are expressed as inscrutable abbreviations? One of the more recent ideas to charge onto the scene is Web services, which has a plain English name that still manages to be eerily uncommunicative. In this edition of **Leading Edge**, I will try to explain what Web services are all about, how they work, and some of the interesting possibilities they offer for I-O psychology.

### XML

XML stands for *eXtensible Markup Language*. XML is typically contrasted with HTML, the original language of the Web. Where HTML tags define how a piece of data should appear (e.g., <B> and </B> to switch bold-faced font formatting on and off), XML tags describe what the data *is* (e.g., <Gender> and </Gender>). The idea behind XML is to permit the development of new languages for describing data using user-defined tags. That's the concept of extensibility: XML document authors create their own tags and hierarchical groupings of tags, called *elements*. The group of hierarchies and tags used to define related information form a language for communicating about that information.

For example, if I were to try creating a simple element to describe simulation stimuli, it might look as follows:

```
<Stimulus>
  <Name>Delivery Problem</Name>
  <Exercise>In-basket</Exercise>
  <Format>E-Mail</Format>
  <TargetCompetency>Decision Making</TargetCompetency>
</Stimulus>
```

The HR-XML Consortium, which I have described here before, has groups working to generate flexible, detailed vocabularies for HR-related data such as benefits enrollment, recruiting and staffing, and others (see Weiss, 2001 for more details). One payoff for all of the work that it takes to define vertical industry languages using XML is that they can be shared and used as a common standard for communicating data. Naturally, this benefits companies who

wish to share data. They no longer have to develop a unique data communication protocol with each new partner, but can instead adopt a single, widespread standard and know that any potential partner will also adhere to it. Similarly, companies looking to provide a service can build in compatibility with the industry standard and look to reach the widest market from the outset.

Because it is plain text, XML opens up a world of communication between computers that might be running very different software. When a computer receives XML data over the Web, it doesn't know—or need to know—if the computer sending the data is running UNIX, Windows, or something else entirely. Web services raises the scope of this interchange beyond the mere communication of data to the remote operation of software on other computers, which offers some very intriguing possibilities. Let us now turn our attention to Web services.

### **Web Services: Software Building Blocks**

The simple idea behind Web services is to enable a piece of software to be developed by combining existing software “building blocks” distributed across a wide array of computers, without concern for the compatibility of the underlying systems that provide the building blocks. For example, a company might create a Web site for selecting into a given position by putting together an applicant portal from one computer running Unix, a test administration system from another running Windows, test content from a third running Linux, and an applicant tracking system from a fourth. In some respects, this process is not far from what some companies already do; however, the Web services model standardizes the process.

Let's start by considering the “building blocks” described above. These software building blocks are, in fact, Web services. In its most simple terms, a Web service is software functionality that can be discovered and run remotely (e.g., from a different computer). A Web service can vary in scope, from a service that offers relatively simple functionality, such as a utility that converts dates and times into different languages and regional formats, to extensive and highly complex systems, such as a fully functional applicant tracking system. The important points to remember are that Web services are typically combined as pieces of a bigger, Web-based system.

The value of Web services is that they can be used to tap into existing software functionality, saving the effort and expense of developing it directly. This enables companies to concentrate on developing software where their expertise truly lies. For example, if you are a test publisher, you can focus your development efforts on creating feature-rich software that provides your test content and scoring to other Web services that administer it. You would not need to devote resources to creating a participant portal or any of the other pieces that are necessary in a complete testing system, saving you from supporting software that simply isn't your strong suit. As a consumer of Web



services, a company will be able to quickly put together powerful combinations of Web services to design compelling solutions without having to perform unnecessary development in-house. That's the promise, at least.

### How do Web Services Work?

From the above description of Web services as software building blocks, two implications emerge. First, as noted above, a Web service is software functionality that is exposed to the Web and that is invoked remotely. This is to say, software elsewhere on the Web can call this functionality directly, as if it were on the same computer. Therefore, there must be a means for describing and exposing the functionality so that it can be accessed, and there must be a means of accessing. Third, for a Web service to garner users, there must be a means for making it known that it is available.

In the beginning of this article, I noted that Web technologies are an alphabet soup of abbreviations. Web services are actually no different. Aside from XML, three technologies are at the heart of Web services. Web Services Description Language (WSDL) describes how to connect to a Web service and use its functionality. Simple Object Access Protocol (SOAP) is a core communication technology for calling procedures on other computers and delivering the results. Universal Description, Discovery, and Integration (UDDI) are used to make Web services known to potential users. As these technologies are somewhat complex when regarded closely, we will now take just a summary look at each.

#### **WSDL**

WSDL documents are like detailed user's manuals for Web services. WSDL documents are written in XML and describe the following:

- What the Web service is;
- Where to access the Web service;
- The types of data required by the Web Service;
- The messages that can be communicated between the Web service and the system calling it; and
- The possible actions that the Web service can be called upon to perform (Worley, 2002).

#### **SOAP**

Consider SOAP as the Web services messenger. SOAP is a protocol used to communicate XML. SOAP provides a three-part structure into which XML data are enclosed as follows. The *envelope* defines the message as a SOAP message. The *header* element is an optional component used to communicate peripheral instructions to a server. For example, authentication-related commands would be found in the SOAP header. Finally, the *body* element of the SOAP message contains the XML data that are the heart of the message. These XML data might represent commands for calling a procedure on another system, or the data that are passed in return. The SOAP protocol also provides standards for the com-



position of these types of messages. Finally, the SOAP protocol provides rules for servers to use in dealing with SOAP messages. For example, the SOAP protocol describes when a server should accept or reject data.

### ***UDDI***

If you have created a Web service, you will want to publicize it so that potentially interested users will know that it is available. Part of UDDI is the UDDI Business Registry, which can be used to register your Web service so that others can find it or to search for other Web services. UDDI provides several types of directories:

- **White pages** provide contact information for Web services providers;
- **Yellow pages** classify Web services into different categories, much like traditional yellow pages; and
- **Green pages** offer technical details about connecting to and using Web services (Coyle, 2002).

### **Implications**

From the perspective of I-O practitioners who design or deliver software-centric solutions, a future world in which Web services are in full swing offers both tantalizing benefits and significant occasions for pause. Following are some of the obvious implications for I-O of the Web services future.

#### ***Focus On Your “Sweet Spot”***

As noted above, a Web services architecture lets practitioners devote limited programming resources to the functionality that adds the most unique value. If, say, you have a Web-based job analysis tool, you could potentially add Web services for interview guide generation or survey design and administration. Time and effort are saved, and you don’t have a solution that combines the powerful functionality you wish to be known for in your area of expertise with “make-do” functionality in the other areas.

#### ***Quicker Assembly of Different Solutions***

When the selection of Web services relevant to I-O psychology matures, practitioners will find themselves in the happy position of being able to quickly knit together widely divergent Web services tailored to a client’s unique needs. The rapidity of solution development must still be interpreted in terms of software development timelines. However, it makes sense that it should be easier and faster to connect two or more existing systems than to program them from scratch.

#### ***Supporting Different Solutions Will Be Complex***

The ability to quickly assemble different solutions carries with it the responsibility of having to support the diversity of solutions in play at any given point, each of which may contain different Web services with frustrat-

ingly subtle differences in behavior. Support for these solutions will require an even greater degree of cooperation between the software design and consulting services delivery groups. Another problem associated with the integration of multiple Web services is raised when bugs appear. With a potentially large number of Web services combining to form a single system, locating and eradicating bugs promises to be a frustrating endeavor.

### ***Potential Development of Industry-Wide Standards***

Just as HR-XML is working on data communication standards for the world of HR, a future industry consortium might attempt to establish Web services standards for HR. For example, these standards might start by defining the range and scope of different types of Web services within HR and follow with descriptions of minimum necessary functionality required of the different HR Web services.

### **Final Thoughts**

Web services represent a growing movement in the software development community. It remains to be seen whether Web services will ultimately end up producing only reasonably common functionality that can be used in almost any application (e.g., survey administration; help system) or whether intellectual property-heavy, industry-specific Web services will arise. For example, standard vendor-specific competency models might represent an appealing Web service for inclusion in a number of applications. What is most interesting is that there seems to be an attitude of experimentation around Web services in general, as the technology is still fairly new. It will be interesting to see how the I-O practitioner community takes to Web services and more interesting still to see what kinds of applications we are capable of developing 5 years from now.

### **Questions, Comments, Ideas?**

If you have any questions or comments about this or previous editions of **Leading Edge**, or if you have ideas for future columns, please do not hesitate to contact me at [jason.weiss@ddiworld.com](mailto:jason.weiss@ddiworld.com).

### **Acknowledgments**

I would like to express my appreciation to Fei Chen and Ron Buckton for their helpful clarifications on many of the technical issues described above.

### **References**

- Coyle, F. P. (2002). *XML, Web Services, and the Data Revolution*. Boston, MA: Addison-Wesley.
- Weiss, R. J. (2001, October). Six things you should know about XML. *TIP*, 39(2), 30–34.
- Worley, S. (2002). *Inside ASP.NET*. Indianapolis, IN: New Riders.



## ON THE LEGAL FRONT

### More Excerpts From the *Gratz* and *Grutter* Briefs

Art Gutman

Florida Institute of Technology

In the last issue of *TIP*, this column examined President Bush's position on *Gratz v. Bollinger* (2000) and *Grutter v. Bollinger* (2002). The University of Michigan's admission policy for the College of Literature, Science and Art (undergraduate) was upheld by the District Court in Eastern Michigan in *Gratz* and its Law School admissions policy was upheld by the 6th Circuit Court in *Grutter*. Both admissions policies employed minority preference in one form or another. Nevertheless, both policies were judged to satisfy 14th Amendment strict scrutiny as outlined by Justice Powell in *Regents v. Bakke* (1978). More specifically, both courts ruled that (a) diversity is a compelling government interest and that (b) the admissions policies under review are narrowly tailored to that interest.

In the administration briefs in *Gratz* and *Grutter*, Theodore Olson, the solicitor general, argued that (a) the Supreme Court need *not* decide if *Bakke* is still good law, but only, (b) that the admission policies under review are not narrowly tailored, since race-neutral methods for achieving diversity were eschewed. This author argued that the lower courts need resolution on *Bakke*, meaning the Supreme Court needs to decide if (a) diversity is a compelling government interest before addressing whether (b) the challenged policies are narrowly tailored.

As you read this column, the Supreme Court ruling is known (scheduled for June, 2003). Nevertheless, issues raised in various other briefs are worth noting, since they are likely to remain focal points for future discussion regardless of how *Gratz* and *Grutter* were decided. As the deadline for submission of amicus briefs approached (February 18, 2003), there were more than 20 briefs for the petitioners (Plaintiffs *Gratz* & *Grutter*) and more than 50 briefs for the respondents (the University of Michigan). The discussion below samples four briefs for each side.<sup>1</sup>

---

<sup>1</sup> To locate all briefs written associated with *Gratz* and *Grutter*, the reader should go to [http://supreme.lp.findlaw.com/supreme\\_court/resources.html](http://supreme.lp.findlaw.com/supreme_court/resources.html). Then, on the Docket page, click April 2003.

## For Petitioners Gratz and Grutter

The briefs selected for this group include two by the National Association of Scholars (NAS), one on *Grutter* and one on *Gratz*, and briefs supporting both *Gratz* and *Grutter* by Ward Connerly and Florida Governor Jeb Bush.

### *National Association of Scholars<sup>2</sup> for Gratz*

This brief addresses a single issue—a study by University of Michigan psychology professor Patricia Gurin cited prominently by the district court in its ruling favoring the University of Michigan in the *Gratz* case. Based on the Gurin report, the district court concluded that:

Students who experienced the most racial and ethnic diversity in classroom settings and in informal interactions with peers showed the greatest engagement in active thinking processes, growth in intellectual engagement and motivation, and growth in intellectual and academic skills.

Among the various criticisms raised by the NAS, four stand out. First, the NAS contends that Gurin did not properly define diversity. Stated differently, she asked 10 questions regarding attendance in classes, workshops, or dialogue groups, and cultural activities or multiethnic events, which, according to the NAS, “do not require the presence on campus of *any* students of another race” [italics by NAS].

Second, the NAS contends that Gurin relied too heavily on self-report measures, eschewing objective measures such as grades, standardized test scores, and graduate school enrollment and that at least one researcher (Alexander Astin of the UCLA Higher Education Research Institute) found no relationships between measures of diversity and such objective measures.

Third, the NAS contends that, at best, Gurin’s data shows “tiny differences” between attitudes of students with and without diversity experiences. The arguments here reduce to reliance on small statistical *r*-square values of less than 1% and use of liberal alpha levels ( $\alpha = 0.10$  as opposed to  $\alpha = 0.050$ ).

Finally, the NAS contends that Gurin never investigated rival hypotheses, including the possibility that “racial preferences produce negative educational effects.” According to the NAS, there are studies in the literature showing that “racial preferences in admissions may have negative effects on students and that these negative effects may outweigh any purported benefits.”

### *National Association of Scholars for Grutter*

This brief focused on two major claims made by the University of Michigan: (a) that a “national consensus” of faculty and students supports diversi-

---

<sup>2</sup> The NAS advertises itself as a constituency of 4,300 members who are “professors, graduate students, administrators, and trustees” at accredited institutions of higher education in the United States.

ty and (b) that the law school needs to achieve a “critical mass” of “under-represented minority racial and ethnic groups” because “students from groups which have been historically discriminated against have experiences that are integral to the Law School’s Mission.”

Regarding “national consensus,” the NAS cites surveys of faculty, students, and minorities in which each of these constituencies *oppose* preferences in admissions. Accordingly, the NAS concludes:

In sum, there is no consensus in favor of the type of racial preferences the Law School seeks to defend in this case. The cited studies indicate that most faculty members, most students, and most African-Americans and Hispanic-Americans oppose an admissions policy that awards preferences to members of minority groups.

The NAS then cites legal reasons for opposing the benefits of the “critical mass,” the strongest of those being (a) that theories of “group identity” are “antithetical” to the 14th Amendment’s guarantee of *individual rights* and (b) that Justice Powell’s *Bakke* ruling, which the university relies on, is fragmented,<sup>3</sup> and has never been adopted in subsequent Supreme Court rulings. Indeed, in so-called “reverse discrimination” rulings since *Bakke*, the Supreme Court has permitted preference for minorities *only* as a remedy for identifiable acts of discrimination against identifiable victims. Another legal argument cited by the NAS is that policies based on diversity have no stopping point, a core requirement for affirmative action remedies discussed by the Supreme Court in both *City of Richmond v. Croson* (1989) and *Adarand v. Peña* (1995).

The NAS then challenges the “critical mass” rationale on theoretical grounds that racial preferences foster “group over individual identity” which, in turn, leads to “racial balkanization” on college campuses. To illustrate its point, the NAS cites the following excerpt from a statement by the New York Civil Rights Coalition:

[T]he same schools that use race as a factor to achieve inclusionary admissions will also permit its use as a factor in the selection of roommates and preferences for living quarters in campus housing, for scholarships, and even for the remediation and counseling of “at risk” students.

Finally, the NAS argues that reliance on “group identity” occurs at the expense of “individual expression.” The NAS claims that universities now articulate “acceptable” and “unacceptable” viewpoints on controversial racial

---

<sup>3</sup> In the April 2003 column I cited the Supreme Court’s ruling in *Marks v. United States* (1978), which states the following with respect to *fragmented* rulings: “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.”

issues, and cites the example of Reynolds Farley, a sociology professor at the University of Michigan who, allegedly, was “attacked and stigmatized” by the university community for presenting criticisms in class of African American leaders such as Malcolm X and Marcus Garvey.

***Ward Connerly (for Gratz & Grutter)***

Ward Connerly, himself a black male, has been an ardent and high profile opponent of affirmative action in any form for well over a decade. He derives his fame from two sources: (a) he is a long-time member of the University of California Board of Regents and (b) he led the successful drive in 1996 (as chairman of the “Yes-on-209” campaign) to gain voter approval for eliminating preferences for minorities and women in state education, employment, and contracting. His brief makes five major points that, collectively, are designed to counter Justice Powell’s ruling in *Bakke*.

Two of the five points are essentially corollaries of each other, namely (a) that except for the *Bakke* case law over the last 105 years shows convincingly that the Equal Protection Clause of the 14th Amendment prohibits *both* race-based preferences and discrimination and (b) that “race and ethnic preferences based on diversity and equal treatment for every person are two incompatible principles.” His other arguments are that (c) preferences impose a “stigma of inferiority” on blacks and Hispanics, (d) that one cannot grant preferences to some groups without discriminating against other groups, and (e) that the concept of diversity is itself “incoherent and illegitimate” and is nothing more than an excuse to reinforce rigid and fixed racial quotas. Connerly also repeats a major argument made in the NAS brief for Grutter, namely:

Once they achieve their “critical mass” or as the university put it “meaningful” numbers of “minority” students, universities create campus institutions and events that are designed to keep students separate on the basis of race...[including]...race-based freshmen orientations, race-based dormitories, race-based curriculum, even race-based graduation ceremonies.

***John Ellis (JEB) Bush (for Gratz & Grutter)***

This brief, written for Governor Jeb Bush by Florida State Attorney General Charlie Crist, is entirely consistent with the briefs written for President George W. Bush by Solicitor General Theodore Olson. Unlike the NAS briefs and the Connerly brief, which attack the value of diversity, the Crist brief, like the Olson briefs, speaks to its “paramount” importance.<sup>4</sup> Further, like the Olson briefs, the Crist brief focuses on why race-neutral admissions procedures are narrowly tailored, whereas race-based admissions procedures are not. Or as stated in the Crist brief:

---

<sup>4</sup> In the April, 2003 column I neglected to mention that the phrase “paramount importance” was initially used as a descriptor for diversity by Justice Powell in his *Bakke* ruling.

Florida is committed to the paramount value of maintaining diverse institutions of higher learning. The issue, of course, is how best to attain that diversity. Our Constitution demands that the government treat each individual with equal dignity and respect regardless of his or her race or ethnicity....Florida's experience under Governor Jeb Bush's One Florida initiative demonstrates that diversity can be attained through race-neutral means.

Like the Olson briefs, the Crist brief argues that selection of the top graduates from all Florida high schools results in diversity statistics similar to those obtained with prior race-based selection procedures. However, the Crist brief goes further and details several methods of "empowerment" designed to raise the level of achievement for all disadvantaged students, regardless of race. For example, the College Reach Out Program (or CROP): "[I]dentifies disadvantaged students, of whatever race, and strives to prepare them for college through an increased number of tutors, homework clubs, and after-school and in-school academic enhancement strategies."

According to the Crist brief, approximately 75% of the CROP students are African-American and 9% are Hispanic. The Crist brief also outlines other state funded programs, including (a) accountability programs for under-achieving schools (as measured by standardized test results), (b) mentoring programs, (c) the "Florida Virtual School" for online advanced placement courses for students who do not have access to advanced placement courses at their schools, and (d) "Postsecondary Opportunity Alliances" to promote partnerships between colleges and universities with elementary schools, middle schools, and high schools in high poverty areas.

In short, the argument in the Crist brief, as in the Olson briefs, is that race-based programs are not narrowly tailored because the race-neutral programs in Florida have worked to achieve the goal of diversity in higher education.

### **For Respondent Bollinger**

The briefs selected in this group address both *Gratz* and *Grutter* and are written by 65 leading American businesses, 37 private colleges and universities, Senators Daschle, Kennedy (and 10 others), and the American Psychological Association (APA).

#### ***65 Leading American Businesses***

This brief is written on behalf of 67 of the Fortune 500 companies who have "annual revenues well over a trillion dollars and hire thousands of graduates of the University of Michigan and other major public universities." It outlines four major reasons why students from diverse educational environments "will help produce the most talented workforce." Accordingly:

First, a diverse group of individuals educated in a cross-cultural environment has the ability to facilitate unique and creative approaches to problem-solving arising from the integration of different perspectives. Second, such individuals are better able to develop products and services that appeal to a variety of consumers and to market offerings in ways that appeal to those consumers. Third, a racially diverse group of managers with cross-cultural experience is better able to work with business partners, employees, and clientele in the United States and around the world. Fourth, individuals who have been educated in a diverse setting are likely to contribute to a positive work environment by decreasing incidents of discrimination and stereotyping.

The brief also cites changing demographics, noting that at the time of the *Bakke* ruling, minorities (African Americans, Native Americans, Asian Americans & Hispanic Americans) constituted only 20% of the nation's population, a number that has grown to 28% by 1999 and is likely to grow to 47% by 2050. Therefore, it is argued that:

The rich variety of ideas, perspectives and experiences to which both nonminority and minority students are exposed in a diverse university setting, and the cross-cultural interactions they experience, are essential to the students' ability to function and contribute to this increasingly diverse community.

Interestingly, however, although the brief extols the virtues of Justice Powell's *Bakke* ruling in several places, it espouses no particular opinion regarding the issue of narrow tailoring. Accordingly:

There is not, and cannot be, serious debate about the importance of maintaining racial and ethnic diversity in our nation's leading colleges and universities. Whatever methodology is employed to select those who will be afforded the opportunity to obtain the best education and training available in America today, that methodology must operate in such a way that students of all races, cultures and ethnic backgrounds are in fact meaningfully included.

### ***37 Private Colleges and Universities***

Among all the briefs favoring the respondents, this one, in the author's opinion, does the most thorough job of addressing *both* compelling interest and narrow tailoring. It also throws in an academic freedom argument.

On the issue of compelling interest, it not only lauds Justice Powell's ruling on racial diversity as a compelling interest, it also points to the impact of *Bakke* on ensuing amendments to the Title VI regulations, and how, over the last 25 years, Title VI itself has "[o]pened the door to higher education for many qualified students, and Amici have relied on its regulatory framework



and funding to ensure their campuses are open to qualified students of diverse races and backgrounds.”

It is further argued that the interest in racial diversity does *not* imply a belief that minority group members all possess the same point of view, but rather, that race is “one of the innumerable factors that ineluctably affect and mold a student’s perspective and individuality.” The brief also cites Justice O’Connor’s quote from *Wygant v. Jackson* (1986), where she stated:<sup>5</sup> “[A]lthough 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 the use of racial considerations in furthering that interest.”

On narrow tailoring, the brief argues that programs such as that described above for the state of Florida are not “race-neutral,” but rather, they “depend entirely upon continued segregation among the states’ high schools” and further:

Such programs cut across a state’s graduating high school class with the refinement of a meat ax: they exclude well qualified minority students who attended competitive secondary schools, while including lesser qualified minority students from lower performing schools. They may also reward students for taking “easy” classes or remaining at inferior high schools to maintain high grade point averages, while punishing students who accept the challenge of advanced classes or highly competitive schools.

The brief also argues that low income or social disadvantage are poor proxies for race because it is rare to find “minority high school graduates with family incomes below \$20,000 and test scores in the top 10 percent.”

Finally, the brief argues for the academic freedom to “evaluate every candidate for admission as an individual,” taking into account an “array of factors,” including race as one of many other factors, without endorsing racial quotas.

### ***Senators Daschle, Kennedy (and 10 Others)***

Although this brief cites research (including the Gurin report) extolling the virtues of diversity, and it also criticizes race-neutral programs such as in Florida for reasons virtually identical to those cited above in the brief for the 37 private colleges and universities, its main thrust is that Justice Powell’s *Bakke* ruling was constitutionally sound and that subsequent actions by all three federal branches have treated this ruling as law and have built upon it.

Regarding the Supreme Court, the brief argues that Justice Powell’s opinion on the application of strict scrutiny to affirmative action rulings was codified in both *Croson* and *Adarand*<sup>6</sup> and, in *Johnson v. Transportation* (1987), “the [Supreme] Court upheld a public employer’s use of gender as a ‘plus’ in

---

<sup>5</sup> In the April, 2003 column I noted that Justice O’Connor made this statement in the context of a 5–4 ruling she joined striking down a union agreement on racial preference in termination.

<sup>6</sup> Actually, the first time a majority of the Supreme Court endorsed strict scrutiny in an race-based affirmative action case was in *Wygant v. Jackson* (1986).

making a promotion decision.” In addition, the brief argues that in *Regents of University of Michigan v. Ewing* (1985), the Supreme Court supported “restrained judicial review of academic decisions” and in *Miller v. Johnson* (1995), the Supreme Court, citing *Bakke*, supported concepts “such as academic freedom and self-government.”

Regarding Congress, the brief argues that the “question that divided the Court in *Bakke* was a statutory one” and that Congress has had ample opportunity to overturn the ruling, but has supported it instead. Included among those opportunities are (a) two amendments to Title VI, both signed by President Reagan, “without seeking to overturn the ‘diversity’ holding;” (b) the Riggs Amendment to the Higher Education Act of 1985, which sought to repeal *Bakke* and was defeated; (c) the Emergency School Aid Act of 1978 (ESAA) which declared that “racially integrated education improves the quality of education for all children;” (d) the Magnet Schools Assistance Program of 1978 (MSAP) which “continued provision of federal financial assistance to local educational agencies for the purpose of eliminating racial isolation;” and, most recently (e) apportionment of funds by Congress to agencies such as the National Science Foundation giving “priority consideration to increasing the participation of women and minority students;” and (f) the Minority Foreign Service Professional Development Program to “significantly increase the number of African American and other underrepresented minorities in the international service.”

Regarding the executive branch, the brief cites President Nixon’s observations relating to the ESAA, which reads:

The Act deals specifically with problems which arise from racial separation, whether deliberate or not, and whether past or present. It is clear that racial isolation ordinarily has an adverse effect on education. Conversely, we also know that desegregation is vital to quality education—not only from the standpoint of raising the achievement levels of the disadvantaged, but also from the standpoint of helping all children achieve the broad-based human understanding that increasingly is essential in today’s world.

The brief also notes that on January 8, 2002 that “the president signed into law legislation on the finding that [i]t is in the best interests of the United States to continue the federal government’s support of...local educational agencies that are voluntarily seeking to foster meaningful interaction among students of different racial and ethnic backgrounds.”

### ***American Psychological Association***

In its introduction, this brief notes that “two of APA’s divisions” are “particularly focused on areas relevant to the issues before the Court,” including Division 9 (Society for the Psychological Study of Social Issues) and Divi-

sion 45 (Society for the Psychological Study of Ethnic Minority Issues).<sup>7</sup> Beyond that, the brief is extremely light on legal issues and extremely heavy on psychological research and methodology. By its own statement, “This brief makes three points.”

Point 1 is that discrimination and prejudice still exist in the form of “unconscious stereotyping and biased behavior.” As noted in the brief, there are “implicit” or “automatic” prejudices that:

[play] an important role in producing discriminatory behavior and judgments and that measures of implicit prejudice are significant predictors of the level of discriminatory behaviors and judgments. For example, people high in implicit prejudice are unfriendly towards African American interaction partners, and form negative and stereotypical impressions of minorities.

The thrust of the argument is that research with one widely used method (the Implicit Association Test, or IAT), which assesses differences in reaction time in milliseconds, reveals the aforementioned biases and, as important, such biases are reduced when there is “face to face interaction” among members of different racial and ethnic groups.

Point 2 is that Gurin’s study was inappropriately criticized by the NAS. The brief cites five reasons for this assertion, including (a) that her research was wrongly criticized for not focusing on “structural diversity,” (b) that the small effects reported are typical of studies which disaggregate data, (c) that Dr. Gurin did use appropriate alpha levels to report her statistical findings, (d) that self-report data is appropriate for extremely large databases, whereas the objective measures provide an “unrealistically narrow view of academic achievement,” and (e) that it is obvious there can be no benefits of diversity training for White students without “presence on campus of *any* students of another race” [*italics by the APA*].

Point 3 relates to the growing minority population (estimated at 47 to 50% by 2050) and the consequential need for psychologists (and other health professionals) to understand multicultural issues. The term used by the Department of Health and Human Services (HHS) for this understanding is “cultural competence.” As articulated by the HHS:

[Underlying cultural competence is the conviction that services tailored to culture would be more inviting, would encourage minorities to get treatment, and would improve their outcome once in treatment. Cultural competence represents a fundamental shift in ethnic and race relations. ...the term competence places the responsibility on mental health services organizations and practitioners—most of whom are White...and challenges them to deliver culturally appropriate services.

---

<sup>7</sup> I believe SIOP (Division 14) also has a major interest, particularly as relates to issues raised by the 67 Leading American Businesses, but my own informal and unscientific poll of SIOP members suggests that there may not be consensus on this issue.

The APA argues that diversity in higher education is a prerequisite for psychologists (and others) to obtain cultural competence. Further, the APA itself has instituted two initiatives in this domain, including (a) encouragement to incorporate cultural competence issues in the 1990 *APA Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations* as well as in the (b) 2002 *Guidelines on Multieducational Training, Research, Practice, and Organizational Change*.

### Conclusions

There you have it. The author believes the briefs cited above are representative of the major issues favoring or opposing the petitioners and respondent in the *Gratz* and *Grutter* cases. Unlike the column written in the last issue of *TIP*, where the Olson briefs for President Bush were diced, sliced, and redigested (on legal grounds), the author has attempted to present the above briefs without comment or criticism so as to allow the reader to absorb issues that will likely be with us, both in education and employment, for years to come, regardless of how the Supreme Court decided *Gratz* and *Grutter*. If that's not enough, consider also the brief written by the Massachusetts School of Law (MSL), which addresses *Grutter* and supports *neither* party. The MSL argues that it does not need racial preference to achieve diversity. At the same time, it argues it does not need standardized tests to determine entry into law school. Politics are involved in this one because the MSL is not accredited by the American Bar Association (ABA) for the precise reason that it does *not* use standardized testing in admissions. So, issues surrounding adverse impact will likely extend beyond employment testing.

### Case Law Citations

- Adarand Constructors, Inc. v. Peña (1995) 515 US 200.
- City of Richmond v. J. A. Croson Co. (1989) 488 US 469.
- Gratz v. Bollinger ( E.D. Mich. 2000) 122 F.Supp. 811.
- Grutter v. Bollinger ( CA6 2002) 288 F.3d 732.
- Johnson v. Transportation Agency, Santa Clara County (1987) 480 US 616.
- Marks v. United States (1978) 430 US 188.
- Miller v. Johnson (1995) 515 US 900.
- Regents of Univ. of California v. Bakke (1978) 438 US 265.
- Regents of Univ. of Michigan v. Ewing (1985) 474 US 214.
- Wygant v. Jackson Board of Education (1986) 476 US 267.

# Barriers and Bridges to Inclusion: The Graduate Student Perspective

Kecia M. Thomas  
University of Georgia

Cyrrillene C. Clark  
Hay Group

During the April 2003 meeting of SIOP, we met with ethnic minority graduate students and their advocates to discuss the barriers and bridges to inclusion within I-O graduate programs. The participants represented I-O programs nationwide. Most participants were first- or second-year graduate students. As suggested by our colleague **Bernardo Ferdman** (2003), "...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" (p. 81). Therefore, we asked ethnic minority graduate students about their experience as I-O psychologists in training. Specifically we were interested in the barriers they perceive to increasing diversity within our programs and our profession and what they thought we could do about it. They were eager to express themselves and work toward a more inclusive profession and society. Their feedback is summarized here.

## Lack of Knowledge

**Barrier.** The students echoed **Ann Marie Ryan's** concerns that there is a lack of knowledge and information disseminated about the profession of I-O psychology. Many students indicated that they did not learn about the field until late in their undergraduate careers. Others were introduced to the profession by mentors and family members who worked within the broader field of psychology. Several students complained about the lack of information about I-O psychology on the Internet and suggested that the World Wide Web has a great potential to introduce those who are engaged in a career search to the field of I-O.

**Bridge.** Students were supportive of SIOP's recent efforts to establish relationships with minority-serving institutions such as the Historically Black Colleges and Universities (HBCUs) and Tribal colleges. Several of our participants were graduates of HBCUs and many of those students indicated that they have maintained contact with their undergraduate psychology departments in order to share information about their graduate student experience as well as to increase current student interest in I-O. The formation of an I-O Teaching Institute that would be offered to minority-serving institutions and which would open the lines of communication among faculty at these institutions, faculty who teach in I-O graduate programs, and I-O practitioners, was

very well received and supported. Several students volunteered to participate in the institute when it was targeted to their alma mater or region.

### **Lack of Appreciation for Diversity and Diversity Research**

**Barrier.** All of the students who participated in this forum expressed interest in conducting research related to diversity in the workplace as well as more conventional topics of I-O study. Students appeared to have different experiences in regards to their faculty's support of their diversity research interests. Many students indicated that workplace diversity as a topic of study was not valued within their graduate programs. Students suggested that for them, developing a program of research on workplace diversity was perceived as merely acting upon a personal agenda rather than as a desire to conduct important research.

For those students who did conduct research in the area of diversity, they indicated that frequently their brown-bag presentations and thesis proposals or defenses were met by silence or very limited engagement on the parts of faculty and other students. This silence is difficult for students to interpret. Graduate student allies attending the session (professors in PhD and MA/MS programs) mentioned that faculty silence is likely a result of faculty's ignorance of the diversity domain. These allies and supporters also discussed that students' pursuit of a program of diversity research may bring out issues that many people have very strong opinions about and which they would prefer to keep private (e.g., affirmative action). Furthermore, allies suggested that some topics studied may also elicit feelings of guilt and discomfort. Yet these feelings and group dynamics are issues that really should encourage more research in the area rather than discourage it. Furthermore, the silence presented to minority students engaging in diversity work offers little that they can learn from in regards to improving their research questions, methodology, or interpretations. Silence denies students an important opportunity for feedback and subsequently for their development; a privilege provided to those students who may follow a more common research path.

In addition, students articulated that they experienced not simply a lack of appreciation for diversity research but for diversity overall. Several students indicated that faculty and peers did not seem to appreciate the diversity of experience and opinion they have offered. One student suggested that often "diversity is present but not received." In other words, programs seemed to want to have students who look different around the seminar table but that their unique experience, attitudes, or perspectives were not well tolerated. At times unique perspectives or questions were evaluated as invalid. Therefore some students indicated that they now actively attempt to not bring too much of their own culture or experience to the table.

**Bridge.** A number of potential solutions were identified. Despite some faculty's lack of interest in supporting students' research on the topic of

workplace diversity, students still need support. Networking at the SIOP meeting seemed to provide many students with the opportunity to meet other faculty and practitioners who are supportive of diversity as the emphasis of one's program of research. Networking and remaining in contact with minority graduate student peers was also highlighted. Yet these solutions leave the deeper issue of I-O psychology as a narrow and "exclusive" science unchanged. Perhaps our graduate programs should think seriously about how they develop students. The American Psychological Association's *Guidelines on Multicultural Education, Training, Research, Practice and Organizational Change for Psychologists* may help our graduate programs develop all future faculty's ability to more effectively teach, support, and develop diverse students. APA's (1992) report *Surviving and Thriving in Academia*, provides useful guidance to female and ethnic minority graduate students and junior faculty on negotiating the academic environment.

### **Lack of Ethnic Minority Faculty**

**Barrier.** This was an obvious barrier for our student participants. There simply does not seem to be enough minority faculty to go around in our graduate programs. Those ethnic minority students with aspirations for a faculty career are increasingly lured by business schools that not only pay significantly more than psychology departments but which may also have more supportive climates for diversity overall. The lack of minority faculty has a spillover effect in that it likely impacts minority student recruitment and retention, the diversity of courses taught, and the inclusiveness of research published in many I-O journals.

Students from programs with minority faculty and ongoing programs of diversity research expressed their discomfort with the profession when attending SIOP. For these unique students, the climate for diversity within their graduate programs did not match the climate at meetings of the society. The diversity within their graduate programs, they felt, constructed an image of I-O that was far more inclusive than the reality presented by the actual meeting of the society. In addition, students discussed their ambivalence regarding attending subsequent meetings and had questions about their future careers in I-O given that their graduate student experience seemed so ideal in light of the reality experienced at the conference.

**Bridge.** Although this barrier was easily recognized it is not easily remedied. All students have a right to pursue a career of their choice. Yet graduate programs and major professions do need to consider the extent to which the lack of support minority students experience subsequently hampers their interest to pursue a career in an academic environment. One student suggested that there should be a mentoring program and more networking opportunities sponsored by the Committee for Ethnic Minority Affairs (CEMA). Having an ethnic minority mentor may help satisfy ethnic minority students' desire



to have contact with I-O psychologists like them. Perhaps SIOP should follow the model of our colleagues in business schools and develop a program based upon the PhD Project (<http://www.phdproject.com/index.html>). The PhD Project is an alliance of corporations, academic institutions, and academic and professional associations that provide information and support to business students who are members of underrepresented groups. The PhD Project acts as an information clearinghouse and provides advising, mentoring, workshops, and conferences for minority doctoral students who aspire to a faculty career within a business school environment. The PhD Project has been extremely successful in increasing the number of minority faculty teaching in business schools today. Since its inception in 1994, the number of professors of color has increased from 294 to 623 and there are another 400 ethnic minority students in the academic pipeline (Cole, 2003). Another national initiative, the Compact for Faculty Diversity (<http://www.sreb.org/programs/dsp/dspindex.asp>), may also present opportunities for graduate programs to recruit and develop minority students who aspire to faculty careers. Currently this faculty recruitment and development program provides funding for incoming "future faculty" as well as dissertation grants for these aspiring academics.

### **Students' Reluctance to be a Solo/Token**

**Barrier.** Several of our student participants expressed their reluctance to be a solo or token minority student within a program. Therefore not only is the lack of ethnic minority faculty a barrier to inclusion within the profession, so is the lack of ethnic minority students studying the field. Students who do have solo status in their programs discussed the experience of having to be a "mouthpiece" for an expert on the ethnic minority community and peers and faculty's presumptions about their minority experience. The literature well documents the costs of being an only in regard to heightened visibility and stress (e.g. Pettigrew & Martin, 1987, Kanter, 1977).

**Bridge.** Students suggested that graduate programs engage in more aggressive recruitment of new minority students. Our participants again expressed their willingness to facilitate contact with ethnic minority students and serve throughout the recruitment process. Psychology departments that provide useful models of effectively recruiting and retaining ethnic minority students have been identified by APA (2000a). APA (2000b) also provides guidance in increasing minority participation in the society as well. In addition, our participants encouraged current minority students to initiate relationships with new students and to serve as peer mentors as well.



## Conclusion

The participants agreed that it is important to take immediate steps to mitigate the feelings of isolation that some people of color feel within the society and the profession. The Teaching Institute will be a positive first step in broadening our reach.

To remain relevant as the demographics of our world shift, it is important that I-O psychology and SIOP have full participation from all sectors of the population. We must be in touch with multiple perspectives and reflect the work force that we study and serve. Fortunately, our current minority students are more than willing to assist in this process. These students look forward to assisting in recruitment and mentoring efforts by their programs as well as by the society. Like our minority alumni, these students are a valuable resource in helping our graduate programs and our professional society become more reflective of the world we serve.

## References

- APA (1992). *Surviving and thriving in academia*. Washington, DC: Commission on Women in Psychology and the Committee for Ethnic Minority Recruitment, Retention, and Training in Psychology. [<http://www.apa.org/pl-Oema/surviving/>]
- APA (2000a). *Model strategies for ethnic minority recruitment, retention, and training in higher education*. Washington, DC: Office of Ethnic Minority Affairs, APA. [This report can be found at <http://www.apa.org/pl-Oema/modelstrategies.pdf>.]
- APA (2000b). *Handbook for increasing ethnic minority participation in state psychological association and APA divisions*. Washington, DC: Office of Ethnic Minority Affairs, APA. [Handbook can be found at <http://www.apa.org/pl-Oema/handbook/introduction.html>.]
- Cole, Y. (2003). *Want more students of color in your university? Get professors who look like them*. DiversityInc.com [Retrieved on April 20, 2003 from [www.diversityinc.com](http://www.diversityinc.com)].
- Ferdman, B. (2003). Accounts of inclusion (and exclusion). *The Industrial-Organizational Psychologist*, 40(4), 81–86.
- Kanter, R. M. (1977). *Men and women of the organization*. NYC: Basic books.
- Pettigrew, T. F., & Martin, J. (1987). Shaping the organizational context for Black American inclusion. *Journal of Social Issues*, 43, 41–78.

# A MATTER OF DIFFERENCE

## Making the Tough Calls: Negotiating Exclusion in Inclusive and Diverse Organizations

**Martin N. Davidson**  
University of Virginia

**Bernardo M. Ferdman**  
Alliant International University



Diverse and inclusive organizations are supposed to enrich members' task effectiveness, interpersonal relationships, and personal efficacy so that members can achieve their best. In our previous columns, we have tried to communicate the shape and texture of inclusion—to present our vision of what inclusive environments might look like and how they can be cultivated (Davidson & Ferdman, 2001, 2002; Ferdman, 2003; Ferdman & Davidson, 2002a, 2002b).

But the vision of an inclusive organization is severely compromised if it doesn't also address the paradox of inclusion: What happens when someone really doesn't fit in the inclusive environment? This is one of the most challenging questions facing leaders and managers who genuinely want to make their organizations more inclusive. The vision for inclusion may be compelling, but people want to know how to get there and how to "live" there effectively when they arrive.

As we explore this turn on the path toward inclusion, we need to acknowledge our underlying assumptions. First, we approach this from the perspective of the leader-manager in a hierarchical organization. The path toward inclusion could be somewhat different for the organization member who does not have formal authority over others. Second, we assume that people in organizations care deeply about results. Inclusion and diversity discourse often focuses on process (and we shall revisit process here). But organizations also want to understand the link between inclusion and effective business results. There are times when it seems that the two are incompatible. But are they really?

### The Dilemma

*"As we debated the best strategies for selling the product in this region, my top advisor, known for his candor and insight, stated bluntly: 'Our customers simply won't tolerate having a Muslim, especially one who is orthodox, as a lead consultant. We have to deal with this....'"*

In an earlier column, we discussed the fact that boundaries exist that define who is inside and who is outside of an inclusive organization (Ferd-

man & Davidson, 2002a). Such boundaries are rarely drawn without conflict and debate over where the line should rest.

The leader describing this scenario faces a crisis of inclusion.<sup>1</sup> The assumption about Muslims in the scenario challenges the boundaries of inclusion by identifying a group of people who presumably don't belong. When so confronted, the leader has two fundamental choices: (a) challenge the stated assumption and keep pushing toward greater inclusion, or (b) acknowledge the validity of the statement and exclude the person or group member in question. Our goal in previous columns has been to build the rationale and offer some suggestions for how to undertake the former. But we also have to understand what it means to choose the latter (whether in a case like the one with which we started this section, or in other, more subtle but no less challenging situations).

Social psychologist Ellen Langer, when introducing her freshman course at Harvard many years ago, pointed out that there were three kinds of people: those who read the *New Yorker*, those who don't read the *New Yorker*, and those who don't read the *New Yorker* anymore. Even though the last two look the same to others, she noted, they are not really the same, and their difference is quite important to a social psychologist. By analogy, leaders who acknowledge the validity of the exclusionary statement may do so for different reasons. On one hand, the leader may simply ignore the importance of inclusion and carelessly or unconsciously accept the assumption as valid. In our observation, some leaders want to limit greater inclusion, especially in environments they believe are already too inclusive. Sometimes these are the more conservative voices that never wanted the boundaries to stretch in the first place. Others may have been included when boundaries were previously stretched, but now may feel that the stretch has gone far enough. These leaders miss the critical opportunities that a truly inclusive organization can promote (Davidson & Ferdman, 2001, 2002; Ferdman, 2003; Ferdman & Davidson, 2002a, 2002b).

On the other hand, the leader may find herself torn by genuinely wanting to instill an ethos of inclusion but firmly believing that the best interest of the organization is to acknowledge the validity of the statement. How can she deal with the exclusionary nature of this dilemma?

Because most people strive to be fair and to do the right thing, many who value and are committed to inclusion reflexively include any person or group that seems to be excluded. Traditionally, this has been the only stance that people and organizations committed to justice could take—to err on the side of overinclusion—to compensate for the excessive underinclusion (and active exclusion) of the past. But one result of this dynamic is that, some-

---

<sup>1</sup> Let's assume that the advisor speaks from a grounded assessment of what is true of the business setting and not from some unfounded personal prejudice.

times, we do not develop clear criteria to help us understand who really fits in the organization. In other words, we are not able to discern the appropriate boundaries of inclusion. So we end up confused when faced with the kinds of dilemmas presented by the scenario. Even in the most inclusive environments, everyone cannot fit. Our hope is that if we work at it, we can build something of which anyone and everyone can be a part. But this is just not realistic.

Thus, the leader of the inclusive organization is left with a strangely paradoxical challenge: to know when (and how) to exclude!

### **Resolution**

Ironically, the answer to the dilemma of making the tough calls about exclusion—"exclusion calls" as we refer to them—effectively rests with exercising skill in building an inclusive organization. The leader who wants to nurture inclusion must also create a context in which that inclusion has meaning. Within that context he or she must exercise a set of skills to support inclusion.

In the "Langerian" distinction above, the unskilled leader would decide promptly and without reflection that, "because this is a valid market concern, no Muslims will be placed in the lead consultant role." In contrast, the skilled leader engages in a clear and thoughtful process that would include a number of elements:

***Building the container.*** The inclusive leader uses the broader context to her or his best advantage. One of the most effective tools for dealing with difference, especially when inclusion dilemmas arise, is to create perspective—to be able to "see the big picture." This perspective acts as a container inside of which interactions and dynamics can occur. In most organizations, the container is a commitment to the goals and sustainability of the organization (Meyer & Allen, 1997). Leaders challenge the organization's members to sustain that container by working through disagreements and dilemmas about core values and their operationalization (Heifetz & Linsky, 2002).

Consider the analogy of a healthy family under duress. Members may be in conflict over a variety of issues, but there is often the experience of "getting through" the difficulties and coming to a resolution in which the members feel even closer to one another as a result of their differences. This outcome occurs because there is a foundation—a container—of trust, love, and respect between members that is not compromised by episodic differences. Indeed, stressors handled well can actually strengthen that foundation!

Holvino and Sheridan (2003) write about the importance of building interdependence as a key practice in working skillfully across differences. To the extent that the organizational container incorporates and promotes interdependence among members and groups, it should be more likely that leaders will be able to make better "exclusion calls" when necessary and more

importantly, less likely that they will be faced with unnecessary and invalid claims that certain groups or people need to be excluded.

***Context of organizational values.*** The strength of the organization's values about inclusion also affects the leader's capacity to deal effectively with exclusion. The organization may draw the line differently at what is appropriate in various situations. For example, if the organization sees itself as a role model in being inclusive, the values of the organization might encourage the leader in our earlier example to push back on the client who won't accept a Muslim consultant. Yet, in another situation, the leader may suggest that, given the nature of the business and the clients, it would not be suitable to use a consultant who is a bit shaky in English despite speaking four other languages proficiently.

Leaders in inclusive organizations can and should reinforce the value of inclusion and ask themselves and their people to thoughtfully and consistently apply that value together with other core values of the organization. The challenge for the leader faced with calls for exclusion is, as Miller and Katz (2002) suggest, to work to establish new baselines for inclusion that go beyond conventional wisdom. Ultimately, whatever decision is made in a particular case, a key test will be whether the process and the outcome support the organization's values and reinforce inclusion, or undermine them and support systematic exclusion.

***Analyzing the task.*** The effective leader must carefully consider the nature of the tasks at hand in determining whether exclusion is a necessary option. When Phil Jackson, the former coach of the Chicago Bulls basketball team in the 1990s, was asked about his apparent tolerance for the behavior of an eccentric player on the team, Dennis Rodman, Jackson was often clear in observing that Rodman, though prone to wearing dresses, was still the best rebounder in the league. The task Jackson needed personnel for was to rebound. Rodman rarely wavered in his flawless execution of the task.

The story is important because it reveals an important competency for the inclusive leader. Understanding the nature of the task is a prerequisite for knowing who could or could not execute the task. More importantly, the leader must not be duped into thinking that irrelevant surface differences or historical patterns of exclusion of members of given groups from particular tasks affect a person's ability to accomplish the task. By the same token, this clarity of task will also serve the inclusive leader in determining when someone is not the right person to accomplish the task.

***Candid communication.*** In general, the best outcomes under stress or in conflict situations result when people have an opportunity to communicate clearly how each sees the situation, what feelings are evoked, and what the impact is on each (e.g., Stone, Patton, & Heen, 1999). In attempts to nurture inclusion, organization members often hold their tongues when they should speak candidly. Sometimes this takes the form of "political correctness,"

sometimes simple indifference. Members of the organization become so attached to the illusion of compatibility that they withhold—sometimes consciously, sometimes unconsciously—their real sentiments. This undermines the capacity to have a culture of open communication, one of the core aspects of an inclusive culture (Davidson & Ferdman, 2001). Ironically, the tendency to react to overinclusion by not confronting the “inclusion conflicts” actually undermines the inclusion that one is so committed to building.

In some instances, this communication skill may even extend to engaging the potentially excluded parties. The principle is that the more cogent and diverse voices the leader can engage and the more she or he engages the relevant diversity, the more likely the right call will emerge.

***Questioning assumptions.*** Are we willing to question old (and typically unquestioned) assumptions about who can do what when, or what skills or profile is needed to get certain tasks done? If we do so, we are more likely to make wise choices. To make tough calls about exclusion skillfully, leaders must not agree to a course of action just because “that’s how it has always been done,” because a survey points in a certain direction, or because “the majority rules.” The leader faced with the scenario we began with, before choosing to deal with the situation by choosing exclusion, must explore and question a range of assumptions, including those about the implications of customer intolerance, the organization’s role and responsibility regarding social change, and the appropriateness of discomfort and conflict in business situations.

***Acknowledging the role of time.*** Inclusive leaders should consider the role of time in the dynamics of determining when particular degrees of inclusion or exclusion are appropriate. History and intergroup dynamics can consciously and unconsciously affect how we assess whether inclusion or exclusion is warranted. For example, there is often a history between the relevant groups, either antagonistic or supportive, that can and should be discerned by the leader, both inside the organization and in its external environment. In carrying out this assessment, it is often helpful to seek counsel from a broad range of perspectives.

***Revisiting and learning from decisions.*** Whether the ultimate decision is to exclude or include, a commitment to re-examine the decision and the process by which it was reached is critical for the inclusive leader. Such an analysis together with constant inquisitiveness about how to stretch the boundaries of inclusion at a later point distinguishes a more thoughtful, skilled approach from a “knee-jerk” one. Simply accepting exclusionary practices because “that’s how it has always been done” is the wrong approach, in our view. Making difficult calls after a period of broad-based input and consideration is more skillful. This is important because invariably, we will make mistakes.

Consider the case of Gabriel García Márquez, the Nobel-Prize winning Colombian novelist. As a “lay” publisher, we might reflexively assume that a critical skill for a writer is knowing how to spell properly. We might believe

that it is quite reasonable to exclude a poor speller from a position as a copywriter for a newspaper or advertising agency. Yet, in his recent autobiography, García Márquez (2002) reveals that he has always been a notoriously atrocious speller and has depended completely on proofreaders to correct the spelling in his manuscripts!

Effective leaders of inclusion must be constantly vigilant in this regard.

## Conclusion

We believe the sum of the leader's efforts in these areas creates wisdom in engaging inclusion. In other words, knee-jerk reactions are less likely to be helpful than thoughtful, engaged processes. There is no rule book or formula to tell a leader exactly what to do to create an inclusive environment. In this respect, leading inclusively is as much art as it is science. Yet, decisions about inclusion and exclusion must be made. We offer these options and suggestions as a way to tackle this challenge.

But there is another benefit to wise inclusive leadership. In an era of careflessness and political correctness, wise inclusive leadership frees the leader to remain passionate about what she or he believes without fearing that the passion will squelch other members' commitment and engagement. It sets a tone for candor and creates a vehicle for repair in the face of mistakes that ultimately enhances the effectiveness and the well-being of the organization.

## References

- Davidson, M. N., & Ferdman, B. M. (2001). Diversity and inclusion: What difference does it make? *The Industrial-Organizational Psychologist*, 39(2), 36–38.
- Davidson, M. N., & Ferdman, B. M. (2002). Inclusion and power: Reflections on dominance and subordination in organizations. *The Industrial-Organizational Psychologist*, 40(1), 62–67.
- Ferdman, B. M. (2003). Accounts of inclusion (and exclusion). *The Industrial-Organizational Psychologist*, 40(4), 81–86.
- Ferdman, B. M., & Davidson, M. N. (2002a). Drawing the line: Are some differences too different? (Or: Who's in, who's out, and what difference does it make?) *The Industrial-Organizational Psychologist*, 39(3), 43–46.
- Ferdman, B. M., & Davidson, M. N. (2002b). Inclusion: What can I and my organization do about it? *The Industrial-Organizational Psychologist*, 39(4), 80–85.
- García Márquez, G. (2002). *Vivir para contarla*. Bogotá: Grupo Editorial Norma.
- Heifetz, R. A. & Linsky, M. (2002). *Leadership on the line: Staying alive through the dangers of leading*. Boston: Harvard Business School Press.
- Holvino, E., & Sheridan, B. (2003). *Working across differences: Diversity practices for organizational change* (CGO Insights Briefing Note No. 17). Boston: Center for Gender in Organizations, Simmons School of Management.
- Meyer, J. P., & Allen, N. J. (1997). *Commitment in the workplace: Theory, research, and application*. Thousand Oaks, CA: Sage Publications, Inc.
- Miller, F. A. & Katz, J. H. (2002). *The inclusion breakthrough: Unleashing the real power of diversity*. San Francisco: Berrett-Koehler.
- Stone, D., Patton, B., & Heen, S. (1999). *Difficult conversations: How to discuss what matters most*. New York: Penguin.

# 3D Group

**Feedback That Fuels Success<sup>sm</sup>**

## **Featured 360° Feedback Product**

3D Group's **360° Leadership Navigator for Corporate Leaders** assesses the most relevant competencies for corporate supervisors and mid-level managers:

Business Focus	Results Orientation
Developing Talent	Customer Focus
Inclusiveness	Team Leadership
Communication	Integrity

## **SPECIAL OFFER**

**Call for a FREE Trial of our 360 System**

Send a leader through our 360 process for free!

For more information, call Amanda Walsh

(510) 525-4830 x207

Limited-time, non-transferable offer

standardized tools  
internet surveys  
high volume



custom solutions  
scannable forms  
low volume

***3D/***  
***Group***

**360° Feedback  
Program Evaluation  
Training Assessment  
Organizational Surveys**

**www.3dgroup.net**

**(510) 525-4830**



# **Work–Family Research Soon to Get Boost in Federal Funding**

**Dianne Brown Maranto**  
**APA Science Directorate**

National Institutes of Health (NIH) offices (The National Institute for Child Health and Human Development [NICHD] and the Office of Behavioral and Social Sciences Research [OBSSR]), the National Institute for Occupational Safety and Health (NIOSH, from the Centers for Disease Control), the Child Care Bureau of the Administration for Children and Families (ACF), and the Maryland Population Research Center are collaborating with the Alfred P. Sloan Foundation to assess the state of the science in work–family, health, and well-being research to begin to carve out an agenda for future efforts that will build upon existing knowledge.

NICHD and other NIH Institutes have funded work–family research in the past, but much of this work has been funded in response to general calls for research instead of to a specific initiative focused squarely on work, family, and health research. According to Lynne Casper, NICHD's director of this program,

The time has come to build a program specifically targeted at this area of research. We are holding a conference in June 2003 to launch the new work, family, health, and well-being initiative. This conference will bring together researchers from a variety of disciplines to help identify theories, methodologies, and constructs that will help to inform a comprehensive model for future research.<sup>1</sup>

Another future conference will examine current workplace policies and practices, state and federal laws pertaining to work, and employees' notions about workplace policies and programs. This conference will also foster partnerships between employers and researchers. Both conferences will help to shape a future research agenda and funding priorities in this area.

In addition to the previously mentioned NIH research, the military, and some funding from the National Institute for Occupational Safety and Health (NIOSH), work–family research has had a major benefactor in recent years in the Alfred P. Sloan Foundation. Kathleen Christensen, a former professor of environmental psychology, developed Sloan's Workplace, Workforce and Working Families program in 1994. Since then, they have sponsored 150 grants totaling over 40 million dollars. Sloan's program is organized around three goals: (a) understanding the structure of the workplace and how it can be rethought to meet the varied needs of American workers; (b) understanding the daily lives of working families and the issues they face; and (c) pro-

---

<sup>1</sup>The conference had not yet occurred when this article was written in April 2003.

moting public understanding of working families through popular books, radio, and television. The first and second goals represent the research foci of Sloan's centers and grantees, and the third represents a newer, more applied focus of the foundation.

After several years of workplace research, Christensen recognized that many of the issues confronting families and work center around the fact that although the demographics and economic needs of the workforce have changed greatly, the setting and demands of the workplace have not.

A workplace that requires, full-time, full-year work, with minimal opportunities for time off or for flexible career paths, subverts the needs of many in today's diverse workforce. The lack of career paths that mirror life cycles makes it difficult for many, including dual-earner working parents, older workers, and single parents, to live the lives they would like. Many do not want to work full time, full year, year in and year out, on a rigid lock step career path for their entire lives. But right now they have little choice. The rigidity of the workplace is profoundly mismatched with the needs of the changing workforce.

She has worked to shape Sloan's research agenda accordingly, with new projects examining career ladders for dual earner families and examining workplace restructuring in specific industries. While the Sloan Foundation continues to support important research on working families and the issues they face, "We have also developed the workplace-workforce mismatch formulation to support action-oriented research that identifies innovative workplace ideas and practices that can form the genesis of a movement towards a more flexible and productive workplace that will be good for children, good for society, and good for business in the future."

With new sources of funding on the way, I-O psychologists may have more opportunities to be active in this area of research. Although multidisciplinary teams are common, the area seems to be dominated by sociologists and labor economists. **Debra Major**, associate professor at Old Dominion University, has been researching the effects of child health on working parents and is enthusiastic about increased funding in this area. "Children's health is a largely overlooked business concern, and constraints on working parents go unrecognized in the child health arena. This initiative will legitimize these areas of study and provide researchers across disciplines with the resources to pursue them." **Leslie Hammer**, associate professor at Portland State University, has conducted Sloan-funded research and feels that I-O psychologists have a valuable perspective to offer. "Our research on working families caring for both children and parents provides a glimpse of the dynamics, both positive and negative, that occur among dual-earner couples who are managing multiple family and work role demands simultaneously." **Tammy Allen**, associate professor at the University of South Florida, has

conducted research on family-supportive workplace issues and work-family conflict. "This is an exciting opportunity for industrial-organizational psychologists to contribute to an important research agenda. Our training in understanding both organizational and individual well-being provides an ideal foundation for conducting research on the intersection of work and family roles."

Diane Halpern, APA's president-elect, will undoubtedly bring more visibility to this area of research. Placing a high value on influencing public policy, Halpern sees the work-family balance issue as a natural for science to inform policy:

The world of work is still organized for the fictional family that lived in the world of black-and-white television in the 1950s. There are few real families with a dedicated company man, stay-at-home wife to care for the children or elderly parents, and two children who apparently never needed much care or suffer from serious illnesses. We need a new model of work—one that works for employers and working families, and psychologists are in a position to do the research to inform that new model.

## **SIOP MEMBERS SAVE 20%!**

### ***Books Available From SIOP..***

#### **Handbook of Industrial, Work and Organizational Psychology, Volume 1: Personnel Psychology**

(2002) Neil Anderson, Deniz S. Ones, Handan Kepir Sinangil & Chockalingam Viswesvaran (Eds.). A comprehensive, state-of-the-art overview of the entire field of industrial, work, and organizational psychology. An essential resource for the latest cutting-edge thinking in this area. \$135.00/SIOP Member Price \$108.00.



#### **Handbook of Industrial, Work and Organizational Psychology, Volume 2: Organizational Psychology**

(2002) Neil Anderson, Deniz S. Ones, Handan Kepir Sinangil & Chockalingam Viswesvaran (Eds.). Brings together research and offers psychological insight on management interventions, organizational theory, organizational productivity, organizational culture and climate, strategic management, stress, and job loss and unemployment. \$135.00/SIOP Member Price \$108.00.

**ORDER BOOKS ONLINE AT [WWW.SIOP.ORG](http://WWW.SIOP.ORG),**

**BY PHONE (419) 353-0032,**

**OR BY E-MAIL [BOOKS@SIOP.ORG](mailto:BOOKS@SIOP.ORG).**

## See You in Toronto—SIOP's Program at APA

**MaryBeth Mongillo**  
**APA Program Chair**

The previous *TIP* contained a listing of our SIOP program to be presented August 7–10, 2003 at the American Psychological Association Convention in Toronto. We now have confirmation of the days and times of sessions so attendees can better plan their schedules.

As you may know, the convention has been streamlined with three types of programming: regular divisional programming, the second year of the “cluster” programming designed by groups of divisions, and the central APA programming. See cluster programming article by **Rosemary Hays-Thomas**. Conveniently, all substantive programming will be scheduled in one venue, the Metro Toronto Convention Centre, for greater ease in moving among sessions.

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

### 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

METRO TORONTO CONVENTION CENTER RM 103B

**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.

METRO TORONTO CONVENTION CENTER RM 716B

**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, George Washington University; Anthony T. Pescosolido, University of New Hampshire.

METRO TORONTO CONVENTION CENTER RM 103A

**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.

METRO TORONTO CONVENTION CENTER RM 710

**Saturday, August 9**

**9:00 a.m.–10:50 a.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, Illinois State University; Nancy Baker, Alliant International University; **Louise Fitzgerald**, University of Illinois.

METRO TORONTO CONVENTION CENTER RM 718B

**Poster session.**

METRO TORONTO CONVENTION CENTER EXHIBIT HALL

*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** and **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, United States Army Research Institute.

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

*Factor Structure of Generalized Workplace Harrassment*, **Kathleen Rospenda**, University 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, Mike Benson, and Jeffrey Nelson, United States Air Force Academy.

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

*Emotional Intelligence and Transformational Leadership*, Robert Jackson, Christopher Rate, and Craig Foster, Department of Behavioral Sciences and Leadership, United States Air Force Academy.

*Sexual Harassment Policy and Training: Research-Based Prescriptions for Organizations*, Christina Garafano, **Cameron Klein**, and **Eduardo Salas** Institute for Simulation and Training.

*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*

#### **8:00 a.m.–9:50 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.

METRO TORONTO CONVENTION CENTER RECEPTION 104B

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

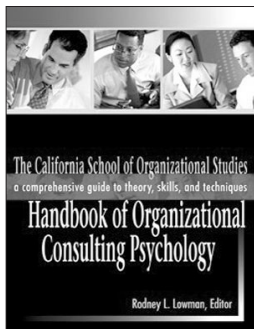
#### **Special Thanks to APA Program Committee Members/Reviewers**

An important service to SIOP is reviewing submissions for conference programs. This year the following members reviewed the proposals submitted for SIOP's APA program in Toronto in August. Thank you for your service to SIOP:

<b>Felix Brodbeck</b>	<b>John Fleenor</b>	<b>Jeff Jolton</b>	<b>Geneva Philips</b>
<b>Scott Brooks</b>	<b>John Ford</b>	<b>Mary Kelly</b>	<b>Jeff Vancouver</b>
<b>Maury Buster</b>	<b>Ronni Haston</b>	<b>Jack Kennedy</b>	
<b>Jose Cortina</b>	<b>Scott Highhouse</b>	<b>Joe Martocchio</b>	

# The California School of Organizational Studies

is pleased to announce two great publications.



## **Handbook of Organizational Consulting Psychology: A Comprehensive Guide to Theory, Skills, and Techniques**

**Rodney L. Lowman, PhD, Editor**

Dean, California School of Organizational Studies

This all-encompassing guide is destined to become a classic reference work for professionals of all types who aspire to work effectively with executives, managers, teams, or larger groups in all types of organizations.

For book order or questions contact Jossey-Bass, a Wiley Company, by phone at **800.956.7739** or at **[www.josseybass.com](http://www.josseybass.com)**

*and*

## **The Job Stress Inventory**

by  
**Bonnie Sandman, PhD**

### **From the Organizational Consulting Center**

- 57 quickly administered items
- 9 job stress facet scales
- 1 overall job stress scale
- Can be administered on line
- Extensive industrial normative samples
- Can be administered at the individual, group and organizational levels

For more information on this and other assessment products, please consult our new on-line Assessment Center **[www.alliant.edu/etesting](http://www.alliant.edu/etesting)**



## **Alliant International University**

Fresno • Irvine • Los Angeles • Mexico City • Nairobi • Sacramento • San Diego • San Francisco Bay

## **Psychologists' Roles in Organizations: 2003 APA Convention Cluster B Programming**

**Rosemary Hays-Thomas**

What's a "cluster," and why is it B? It's a group of APA divisions, and surely one of our readers can make up some witty explanation for why it's B. (The Best?) In the last *TIP*, **Bill Howell** described how cluster programming was developed in an attempt to make the format of the APA Convention more appealing. Division 14's cluster includes several other APA divisions with similar interests (Measurement, Military, Applied Engineering, Consulting, Consumer) which have organized two "tracks" of programming on the role of psychologists in organizations at the next APA convention in Toronto.

The first track deals with psychologists as external consultants and includes two sessions:

**Frazier in the Boardroom: Psychologists as Business Consultants—**

**Session 1194:** 10:00–11:50 Friday, August 8

Virginia Mullins, Chair, Valparaiso, IN (Division 13)

Richard Kilburg, Johns Hopkins University: *Psychodynamic Origins of Seven Deadly Management Errors*

Gerald P. Koocher, Simmons College: *Top 10 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, *Comments on Trends from the Experience of the Harvard Business Review*

**Invited Keynote Address—Session 1195:** 1:00–2:00 Friday, August 8

Diane L. Coutu, Harvard Business Review, *Psychology Interfaces with Business*

The second track concerns how organizations make decisions, including decisions to use psychologists in various roles.

**Invited Keynote Address—Session 1295:** 11:00–11:50 Saturday, August 9

**Gary Klein**, Klein Associates, Inc., *Naturalistic Decision Making*

Several SIOP members will participate in a panel approaching this topic from the perspectives of consultants, corporate managers, and researchers. SIOP's Visibility Committee and the proposal to change the very name of our division are indications of the importance of better recognition of our field within organizations. Come and hear what our panelists have to say and join in the discussion.

**How Organizations Decide...to Use Psychologists—Session 1294:**

1:00–2:50 Saturday, August 9

Rosemary Hays-Thomas, 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

In addition to the cluster programming, there is a full complement of Division 14 programming organized by **MaryBeth Mongillo**: a mentoring roundtable; a CE workshop on cognitive ability and personality testing; symposia on emotion in teams, money, and motivation, and the Sexual Experiences Questionnaire; posters; and a mock board hearing dealing with the boundaries of clinical and I-O practice. Details appear elsewhere in this *TIP*. See you in Toronto!

## If you need to contact APA or APS here's how to do it:

### APA

750 First Street NE  
Washington DC 20002-4242  
(800) 374-2721  
[www.apa.org](http://www.apa.org)



### APS

PO Box 90457  
Washington DC 20090-0457  
(202) 783-2077  
[www.psychologicalscience.org](http://www.psychologicalscience.org)

## SIOP Program 2004: Winding Up for the Windy City

Robert E. Ployhart  
George Mason University

The electronic submission and review processes for the annual conference have been a great success! This is a heads-up to let you know we will continue the use of the Internet and e-mail for the 2004 Conference Program.

Here are some details:

- The Call for Proposals will again be electronic this year. Members will receive an e-mail message with a link to the Call for Proposals, which will be on the Web. The Administrative Office will also send members a postcard notifying them of the Web address for the Call for Proposals.
- The submission process will be entirely electronic. That is, there will be no paper submissions for the 2004 conference. More details about the submission process will be included in the Call for Proposals.
- We will continue with the electronic recruitment of reviewers. Look for an **e-mail this summer requesting that you participate on the Conference Program Committee as a reviewer**. If your e-mail address has changed recently, be sure to notify the SIOP Administrative Office right away. Please help contribute to the program and sign up to review!
- The actual conference program will continue to be published both in paper form and on the Web.

**The deadline for submissions for the 2004 conference is Wednesday, September 17, 2003.**

We are refining the electronic submission process with the goal of continuous improvement. There may be some unforeseen problems with the electronic procedures, so thanks in advance for your patience. Ultimately, these changes will lead to more convenient submission, review, scheduling, and registration processes.



NEW! NEW! NEW! NEW! NEW!

# Effective Leadership

begins  
with

The **16PF® Leadership Coaching Report (LCR)** guides your client through this critical first step and builds an individualized developmental action plan. The LCR is a coach's tool that:

- Identifies personal gifts and limits
- Compares personal behavioral style with successful leaders
- Targets areas for development
- Provides developmental suggestions
- Proposes strategies to enhance strengths

A strong complement to 360 feedback, the LCR assesses the personality characteristics that define your client's leadership style to facilitate self-understanding, growth, and development.



**800-225-4728, EXT. ATL**

[WWW.IPAT.COM](http://WWW.IPAT.COM)

# Self-Awareness.

# Report on the Eighteenth Annual Doctoral Consortium

Charlotte Gerstner  
Personnel Decisions International

Wendy S. Becker  
University at Albany

The 18th annual I-O Doctoral Consortium was held Thursday, April 10, 2003 in the Royal Plaza Hotel in Orlando. The consortium attracted 40 advanced doctoral students from psychology, business, and management programs. Participants were split between those planning academic careers and positions in industry and consulting.

The day's activities began with a continental breakfast and welcome mixer. **Ann Marie Ryan** gave a preview of her presidential speech in the session: "Managing Your Identity as an I-O Psychologist: Early Career Challenges." Next students participated in one of two concurrent sessions. **Vicki Vandaveer** discussed "Executive Coaching: An I-O Psychologist's Perspective and Practice." **Scott Tannenbaum** presented "The Emerging Role of Human Resources as a Strategic Business Partner: How Do We Contribute?"

We relaxed over lunch and then were entertained with **Frank Landy** and his talk "Seven Rules (Plus or Minus Two) for Surviving as a Scientist-Practitioner." The afternoon featured a Town Hall Meeting with Vicki Vandaveer, **Jean Phillips**, **Robert Dipboye**, and **Maynard Goff** responding to a wide variety of student questions on career strategies.

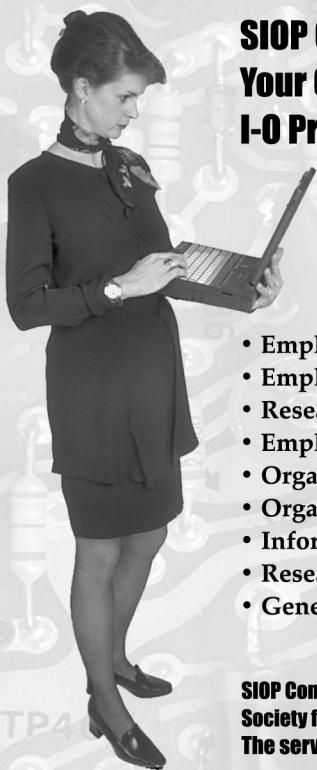
The afternoon concurrent sessions were held next. **Stan Gully** spoke about "Conducting a Successful Academic Job Search." Maynard Goff spoke about "Making Measurement Work in the Real World." We wrapped things up at 4:30 with agreement from all that the day had gone well.

Charlotte and I would like to thank the presenters for their outstanding presentations; feedback from students was uniformly positive. **Jeff McHenry** and Lee Hakel helped enormously with program planning and arrangements. We would also like to congratulate the doctoral students who participated this year: **Alexander Alonso**, **Natalie Bourgeois**, **Jo Ann Brown**, **Rebecca Butz**, **Jamie Clark**, **Michael Cullen**, **Eric Dunleavy**, **Natalia Dyomina**, **Neil Fassina**, **Julie Fuller**, **Angeline Goh**, **Leifur Hafsteinsson**, **Nathan Hiller**, **Paul Jacques**, **Michael Kennedy**, **Cameron Klein**, **Sandy Lim**, **Angie Lockwood**, **Cara Lundquist**, **Sophia Marinova**, **Jim Matchen**, **Andrew Noon**, **Christina Norris-Watts**, **Tyler Okimoto**, **Karin Orvis**, **E. Layne Paddock**, **Matthew Paronto**, **Eric Popp**, **Johannes Rank**, **Kelly Rutkowski**, **Amy Salvaggio**, **Tracey Shilobod**, **Sarah Sorenson**, **Kari Strobel**, **Sarah Strupeck**, **Edward Tomlinson**, **Krista Uggerslev**, **Patrick Wadlington**, **Craig Wallace**, and **Rebecca Winkler**.

Next year, **Kathleen Lundquist** from Applied Psychological Techniques, Inc. will join me (Wendy) as co-chair for the doctoral consortium in Chicago. Please phone (518 442-4176) or e-mail ([w.becker@albany.edu](mailto:w.becker@albany.edu)) if you have ideas or suggestions for the 2004 program.

# HELP IS JUST A CLICK AWAY

## **SIOP Consultant Locator Service: Your Online Connection to I-O Professionals**



SIOP's Consultant Locator Service allows you to search online for SIOP member consultants who specialize in:

- Employee Development
- Employee Selection and Promotion
- Research on Employee Behavior
- Employment Regulations and Standards
- Organizational Systems
- Organizational Issues
- Information Management
- Research Methodology and Application
- General Human Resources Consulting

**SIOP Consultant Locator Service is a service provided by the Society for Industrial and Organizational Psychology, Inc. The service is free and very easy to use.**

**LOG ON TO [www.siop.org](http://www.siop.org) AND CLICK CONSULTANT LOCATOR**

Society for Industrial and Organizational Psychology, Inc.  
520 Ordway Avenue • Bowling Green OH 43402  
(419) 353-0032 • fax (419) 352-2645 • [www.siop.org](http://www.siop.org)



## Report from APA Council Meeting

Kevin R. Murphy  
APA Council Representative

The most recent meeting of APA Council (February 14–16, 2003) was memorable for a number of reasons, few of which have to do with SIOP, but there were a few items of direct relevance. First, and most important, the Council of Representatives approved the continuing recognition of I-O psychology as a specialty in professional psychology. The process of specialty recognition, even for long-established specialties, is a long and arduous one, and special thanks are owed to **Mike Burke**, who chaired the effort to put together SIOP's application for continuing recognition, and the many SIOP members who contributed to this effort. Second, APA Council considered but rejected a proposal to create an APA Council Task Force on Pro Bono Affairs. Third, they discussed financial plans for the APA conference, which they hope to use as a source of future revenue. Finally, APA has made significant progress in getting its financial house in order, turning a multimillion dollar deficit in last year's budget into a small surplus project for next year (the bankruptcy of a vendor of some of APA's products could wipe this out). One way that APA made up the shortfall was by reducing its outlay for travel and meetings, although subsequent events certainly ate into those savings.

The February Council meeting was held in the teeth of one of the biggest snowstorms to hit the D.C. area in years, and numerous Council members were snowed in for days. Practically every store and restaurant in the area was closed down, and as the days wore on, hotels started running short on food. The wolves were not at the door of the Capital Hilton when the storm cleared, but it was a close call. We haven't received a report on the extra travel costs incurred by Council members who were stuck in D.C., but it is likely that some of the surplus will be gone before APA ever sees it. The APA Council electronic mailing list is still buzzing with stories about the adventures of Council members during the days following the APA Council meeting.

## Secretary's Report

Georgia T. Chao

The spring meeting of SIOP's Executive Committee and committee chairs was held on April 13 and 14, 2003 in Orlando, Florida. Highlights of decisions and topics of discussion at that meeting are presented below.

**Mike Burke** gave the president's report. A contract with LEA was approved to publish the Organizational Frontiers Series, new guidelines were approved for reimbursement of conference workshop expenses, and a revision of *Principles for the Validation and Use of Personnel Selection Procedures* (4th Edition) was approved.

**Jeff McHenry**, conference chair, reported 2,997 people registered for the SIOP conference this year. The new policy regarding hotel reservations worked well, and SIOP did not incur any hotel penalty. Discussion on holding sessions in two hotels concluded that this did not work very well since the hotels were not adjacent to one another. Plans for future conferences will try to fit into one hotel or into adjacent hotels. It was also concluded that space was too cramped for the poster sessions this year and it might be necessary to have exhibits and posters in two rooms to ensure adequate space.

**John Cornwell** presented the financial officer's report. Additional expenses were incurred with Administrative Office salary increases and the higher number of APA Council Representatives (5). We need to raise additional funds to cover the new SIOP Excellence in Teaching Award, legal fees for the SIOP Foundation, and anticipated higher costs from the Administrative Office. A discussion was held on the possibility of raising membership dues. Brainstorming sessions were also conducted to explore new ways to generate revenue or trim costs. Mike Burke proposed an ad hoc Financial Planning Committee to examine short- and long-term financial goals and plans. This proposal was approved. **Dianna Stone** requested a \$2,000 addition to the FY2004 budget for a symposium/reception at the next SIOP conference for a research session on issues related to sexual orientation. The reception afterwards will help lesbian/gay/bisexual/transgender (LGBT) members/researchers network. The 2004 Budget, including this \$2,000 addition for the 2004 SIOP Conference symposium/reception on LGBT issues, was approved.

**Ann Marie Ryan** proposed an ad hoc committee on LGBT research and membership issues. This committee would examine LGBT voice in SIOP and a possible link with CEMA to promote diversity issues in research and membership issues in SIOP. The proposal was approved.

In other actions, the Executive Committee sunsetted the Task Force on Licensure and the Ad Hoc Professional Development Workshops Committee. Jossey Bass will continue to publish a few remaining books under contract, but LEA will be our new publisher for the Organizational Frontiers Series.

Jossey Bass will not publish the Solution Series. Mike Burke noted we will send out an RFP soon to select a new publisher. The Executive Committee also approved e-mail announcements to SIOP members when new SIOP books are published. Finally, proposed changes to SIOP Bylaws, Article VII were approved to be presented to the membership for a final vote. The changes are to discontinue the APA and APS program committees and to elevate the ad hoc APA-APS relations committee to a standing committee. The APA and APS program committee duties would become subcommittees under the new APA-APS Relations Committee. The membership will vote on these proposed changes later this year.

Mike Burke reported on the process for consideration of a name change. The Long Range Planning Committee will identify a short list of potential new names from the open comment period and the wording of the ballot. This ballot will be included in the September mailing on Call for Nominations for SIOP officers. An e-mail message to the membership will be sent to remind people of the name change ballot. Ballots will go to President-Elect **Fritz Drasgow**, so the same return envelope can be used to send name-change ballot and nominations.

It's my goal to keep these reports short and to the point. If you have any questions or comments, please contact me by e-mail at [chaog@msu.edu](mailto:chaog@msu.edu) or by phone (517) 353-5418.



# Proposed Changes in Article VII of the SIOP Bylaws

Robert L. Dipboye

Member-at-Large, Chair of Long Range Planning Committee

Under Article VII (#22) of the SIOP bylaws (2002), "If the Executive Committee recommends sunsetting a committee, the recommendation will require approval of the Membership by vote of a Bylaws change." In the Spring Executive Committee meeting held on April 13–14, 2003, the decision was made by the Executive Committee to submit to the SIOP membership a change in the Bylaws. The proposed amendment would elevate the current ad hoc APA-APS Relations Committee to the status of a standing committee. The APA and APS Program Committees would become subcommittees within this new standing committee.

SIOP Bylaws call for an announcement of proposed changes at least 2 months prior to the actual voting (See Article IX, "Amendments"). Voting on the proposed changes will take place in the fall of 2003. Ballots will be mailed to all Society Members. A majority vote of those voting by mail is required to adopt any amendments.

Proposed changes are detailed below. For convenience, both old and new language is indicated. Language to be deleted is indicated by strikethrough characters and new language is underlined.

## Article VII: Committees

Current #1: The standing committees of the Society shall consist of the following: Fellowship, Membership, Election, Program, Scientific Affairs, Professional Practice, Education and Training, Newsletter, Continuing Education and Workshop, Long Range Planning, State Affairs, Awards, Frontiers Series, Practice Series, Society Conference, Historian, Foundation, Ethnic Minority Affairs, ~~and Placement, and APA/APS relations.~~

Current #6: The Program Committee shall prepare the programs of the annual Society conference ~~and other conventions (e.g., APA) as designated by the Executive Committee.~~ The Program Committee shall seek the advice of standing committees and of the membership in planning programs. ~~More than one Program Committee may be established to facilitate program design and delivery to multiple conferences of interest to the Society's membership.~~

New #21: APA/APS Relations Committee: The Committee on APA/APS Relations emphasizes collaborations with the American Psychological Association and American Psychological Society on issues and initiatives in support of mutual goals and interests. There are two subcommittees of this committee. The APA Program Subcommittee is responsible for developing SIOP's program for the annual APA Convention. The APS Program Subcommittee is responsible for developing SIOP's program for the annual APS Convention.

These subcommittees have two responsibilities: a) developing program proposals and/or soliciting proposals from others; and b) reviewing and evaluating proposals submitted to SIOP. The committee as a whole coordinates with the SIOP president to identify candidates for nomination to APA and APS governance groups. Members of this committee monitor APA/APS policy and projects that influence the practice or research of I-O psychologists. The committee is comprised of the president and president-elect, SIOP representatives to the APA Council, members who have experience with the APA or APS governing bodies, and the chairpersons of the APA and APS subcommittees.

current #22 would become #23.

current #23 would become #24.

---

# IT'S TIME TO UPDATE



## Graduate Training Programs in I-O and Related Fields

---

*Check yours at [www.siop.org](http://www.siop.org) and call (419) 353-0032 or e-mail [gtp@siop.org](mailto:gtp@siop.org) with updates or changes.*

---

## SIOP MEMBERS IN THE NEWS

### Clif Boutelle

Presentations at SIOP conferences are always a rich source of stories for the media, and the Orlando conference was no exception. Research stories, written in advance of the conference, appeared in newspapers and magazines around the country and led to several radio interviews. And workplace and specialty writers were alerted to some of the presentations that were considered to have news value to them. Also, university news and communication officers were sent summaries of their faculty members' posters and papers.

Reporters covering the 3-day meeting were pleasantly surprised to find "so many great story ideas." An added bonus was developing contacts with SIOP members for future stories. One reporter said she was going to recommend to her editor that she attend next year's conference in Chicago.

We continue to gather evidence that more and more reporters are using SIOP's Media Resources to find expert commentary for their news stories. Any SIOP member wishing to be included in Media Resources can do so online through the Web site at [www.siop.org](http://www.siop.org).

Following are just some of the mentions that SIOP members have been receiving in the media:

A study by **Wendy Becker**, assistant professor of management at the University of Albany, documenting staffing problems nationwide in forensic science labs due to state budget cuts drew the attention of NPR Radio. The cuts come at a time when there is a great demand for DNA testing in solving crimes. The study proposed a formula for estimating staffing needs based on population statistics as well other possible solutions for lab directors and state legislators to consider. An interview with Becker was aired May 15 on NPR's *Morning Edition* program.

A May 16 *Psychology Today* article cites a Texas A&M study by **Ann Huffman**, a doctoral student in psychology, and **Stephanie Payne**, a professor of psychology, that was reported at the SIOP conference in April. The May 6 article quoted their findings that men are more likely than women to say they'll quit their jobs if time with their family is jeopardized.

Research on the effects of incivility in the workplace by **Lisa Penney** of Personnel Decisions Research Institutes and the University of South Florida, and **Paul Spector**, professor of I-O psychology at USF, has been the subject of numerous stories in several newspapers across the country, including the *Orlando Sentinel* and the *Buffalo Evening News*. The May 18 issue of *Newsweek Japan* carried the story. Penney also was interviewed by a Los Angeles radio station. The research was presented at a poster session at the SIOP conference.

**Kathleen Grace**, a partner in Jackson Leadership Systems, Inc. in Newmarket, Ontario, was featured in the April issue of *Workplace Today*, which focuses on Canadian workplace issues and strategies. "Succession issues (in Canadian companies) are going to be hit hard in the next 5 years and corporations are going to have to develop a culture that develops new avenues of leadership," Grace says. She advocates "succession streaming," where companies identify high-performing employees and match their strengths with leadership needed in certain areas of the organization. "No longer do leaders need to be all things to all people," she notes.

**Andrea Sinclair**, a doctoral candidate at Virginia Tech University, was interviewed in April on KSAN Radio in San Francisco about research she has done on equality versus equity in rewarding work teams. The story was based on a poster that Sinclair presented at the recent SIOP conference.

**Tjai M. Nielsen**, a consultant at RHR International, was quoted extensively in an article about employee burnout that appeared in the April 18 issue of *Atlanta Business Chronicle*. Technology companies are increasing employee development efforts in the wake of downsizings, especially as tight budgets make monetary rewards far less likely. When employees are allowed to develop their skills, they feel more supported by their company, even if they don't see that in their paychecks, Nielsen said.

A Center for Creative Leadership study shows that the greater the stress an organization is facing, the more important a leader's soft skills—trust, empathy, and communication—become, writes **John Fleenor**, vice-president of CCL, in the April issue of *President and CEO* magazine. Effective leaders seem to be able to blend the softer leadership skills with the tough skills needed to keep an organization afloat during difficult times.

Not everyone is striving to be the top person in an organization, according to an article in the April issue of *Health* magazine. Compared with 25 years ago when most business students had ambitions to be CEOs, the trend today is that a growing number of students express no interest in the topmost rung of the corporation, says **Richard Boyatzis**, a professor of organizational behavior at Case Western Reserve University. He attributes this change to a shift in values, which place love, spirituality, and community above monetary rewards and power. **Douglas Soat**, president of Soat Consulting Psychology Inc. in Janesville, WI, says it is ingrained in our culture for people to want to be number one. However, sometimes it is better to be happy at one's work and shun the drive to climb the corporate ladder.

Los Angeles-based radio station KCSN in March interviewed **Louis Buffardi**, a professor of I-O psychology at George Mason University, about research he and a colleague conducted on how single fathers cope in the workplace. "Childcare is no longer a woman's job. More and more men, single and married, have taken on the demands of caring for children," Buffardi said. This brings a whole new set of concerns for organizations because a

segment of their workforce that previously was only marginally affected by childcare issues now is involved to a much greater extent than ever.

The March issue of *INC Magazine* carried a major feature on **William C. Byham** and the company he cofounded with **Douglas W. Bray** in 1970, Development Dimensions International, based in Pittsburgh, PA. The article describes Byham and DDI as the country's leading developers of hiring systems. Byham advocates behavior-based selection, saying that past behaviors are the best predictors of future performance. The hard truth, says Byham, is that we need to recognize that nothing is as important as hiring the right people. Richard Boyatzis and **Larry Pfaff**, a Portage, MI consultant, also contributed to the article with their observations about the significant influence Byham and DDI have had in employee selection.

In the March 21 issue of *American Banker*, **Ben Dattner** of Dattner Consulting in New York and colleague **Allison Faucette**, wrote an article on the lessons companies can take from the lack of succession planning at Citigroup. Good organizations, they say, stay on top of corporate governance, succession planning, and leadership development. A comprehensive and integral leadership development program should provide relevant and substantial work experience along with performance feedback, coaching, mentoring, and training.

The March 17 *Orlando Sentinel* carried a story describing how communication is the key to corporate success, no matter how large the organization. **Ronald Gross**, principal in Censeo Corp., a Maitland, FL human resources consulting firm, **Eduardo Salas**, a professor of I-O psychology at the University of Central Florida, and **Scott Tannenbaum**, president of the Group for Organizational Effectiveness in Albany, NY, contributed to the article.

For a March 17 article on building motivation in today's workplace, the *Christian Science Monitor*, called upon **Bruce Katcher**, president of the Discovery Group, a management consulting firm in Sharon, MA for his expertise on keeping employees interested in their work and avoiding burnout. His suggestions included providing continuous opportunities to learn and grow which give employees more marketable skills, praising those who perform well, being honest with employees, providing decision-making opportunities, and allowing employees to have more control over their time and schedules.

**Chockalingam Viswesvaran**, a professor of psychology at Florida International University, was a major contributor to a February 26 *Orlando Sentinel* article about the increased use of pre-employment testing since the mid-1990s. The article was syndicated and later appeared in newspapers around the country. Viswesvaran said "for overall job performance, an interview is a better predictor than a personality test." However, he noted that integrity or honesty tests have been highly accurate in predicting specific counterproductive behaviors, such as theft and absenteeism.

A February 24 *Wall Street Journal* article focused on the make-up of corporate boards, noting that the spate of recent corporate leadership scandals

have led to calls for better qualified and more independent corporate board members. While corporations complain there are few qualified candidates, critics say that companies too often go to the same well for their board members and should expand their searches to new talent pools that seldom have been tapped. **Edward E. Lawler III**, director of the Center for Effective Organizations at the Marshall School of Business at the University of Southern California, was identified as an “ideal candidate” to be a director on a corporate board. The article cited his academic experience, business research and books on “Corporate Boards” and “Organizing for High Performance.” **David Nadler**, chief executive of Mercer Delta Consulting, a New York management consulting firm, said that boards, like many clubs, tended to pick people like themselves: CEOs and mostly elderly white men. He also noted that companies gravitated toward notable names who had no experience in corporate oversight. “It’s like the metaphor of the A-list party in New York. You’ve got to have the right people coming.”

Jilian Mincer, Women at Work columnist for the *Kansas City Star*, featured **Marian Ruderman**, research scientist at the Center for Creative Leadership in Greensboro, NC in a February 25 column. Contrary to popular belief that multiple roles (manager, wife, mother, civic leader) deplete a woman’s ability to perform managerial functions, Ruderman’s study found that the skills women developed outside the office often benefited the effectiveness of their roles as managers.

The *Philadelphia Inquirer* called upon **James Smither**, a professor of management at La Salle University, to provide his expertise for three workplace-related articles in February and March. The articles dealt with workplace environment and focused on productive management styles, building strong support staffs and personal relationships between female and male workers.

Smither and **Dean McFarlin**, a professor of management at the University of Dayton, were quoted in an article in the January 13 *Hartford Courant* about characteristics that employees are looking for in their leaders. They noted that the best bosses have leadership skills that foster teamwork and who are able to provide direction while allowing staff to make decisions. They also said the best bosses are able to adapt their leadership style to the needs of their employees.

*TIP* continues to seek examples of SIOP members serving as media sources for stories about the workplace and I-O psychology. So, please let us know when you contribute to a story or appear in an article. Or, if you know of a SIOP colleague who has been in the news, let us know that as well.

Send copies of the article to SIOP at PO Box 87, Bowling Green, OH 43402, or tell us about the article by e-mailing [siop@siop.org](mailto:siop@siop.org) or fax to (419) 352-2645.

## 2003 SIOP Award Winners

**Fritz Drasgow, Chair  
SIOP Awards Committee**

On behalf of the SIOP Awards and Executive Committees, I am delighted to present the 2003 SIOP Award Winners. These individuals and teams were recognized for their outstanding contributions to I-O psychology at the 2003 Annual Conference held in Orlando. Congratulations to all the following award winners!

**Walter C. Borman  
Distinguished Scientific Contributions Award**



Walter C. Borman (Personnel Decisions Research Institutes and University of South Florida) is recognized for his integrated research program that has made important contributions to I-O psychology, particularly in the theory and practice of performance measurement and expanding the criterion domain to include contextual performance. He has made critical contributions to some of the most impressive large-scale research and development endeavors in our field: Project A during the 1980s, the selection system for FAA air traffic controllers throughout the United States, and O\*NET, a comprehensive occupational information system for jobs in the U.S. economy. The latter two efforts were recognized by the M. Scott Myers Award for Applied Research in the Workplace in 2000 and 2002.

**Paul R. Sackett  
Distinguished Scientific Contributions Award**



Paul R. Sackett (University of Minnesota) has contributed to our understanding of the relationships between the psychometric, philosophical, empirical, and legal issues in personnel selection. His papers have brought together a wide range of perspectives on the problems and the prospects for developing high-stakes selection systems that serve the legitimate goals of organizations and that are responsive to societal concerns about equalizing opportunities for all. He has also contributed to our understanding of counterproductive behavior and the validity and meaning of integrity. Finally, he cochaired the development of the most recent *Standards for Educational and Psychological Testing*, which helps to define the science and practice of psychological testing.



**George P. Hollenbeck**  
**Distinguished Professional Contributions Award**



George P. Hollenbeck (Hollenbeck Associates) is recognized for his many contributions during a multifaceted career that includes positions in industry, academia, and consulting. His writings and practice have had great impact on the selection and development of leadership talent from entry-level to CEO; he has been a tireless contributor to SIOP through its workshops, programs, and committees. His work to date has spanned over 40 years of outstanding practice and service to the profession.

**David Chan**  
**Distinguished Early Career Contributions Award**



David Chan (National University of Singapore) is recognized for his early career contributions to I-O psychology. He has made important contributions in personnel selection, longitudinal modeling, multilevel issues, and adaptation to changes at work. He has published over 30 journal articles, serves on six editorial boards, and his work has been cited nearly 300 times. Previously, he won SIOP's William A. Owens Scholarly Achievement Award and the Edwin E. Ghiselli Award for Research Design. In addition to his scholarly achievements, Dr. Chan serves as a consultant to several civil service and governmental units in Singapore.

**Amy E. Colbert**  
**John C. Flanagan Award for Outstanding Student Contribution  
to the SIOP Conference**



Amy E. Colbert (University of Iowa), student first author, Lawrence A. Witt (University of Iowa), and Michael K. Mount (University of Iowa), coauthors, are recognized for their paper, "Interactive Effects of Organizational Support and Agreeableness on Interpersonal Deviance."

**Katherine J. Klein, Amy B. Conn, and Joann Speer Sorra**  
**William A. Owens Scholarly Achievement Award**



Katherine J. Klein (University of Maryland), Amy B. Conn (Personnel Decisions International), and Joann Speer Sorra (Westat), are recognized



for the best article published in I-O psychology in 2001: Klein, K. J., Conn, A. B., Sorra, J. S. (2001). Implementing computerized technology: An organizational analysis. *Journal of Applied Psychology*, 86: 811-824.

**Mark G. Ehrhart**  
**S. Rains Wallace Dissertation Research Award**



Mark G. Ehrhart (San Diego State University) is recognized for his dissertation, “Leadership and Justice Climate as Antecedents of Unit-Level Organizational Citizenship Behavior.” Dr. Ehrhart received his PhD from the University of Maryland, where Benjamin Schneider served as chair of his dissertation committee.

**Damon U. Bryant and Dahlia S. Forde**  
**Robert J. Wherry Award for the Best Paper at the IOOB Conference**



Damon U. Bryant and Dahlia S. Forde (University of Central Florida) are recognized for their presentation entitled “Detecting Differential Item Functioning in Multidimensional Tests with Interacting Abilities.”

**2003 SIOP Awards Committee Members**

Tammie Allen	Jennifer George	Deniz Ones
Talya Bauer	Maynard Goff	Cheri Ostroff
Mindy Bergman	Irv Goldstein	Jean Phillips
Wally Borman	Rick Guzzo	Eduardo Salas
Ken Brown	Mike Harris	Steve Scullen
Dan Cable	John Hollenbeck	Debra Steele-Johnson
Mike Campion	Lisa Keeping	Lynn Summers
David Chan	Deirdre Knapp	Paul Tesluk
Jan Cleveland	Amy Kristof-Brown	Lois Tetrick
John Cordery	Gary Latham	Paul Thayer
José Cortina	Paul Levy	Dan Turban
Russell Cropanzano	Jennifer Martineau	Connie Wanberg
John Delery	Joe Martocchio	Sandy Wayne
Angelo DeNisi	Cynthia McCauley	Steve Wunder
Fritz Drasgow, Chair	Fred Morgenson	Jing Zhou
Jim Farr	Ray Noe	

## **New SIOP Fellows for 2003**

**Leaetta Hough  
Dunnette Group, Ltd.**

Fourteen SIOP members were honored in Orlando with the honor and distinction of Fellow.

### **Adrienne J. Colella**



SIOP honors Dr. Colella for her major and direction-setting research on disabilities. Her creative and scholarly contribution has had national scientific impact and has brought credit to our field.

### **Jeffrey R. Edwards**

SIOP honors Dr. Edwards, one of our generation's leading methodological authorities, for his pioneering work in person-environment fit, stress and coping in the workplace, and statistical alternatives to difference scores in P-E fit research.



### **Louise F. Fitzgerald**



SIOP honors Dr. Fitzgerald for her pioneering and authoritative research on sexual harassment that bridges multiple disciplines in psychology (clinical, personality, and I-O) and has had a truly major national and international impact.

### **David A. Harrison**

SIOP honors Dr. Harrison for his theoretically and methodologically stimulating research in multiple areas: temporal issues regarding team diversity, affiliation, and performance; levels of analysis; and work adjustment, persuading us to think in new and different ways.



### **Herbert G. Heneman III**



SIOP honors Dr. Heneman for his seminal and widely cited (~1000 citations) articles in bedrock areas of our field (staffing, performance appraisal, motivation, compensation), many of which transformed our research and thinking.

### **Todd J. Maurer**

SIOP honors Dr. Maurer, one of the most published authors in our most prestigious journals, for his ground-breaking work on cut scores, performance appraisal, and learning and development in an aging workforce.



### **Cynthia D. McCauley**



SIOP honors Dr. McCauley for her innovative thinking in the area of leadership development and her translation of scientific knowledge into practical applications affecting tens of thousands of people outside our field.

### **Lynn R. Offermann**

SIOP honors Dr. Offermann for her work, considered the gold standard, on leadership and followership and for her unusually high degree of integration of science and practice in her publications, consulting practice, and teaching.



### **Belle Rose Ragins**



SIOP honors Dr. Ragins for her agenda-setting and field-defining research spanning the domains of gender, power, careers, diversity, and mentorship—transforming thinking on mentorship from casual speculation into an area of rigorous scientific investigation.

### **Craig J. Russell**



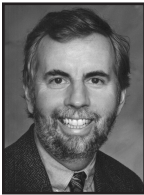
SIOP honors Dr. Russell for his unusually influential research in at least three domains—biodata, assessment centers, and research methods—applying the finest statistical rigor to “real-world” data to enhance theory and practice.

### **Jesus F. Salgado**

SIOP honors Dr. Salgado for his pioneering work in the globalization of I-O psychology, extending many U.S.-based findings to European settings using primary and meta-analytic research, and for his significant cross-cultural research on stress and burnout in 24 countries.



### **James W. Smither**



SIOP honors Dr. Smither for his leading-edge thinking and research on applicant reaction to selection processes, leadership development, performance ratings, and multisource feedback (providing solid evidence for conditions that result in long-term change).

### **Paul E. Spector**

SIOP honors Dr. Spector for his remarkably widely cited (~2,200 citations) publications that advance our knowledge in many areas including occupational stress, job satisfaction, counterproductive work behavior, personality, and turnover.



### **Sandy J. Wayne**



SIOP honors Dr. Wayne for her thought-provoking and ground-breaking research on social processes (especially influence tactics) in work groups and dyads. She has expanded the exchange literature to include different forms of reciprocity and organizational justice.

# Reliably Predict Job Success ... Online

[www.etest.net](http://www.etest.net)



Hiring managers can now make better decisions as they add people to their teams, regardless of location. Using quick measures of problem solving ability and a personality inventory developed specifically for business applications, eTest measures common sense traits important to job success (problem-solving, conscientiousness, confidence and extraversion among others) and provides predictive performance-related dimensions derived from actual managerial ratings (dependability, interpersonal effectiveness, stress tolerance). Comprehensive reports include:

- Hiring Manager's Report, including targeted interview probes
- Developmental Report for the individual
- Professional Report for licensed consulting psychologists

## If you're looking for ...

- Development and validation of customized selection systems
- Quick Turnaround (usually 5 minutes)
- Validity (normed on over 14,000 people in many different occupations)
- A Multi-Featured Tool (Big Five facet scores, job performance predictor scales, functional similarity scales)

**Your search is over. Call us or visit [www.etest.net](http://www.etest.net) for more information.**

**eTest**

**800.700.1315**

a Sister Company of

**Management Psychology Group**  
[www.managementpsychology.com](http://www.managementpsychology.com)



## Management Psychology Group

We are licensed psychologists who understand the subtleties and nuances of life at the top, and are comfortable working at the boardroom

level. Our clients include some of the most well-recognized and well-respected companies in the nation.

### Our Professional Services include:

- Executive Assessment for selection and development
- Leadership Team Audit, Diagnosis and Intervention
- Executive Coaching
- Global/National Account Candidate Assessment

**800.700.1313**

**Management Psychology Group**

[www.managementpsychology.com](http://www.managementpsychology.com)

## **Announcing New SIOP Members**

**Michele E. A. Jayne**  
**Ford Motor Company**

The Membership Committee welcomes the following new Members, Associate Members, and International Affiliates to SIOP. We encourage members to send a welcome e-mail to them to begin their SIOP network. Here is the list of new members as of May 15, 2003.

**Richard Adderley**  
Cable Bahamas Ltd.  
Nassau, NP Bahamas  
rbadderley@cablebahamas.com

**Nathan Ainspan**  
U.S. Dept of Labor Office of Employee Disability Employment Policy  
Arlington, VA  
Nathan@Ainspan.com

**Robert Beres**  
Personnel Research Associates  
Chicago, IL  
rberes@pra-inc.com

**Marsha Bewley**  
Burger King Corporation  
Miami, FL  
mbewley@whopper.com

**Bridget Boyle**  
Employment Security Committee of North Carolina  
Raleigh, NC  
bridget.boyle@ncmail.net

**Laurie Broedling**  
Resource Consultants, Inc.  
San Diego, CA  
lbroedling@earthlink.net

**Aichia Chuang**  
National Taiwan University of Science and Technology  
Taipei Taiwan  
achuang@ba.ntust.edu.tw

**Patrick Curtin**  
Caliber Associates  
Fairfax, VA  
curtinp@calib.com

**Arlette Decuir Guthrie**  
The Home Depot  
Atlanta, GA  
arlette\_decuir@homedepot.com

**Steve DeKrey**  
Hong Kong University of Science and Technology  
Clearwater Bay, Kowloon  
Hong Kong  
sjdekrey@ust.hk

**Mahesh Deshmukh**  
ECS Ltd, Mumbai  
New Bombay, Maharashtra India  
maheshdeshmukh@yahoo.com

**Stacey Dolden**  
Los Angeles Times  
Los Angeles, CA  
stacey.dolden@latimes.com

**Suzanne Farmer**  
Celera Genomics  
Rockville, MD  
suzanne.farmer@celera.com

**Chad Fiedler**  
Aon Consulting  
Ann Arbor, MI  
chad\_w\_fiedler@aoncons.com

**Shaul Fox**  
Bar-Ilan University  
Ramat-Gan Israel  
foxsha@mail.biu.ac.il

**Connie Freeman**  
SHL Canada  
Mississauga, ON Canada  
connie.freeman@shlgroup.com

**Joe Fietze**  
First Tennessee Bank  
Memphis, TN  
jdfietze@firsttennessee.com

**Gillian Glovsky**  
Williams-Sonoma, Inc.  
San Francisco, CA  
gglovsky@wsqc.com

**Tenora Grigsby**  
Mentor Graphics Corporation  
Wilsonville, OR  
Tenora\_Grigsby@mentor.com

**Elna Hall**  
Hewitt Associates  
Chicago, IL  
elna.hall@hewitt.com

**Glenn Hallam**  
Creative Metrics, LLC  
Tallahassee, FL  
ghallam@creativemetrics.com

**Kasey Harboe**  
ACT, Inc.  
Iowa City, IA  
kasey.harboe@act.org

**Bryan Hayes**  
Kenexa  
Lincoln, NE  
bryan.hayes@kenexa.com

**Kim Jaussi**  
Binghamton University  
Binghamton, NY  
kjaussi@binghamton.edu

**K. Lee Kiechel Koles**  
Windwalker Corporation  
Chevy Chase, MD  
kiechelkoles@hotmail.com

**John Kulas**  
Saint Cloud State University  
Saint Cloud, MN  
jtkulas@stcloudstate.edu

**Dora Lau**  
Chinese University of Hong Kong  
Shatin, NT Hong Kong  
doralau@baf.msmail.cuhk.edu.hk

**Yueh-Ting Lee**  
Minnesota State University  
Mankato, MN  
liyeting@yahoo.com

**Cornelius Lewis**  
Applied Psychological Techniques  
Mount Vernon, NY  
clewis@appliedpsych.com

**Roger Lipson**  
The Lipson Group  
Lincoln, NE  
rogerlipson@thelipsongroup.com



**Laura Lorenzen**

Capital One Financial Corp  
Tampa, FL  
lauralorenzen@capitalone.com

**Alexandra Luong**

University of Minnesota–Duluth  
Duluth, MN  
aluong@d.umn.edu

**Jewel Mack**

Advance Auto Parts  
Roanoke, VA  
jewelmack@hotmail.com

**Charalampos Mainemelis**

London Business School  
London, United Kingdom  
bmainemelis@london.edu

**Christopher Marchioro**

Ameren Services  
Saint Louis, MO  
cmarchioro@ameren.com

**Paul Mulvey**

North Carolina State University  
Raleigh, NC  
Paul\_Mulvey@ncsu.edu

**Michael Najar**

DeCotiis Erhard, Inc.  
Denver, CO  
najarmj@att.net

**Matt Nelson**

Northwest College  
Kirkland, WA  
matt.nelson@ncag.edu

**Leissa Nelson**

Self-employed  
Daly City, CA  
lnamaste@mindspring.com

**Dena Papazoglou**

Booz Allen Hamilton Inc.  
Arlington, VA  
dpapazog@yahoo.com

**Gregory Patton**

University of North Dakota  
Grand Forks, ND  
gregory\_patton@und.nodak.edu

**Fred Richardson**

Cerritos, CA  
fricha1780@aol.com

**Syed Saad**

SHL  
Downers Grove, IL  
syed.saad@shlgroup.com

**Fabio Sala**

Hay Group  
Boston, MA  
Fabio\_Sala@haygroup.com

**Rudolph Sanchez**

California State University–Fresno  
Fresno, CA  
rjsanchez@csufresno.edu

**Christina Sarabia**

United Parcel Service  
Kennesaw, GA  
cxsarabia@msn.com

**John Schmidt**

Medical Service Corps, U.S. Navy  
Virginia Beach, VA  
john.schmidt@navy.mil

**Darby Settles**

General Motors  
Westland, MI  
darby.v.settles@gm.com

**Avi Shatzkes**

Wesley Hills, NY  
shatzkes@aol.com

**Renee Slick**

Kansas State University  
Fort Collins, CO  
reneeksu@hotmail.com

**Derek Steinbrenner**

Cambria Consulting  
Boston, MA  
derek\_steinbrenner@alumni.tufts.edu

**Eric Stephens**

Cumberland College  
Williamsburg, KY  
estephens@cumberlandcollege.edu

**Kristin Storz**

Sirota Consulting  
Jericho, NY  
kristinann76@aol.com

**Eric Surface**

SOFLO/Army Research Institute  
Raleigh, NC  
esurface@bellsouth.net

**Shirley Taylor**

Houston Baptist University  
Houston, TX  
staylor@hbu.edu

**Ann Tedesco**

William M. Mercer, Inc.  
New York, NY  
ann.tedesco@bbh.com

**Stephen Truhon**

Winston-Salem State University  
Winston-Salem, NC  
truhons@wssu.edu

**Megan Verret**

YUM! Brands Global Restaurants/  
KFC  
Louisville, KY  
megan.verret@yum.com

**Toby Wall**

University of Sheffield  
Sheffield UK  
t.d.wall@Sheffield.ac.uk

**Jane Webster**

Queen's School of Business  
Kingston, ON Canada  
jwebster@business.queensu.ca

**Kimberly Williams**

Human Capital Advisory Services  
Chicago, IL  
kiwilliams@deloitte.com

**Alexey Yupitov**

State University—Higher School of  
Economy  
Moscow Russia  
yupitov@yandex.ru

**Lori Zukin**

Booz Allen Hamilton Inc.  
Arlington, VA  
zukin\_lori@bah.com

*Welcome!*

## Debra A. Major and Rebekah A. Cardenas Old Dominion University

### Awards

**Stefanie Halverson**, graduate student in I-O psychology at Rice University, was awarded a Ford Foundation Dissertation Fellowship.

**Mikki Hebl**, the Radoslav Tsanoff Assistant Professor of Psychology, was the recipient of the 2003 George R. Brown Prize for Excellence in Teaching, the top teaching award at Rice University. She also received the Graduate Student Association award as the outstanding mentor.

**Jennifer Knight**, I-O psychology doctoral student at Rice University, won the Vaughn fellowship. This award is given to the most outstanding graduate student at Rice in the Division of Social Sciences.

**Mickey Quinones**, associate professor of psychology at Rice University, won the George R. Brown Award for Superior Teaching. This is among the most prestigious teaching awards at Rice University.

**Eugene F. Stone-Romero**, SIOP Fellow and professor of psychology at the University of Central Florida, won the Trailblazer Award sponsored by the PhD Project Management Doctoral Students Association (MDSA). The award is for faculty members who have made outstanding research-related contributions to the management discipline while overcoming obstacles and barriers. The MDSA provides a system of support and national networking for African-Americans, Hispanic-Americans, and Native Americans pursuing doctoral degrees in management.

### Transitions, Appointments, and New Affiliations

**Jennifer Carr** of Michigan State University has accepted a position in the I-O program at Bowling Green State University. She will be joining a faculty that includes **Bill Balzer**, **Milt Hakel**, **Scott Highhouse**, **Steve Jex**, and **Mike Zickar**.

Michigan State University doctoral graduate, **Brad Chambers**, has joined Personnel Decisions Research Institutes in Washington, DC as a research scientist.

SIOP Fellow **Robert Dipboye** of Rice University was appointed to a chaired position, the Herbert S. Autrey Professor of Psychology.

The I-O program at Tulane University is pleased to welcome **Bryan Edwards** to its faculty. Bryan received his PhD from Texas A&M University and will join SIOP members **Ron Landis** and **Carl Thoresen** in the Department of Psychology and colleagues **Art Brief**, **Mike Burke**, and Mary Waller in the Freeman School of Business.

**Gary Greguras** has accepted a faculty position in the School of Business at Singapore Management University. Gary will be leaving his position at Louisiana State University where he currently is the director of the I-O program.

SIOP Fellow **Kevin R. Murphy**, professor of psychology at Penn State University since 2000, has been appointed head of the psychology department at Penn State.

Having spent 10 fascinating, turbulent years at United Airlines, **Debbie Parker** has accepted a senior consultant position with MICA Management Resources in Chicago, IL. At MICA she will focus on leadership assessment, development, and coaching. Debbie can be reached at [dparker@micaworld.com](mailto:dparker@micaworld.com).

After 12 rewarding years with Aon Consulting, **Matt Redmond** has accepted an internal position at Starwood Hotels & Resorts located in White Plains, NY. He will be joining **Michelle Crosby**, **Mariangela Battista**, and **Norm Perreault** on the Organizational Capability team at Starwood. Matt can be reached at [matt.redmond@starwoodhotels.com](mailto:matt.redmond@starwoodhotels.com).

**Dawn Riddle** has joined the Perceptual Robotics Laboratory and Center for Robot-Assisted Search and Rescue at the University of South Florida.

The I-O program at the University of North Carolina at Charlotte is very pleased to welcome **Steven G. Rogelberg**, joining I-O colleagues **Anita Blanchard**, **Kim Buch**, **Dave Gilmore**, **Jo Ann Lee**, and **Bill Siegfried** in psychology and **Mike Ensley**, **Bob Giacalone**, **Chris Henle**, **Doug Pugh**, **Ben Tepper** and **Kelly Zellars** in management. Steven will be the coordinator of the I-O program and also will hold an adjunct appointment in management.

**Aaron Schmidt** of Michigan State University has joined the faculty of the I-O psychology program at the University of Akron. He will be joining **Paul Levy**, **Rosalie Hall**, **Bob Lord**, **Phil Moberg**, **Andy Snell**, **Harvey Sterns**, and **Dan Syantek**.

The I-O program at the University of South Florida welcomes **Steve Stark** to its faculty. Steve earned his PhD at the University of Illinois–Urbana Champaign in 2002. He will add depth to the program's strength in measurement, statistics, and the study of individual differences in personality.

**Carol Surface** was recently promoted to vice-president, HR for the China Business Unit at PepsiCo Beverages International. Carol and her husband Luke and their dog Samson moved to Hong Kong in March. Her remaining stateside SIOP colleagues **Allan Church** (PepsiCo), **Nancy Jagmin**, and **David Oliver** (Frito-Lay North America), **Jeff Schippmann** (PepsiCo), and **Janine Waclawski** (Pepsi-Cola North America) wish her well in her new role.

**Darin Wiechmann** has completed his doctorate at Michigan State University and has joined the Leadership Development and Organizational Effectiveness group at Bristol-Myers Squibb in Plainsboro, NJ. Darin joins the group as an associate manager. Darin will be working with fellow SIOP members **Stephen Dwight**, **Peter Fasolo**, **Ben Dowell**, **Stuart Tross**, **Bernard Bedon**, and others.

## **New Books Available From SIOP**

### **Health and Safety in Organizations: A Multi-Level Perspective**

(2003) David A. Hofmann & Lois E. Tetrick (Eds.)

Provides a review and integration of the different lines of research focusing on individual health and well-being in organizations. Explores the theoretical linkages between individual health and certain aspects of the overall health of the organization. \$49.00/SIOP Member \$39.20.

### **Managing Knowledge for Sustained Competitive Advantage: Designing Strategies for Effective Human Resource Management**

(2003) Susan E. Jackson, Angelo DeNisi, & Michael Hitt (Eds.)

Positions knowledge as a unique source of competitive advantage. Discusses how I-O psychologists can not only contribute to our understanding of knowledge-based competition but also to the ability of firms to succeed in knowledge-based competition. \$50.00/SIOP Member \$40.00.

### **Personality and Work: Reconsidering the Role of Personality in Organizations**

(2003) Murray Barrick & Ann Marie Ryan (Eds.)

Covers how personality affects various outcomes and behaviors, the relationship between personality and behavior in specific work settings, emerging research streams, and integrating the models and effects of various work settings on divergent outcomes and behaviors that are described throughout the book. \$53.00/SIOP Member \$42.40.

### **Resizing the Organization**

### **Managing Layoffs, Divestitures, and Closings: Maximizing Gain While Minimizing Pain**

(2003) Kenneth P. DeMeuse & Mitchell Lee Marks (Eds.)

Offers a wealth of theoretical information, best business practices, and winning techniques for executives who must guide their companies through the often difficult processes of mergers, acquisitions, and downsizings. \$50.00/SIOP Member \$40.00.

### **Work Careers: A Developmental Perspective**

(2002) Daniel C. Feldman (Ed.)

Explores the most recent psychological theories and up-to-date research on how careers develop at different stages of a person's work life. \$50.00/SIOP Member \$40.00.

**SIOP Members Receive a 20% Discount!**

### Harold A. Edgerton

Harold A. Edgerton died April 6, 2003 in Santa Cruz, California at the age of 99. A past president of SIOP (1953–1954), Harold was a major contributor to psychological measurement, I-O psychology, counseling, and consulting psychology, with one hundred-plus publications to his credit. He is survived by his wife of 58 years, Wanda (Wendy), and his daughter, Mary Edgerton Kraft.

Born January 18, 1904, in Russell, Kansas, he attended Emporia State University (BS, 1924). At college he worked as a research clerk in the Bureau of Educational Measurement, scoring tests and computing statistics, beginning a career in measurement. When Dean A. Worcester, director of the Bureau, returned to Ohio State to complete his doctorate in 1926, Harold accompanied him and studied under Herbert A. Toops.

Toops involved him in the construction of Forms 6 through 26 of the Ohio State Psychological Examination (the Rolls-Royce of scholastic aptitude tests), employed him on the Minnesota Mechanical Abilities Project (Donald G. Paterson), and got him summer jobs with Lewis M. Terman at Stanford; there he studied with T. L. Kelley and Harold Hotelling. Completing his PhD in 1928, he continued on at Ohio State as a research assistant in the Department of Psychology, eventually moving up the ranks from assistant professor to professor. In 1941 he became director of the Occupational Opportunities Service at Ohio State, one of the first college counseling centers. The focus was on vocational counseling, aptitude testing, and occupational studies. He taught courses in counseling, statistics, and personnel, and was adviser to 29 master's students (myself included) and six PhD students at Ohio State (e.g., Edward Borden and Chester Evans, first and second).

Influenced by Toops, his early publications emphasized computational statistics, making calculations for large  $N$ 's easier on desk calculators and Hollerith machines. Edgerton developed formulas, tables, and graphical methods. He and Albert Kurtz wrote *Statistical Dictionary* (1939), published by John Wiley and Sons, New York. Later publications reflected the Science Talent Search, specialized tests, research in personnel selection and training, tests in counseling, and counseling in colleges and the military.

Edgerton was a consultant to the U.S. Employment Services, Washington, DC; Science Service, Inc. (Westinghouse Annual Science Talent Search); Secretary of War, Personnel Research Section, AGO.

Edgerton left Ohio State in 1947 as a vice-president and later president of Richardson, Bellows, Henry and Co., Inc. In 1962 he founded Performance Research, Inc. in Washington, DC and was its president until he retired in 1970.

Edgerton served as president of Divisions 14 (Industrial and Business) and 13 (Consulting Psychology) of APA. Other notable professional activi-

ties include president of the Psychometric Society, diplomate of ABPP, president of ACPA Committee on Certification of Counseling Agencies, and service on APA's Committee on Standards for the Delivery of Psychological Services. He was a member of several honorary societies including, Sigma Xi, Pi Kappa Delta, Phi Delta Kappa, Alpha Psi Delta, and Pi Mu Epsilon. Additional information about his career is available at <http://www.siop.org/Presidents/Edgerton.htm>.

Wilbur L. (Bill) Layton

## CONFERENCES & MEETINGS



**David Pollack**  
**U.S. Department of Homeland Security**

Please submit additional entries to [David.M.Pollack@dhs.gov](mailto:David.M.Pollack@dhs.gov).

### 2003

- July 14–19      23rd O.D. World Congress. Tilajari, Costa Rica. Contact: Organization Development Institute, (440) 729-7419 or [DonWCole@aol.com](mailto: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](http://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](http://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](http://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](http://www.assessmentcenters.org).
- Oct 2–5      2003 International Positive Psychology Summit. Washington, DC. Contact: [www.gallup.hu/pps/2003\\_ipps.htm](http://www.gallup.hu/pps/2003_ipps.htm).
- 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 4–6      Annual Conference of the International Military Testing Association. Pensacola, FL. Contact: [Patricia.Gibson@cnet.navy.mil](mailto:Patricia.Gibson@cnet.navy.mil) or [www.internationalmta.org](http://www.internationalmta.org).



Nov 5–8            18th Annual Conference of the American Evaluation Association. Reno, NV. Contact: AEA, (888) 232-2275 or <http://eval.org>.

## **2004**

March 4–6            Annual Conference of the Society of Psychologists in Management (SPIM). San Francisco, CA. Contact: Lorraine Rieff, [spim@lrieff.com](mailto:spim@lrieff.com) or [www.spim.org](http://www.spim.org) (CE credit offered).

March 10–13        Annual Conference of the Southeastern Psychological Association. Atlanta, GA. Contact: SEPA, (850) 474-2070 or [www.am.org/sepa/](http://www.am.org/sepa/) (CE credit offered).

March 12–14        Annual IOOB Graduate Student Conference. Tulsa, OK. Contact: [ioob2004@hotmail.com](mailto:ioob2004@hotmail.com) or [www.ioob2004.com](http://www.ioob2004.com).

March 27–30        Annual Conference of the American Society for Public Administration. Portland, OR. Contact: ASPA, (202) 393-7878 or [www.aspanet.org](http://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](http://www.siop.org) (CE credit offered).

April 12–16        Annual Convention, American Educational Research Association. Chicago, IL. Contact: AERA, (202) 223-9485 or [www.aera.net](http://www.aera.net).

April 13–15        Annual Convention, National Council on Measurement in Education. Chicago, IL. Contact: NCME, (202) 223-9318 or [www.ncme.org](http://www.ncme.org).

May 21–27        Annual Conference of the American Society for Training and Development. Washington, DC. Contact: ASTD, (703) 683-8100 or [www.astd.org](http://www.astd.org).

May 27–30        Annual Convention of the American Psychological Society. Chicago, IL. Contact: APS, (202) 783-2077 or [www.psychologicalscience.org](http://www.psychologicalscience.org) (CE credit offered).

June 27–30        Annual Conference of the Society for Human Resource Management. New Orleans, LA. Contact: SHRM, (703) 548-3440 or [www.shrm.org](http://www.shrm.org) (CE credit offered).

## CALLS & ANNOUNCEMENTS

### Call for Papers The Kenneth E. Clark Research Award

The Center for Creative Leadership is sponsoring the Kenneth E. Clark Research Award, our annual competition to recognize outstanding unpublished papers by undergraduate and graduate students.

The winner of this award will receive a prize of \$1,500 and a trip to the center to present the paper in a colloquium.

Submissions may be either empirically or conceptually based. The contents of the paper should focus on some aspect of leadership or leadership development.

Submissions will be judged by the following criteria: (a) the degree to which the paper addresses issues and trends that are significant to the study of leadership; (b) the extent to which the paper shows consideration of the relevant theoretical and empirical literature; (c) the extent to which the paper makes a conceptual or empirical contribution; (d) the implications of the research for application to leadership identification and development. Papers will be reviewed anonymously by a panel of researchers associated with the Center.

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

Papers are limited to 30 double-spaced pages, including title page, abstract, tables, figures, notes, and references. Papers should be prepared according to the current edition of the *Publication Manual of the American Psychological Association*.

Entries (accompanied by faculty letters) must be received by **September 5, 2003**. The winning paper will be announced by November 7, 2003. Entries should be submitted to **Cynthia McCauley, PhD, VP Leadership Development, Center for Creative Leadership, One Leadership Place, P.O. Box 26300, Greensboro, NC 27438-6300**

---

### Call for Papers 4th International Conference on Emotions and Organizational Life

Researchers are invited to submit papers for the 4th Conference on Emotions and Organizational Life, to be held at Birkbeck College, London, England, June 27–29, 2004.

Papers are invited on any topic of relevance to the study of emotions at work, including the determinants of emotion, the nature and description of emotion, processes and effects of emotion at the organizational, team, and individual levels. Both theoretical and empirical papers are welcome. Papers that take a multidisciplinary perspective will be especially welcome.

The deadline for receipt of papers is **March 31, 2004**. Papers should be sent to the addresses indicated below and will be subject to blind review. The format is to follow the submission guidelines for the Academy of Management.

We encourage innovative submissions, but all must satisfy the requirements of rigorous scholarly discourse. A brief statement of your preference for presentation format should also accompany submission of papers. It is anticipated that a wide variety of delivery styles will be used, including panel discussion, workshops, and traditional presentations.

It is intended that the conference papers will be considered for inclusion in an edited book of papers that will help to define further this emerging field. Authors who will be unable to attend the conference are also invited to submit their papers to be considered for inclusion in the book. These papers will be available for work-shopping at the conference and will be subject to the same review process as the conference papers.

Papers for the fourth conference are to be submitted electronically using any recognised word processor software (e.g. Word, WordPerfect). Papers from the US and Canada should be sent to **Wilfred J. Zerbe, e-mail: wilfred.zerbe@haskayne.ucalgary.ca**. Papers from elsewhere should be sent to **Neal M. Ashkanasy, The University of Queensland Business School, e-mail: N.Ashkanasy@uq.edu.au**. For further information about the conference, please contact **Neal Ashkanasy: (+617) 3365-7499, Fax: (+617) 3365-6988, or Wilf Zerbe (403) 220-3005, Fax: (403) 282-0095**.

Neal M. Ashkanasy, Charmine E. J. Härtel, and Wilfred J. Zerbe, cochairs

---

### **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)**.



## Personnel Research Associates, Inc.

(PRA) invites you to join a consortium for the development and validation of employee selection tests for clerical/administrative, customer service, and sales job families. This study is designed for employers who plan to use tests to select people for these positions.

What are the benefits to your company for participating in a consortium study?

- ❖ No development costs
- ❖ Reduced employee participation requirements
- ❖ No consulting fees
- ❖ Test material discounts

For more information contact

William Macey ([wmacey@pra-inc.com](mailto:wmacey@pra-inc.com)) or

Nancy Tippins ([ntippins@pra-inc.com](mailto:ntippins@pra-inc.com)) at 847.640.8820



Personnel Research Associates, Inc.